

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1 Method of the Research**

The method of this research is qualitative and the design used is a descriptive case study by Yin (2018). According to Yin (2003), The extent and depth of the thing (case) being described are covered in a descriptive case study. This method is suitable for this research as its aim is to explore factors that hinder speaking fluency among EFL university students during public speaking. Deep information is needed to figure out those factors.

#### **3.2 Focus of the Research**

The aim of this research was to explore the factors that hinder Indonesian university students' speaking fluency. The participants were three English Education Department students at Siliwangi University who took the Academic Listening and Speaking subject and became presenters in the Academic Listening and Speaking's webinar in the academic year 2020/2021. In addition, this research will cover the Siliwangi University geography only.

#### **3.3 Setting and Participants**

The participants were three English Education Department students who became presenters in Academic Listening and Speaking's webinar in the academic year of 2020/ 2021 and have signed the participant's concern form. They were 22-year-old females and came from different classes. Those students often showed disfluency features for instance self-correcting, filler, pause, repetition, prolongation of sound, blocking of sound, substitution, deletion, insertion, and articulation error. The researcher will uphold acting with honesty and integrity, obtaining informed consent, acting honestly, maintaining privacy, and establishing friendly relationships with the interviewees.

### **3.4 Technique of Collecting the Data**

This research used semi-structured interviews. A semi-structured interview (SSI) is a conversational interview with one participant at a time that uses a combination of closed- and open-ended questions, frequently followed by why- or how-specific questions (Adam, 2015). A semi-structured will be the most appropriate and suitable instrument for exploring in-depth information and seeing things from their perspectives (Cohen et al., 2017). The interview guideline is adapted from Wang (2014). The interview will be conducted twice in English or Indonesian language. The first interview was conducted via Google meet video call, while the second interview was conducted through voice note via WhatsApp application. According to Adam (2015), there are five stages of conducting a semi-structured interview:

1. Selecting and recruiting the respondent

In this very first step, the researcher selected three interviewees based on observation results of webinar performance videos that showed more than five disfluency features.

2. Drafting the questions and interview guide

The questions and interview guidelines used are adapted from Wang (2014). The questions consist of five main questions which are followed by additional questions based on the participants' responses.

3. Starting the interview

The interview was held via Google Meet video call. The interview was recorded with the participants' permission. Before starting the interview questions, the participants were asked to re-watch their public speaking performances in order to get the most reliable data.

4. Polishing the interview technique

The interview lasted for 15-30 minutes for each interviewee. The interview was conducted in Indonesian language.

#### 5. Analyzing the information gathered and reporting

In this stage, the gathered data will be transcribed and every Indonesian language will be translated into English for then to be analyzed using thematic analysis by Braun & Clarke (2006).

### 3.5 Technique of Analyzing the Data

This research used thematic analysis as the technique for analyzing the data. According to Braun & Clarke (2006), "thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data" (p. 6). Moreover, Braun & Clarke (2006) stated that, there are six phases to conduct thematic analysis:

#### 1. Familiarizing the data

The first phase is to get familiar with the data by doing repeated reading, that is comprehending the data by looking for the meaning, and pattern.

#### 2. Generating initial codes

In the second phase, the interesting data started to be coded by the researcher. It can be data that needs more detail or exploration or it can also mean meaningful data regarding the phenomenon.

Table 3.1 Generating Initial Codes

<p>Ketika nge-blank, saya akan kesulitan mencari kosa kata lain yang akan saya gunakan selain dari apa yang sudah saya hafalkan dari teks yang telah saya buat. saya jarang mendengar vocabulary yang saya gunakan dalam teks untuk webinar</p>	<p>Thinking process Inadequate vocabulary</p>
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Tidak ada. Namun saya sempat lupa teksnya dan ingat lagi.	Recalling memory
Nervous ini karena ditonton banyak orang dan saya adalah presenter terakhir, melihat penampilan orang lain sebelumnya bagus-bagus membuat saya nervous... Apalagi ada dosen yang ikut menonton, jika saya membuat kesalahan saya takut nilai saya akan dikurangi.	Nervousness Test-anxiety
jadi memang pronounciationnya kurang dilatih juga.	Lack of preparation
Kalau dari grammarnya sepertinya kurang tepat karena saya pribadi kurang menguasai grammar dan saat itu teks yang saya hafalkan untuk presentasi belum terlalu saya cek grammarnya.	Lack of grammar knowledge
Takut salah dan takut kurang maksimal	Afraid of making mistake

### 3. Searching for themes

In this phase, the researcher started to analyze the codes that have been discovered from the data for then sorted into potential themes.

Table 3.2 Searching for Themes

Code	Frequency
Nervousness	17
Afraid of making mistake	8
Test-anxiety	4
Lack of preparation	4
Inadequate vocabulary	4
Lack of grammar knowledge	2

Code	Frequency
Thinking process	2
Recalling memory	1

#### 4. Reviewing themes

This phase aims at determining the coherence of the data codes with the selected themes.

Table 3.3 Reviewing Themes

Code	Theme
Thinking process	Cognitive
Recalling memory	
Lack of grammatical knowledge	Linguistic
Inadequate vocabulary	
Nervousness	Affective
Afraid of making mistake	
Test-anxiety	
Lack of preparation	

#### 5. Defining and naming themes

The fifth step is to determine the essence of each theme, which the researcher developed using the speaking disfluency theory by (Wang, 2014) that was applied: 1) Cognitive factor, 2) Linguistic factor, 3) Affective factor.

#### 6. Producing report

The final phase covers writing up the conclusion of the report's analysis and the fully formed themes.

### 3.6 Steps of the Research

The following table is the steps that the researcher done during the research.

Table 3.4 Steps of the Research

Steps	Descriptions
Exploring the problem	The speaking performance of EED students in ALS webinar has attracted the researcher's attention. Some students experienced speaking disfluency during their performances. Yet they have been taught how to perform public speaking and also they have prepared well for the public speaking performance.
Conducting a literature review	The researcher reviewed several literatures related to the research from various sources such as articles and journals to reinforce the research.
Setting the objective and research question	The research explored factors that hinder EFL university student's fluency during public speaking.
Collecting the data	The semi-structured interview is used in this research as it is the most appropriate and suitable technique for this research.
Analyzing the data	The data is analyzed using the thematic analysis of Braun and Clarke (2006).
Writing the report	Showing the findings and results of the research.

### 3.7 Time and Place of the Research

The time span of the research was held for twelve months, from January until December, as can be seen in the following table:

Table 3.5 Time of the Research

Description	2023						
	January	February	March	April	October	November	December
Research proposal writing							
Research proposal examination							
Data collection							
Data analysis							
Report							
Thesis examination							