

CHAPTER 3 RESEARCH PROCEDURES

3.1 Method of the Research

The research methodology employed in this study was a descriptive case study. This particular type of case study was chosen to provide a comprehensive description of an intervention or phenomenon, including its real-life context (Yin, 2013 as cited in Baxter & Jack, 2015). In this case, the descriptive case study was utilized to depict and analyze the students' perceptions regarding the utilization of the Orai application in the context of a public speaking course. The primary objective of the research was to investigate and understand the students' perspectives on using the Orai application in their public speaking course.

3.2 Focus of the Research

This study was primarily centered around examining the students' perceptions regarding the utilization of the Orai application in a public speaking course. The main objective was to investigate and understand the students' perspectives on the use of the Orai application during their public speaking course. By doing so, this study aimed to provide a comprehensive description of how students perceive the use of the Orai application in the context of their public speaking course.

3.3 Setting and Participants

The public speaking course is available in the second semester in the English Education Department, Faculty of Educational Sciences and Teachers' Training in a state university in Tasikmalaya, Indonesia. This course has 16 weeks in a semester. This course is designed to prepare students for success in typical public speaking situations and to provide them with the basic principles of organization and research needed for effective speeches and deliver information, argue a position, present an award, introduce a guest

speaker, or honor a special event. The students who had speech in front of the stage must reflect their performance using Orai application to reflect their speech so they will know their mistake of their speech.

The participants in this study were three students of the English Education Department in a university in Indonesia who have enrolled in a public speaking course in 2018/2019 academic year aged 22 above years old. The public speaking course is available in the second semester in the English Education Department, Faculty of Educational Sciences and Teachers' Training in a state university in Tasikmalaya, Indonesia. Moreover, they participated in this study because of their willingness to be interviewed by fulfilling the consent form before conducting the interview.

3.4 Technique of Collecting the Data

In this study, the researcher employed semi-structured interviews as the research method to gather data from the participants who were enrolled in the public speaking course at a state university in Tasikmalaya, Indonesia. The choice of using interviews was based on the advantages they offer in allowing participants to provide detailed explanations and insights based on their personal experiences in the course.

According to Longhurst (2003), a semi-structured interview involves a verbal exchange between an interviewer and a participant, where the interviewer asks questions to elicit information. While the interviewer prepares a set of predetermined questions, the interview itself takes on a conversational tone, providing participants with the opportunity to explore topics they consider important and share their perspectives.

By using semi-structured interviews, the researcher aimed to gain in-depth insights into the participants' perceptions of using the Orai application in the public speaking course and to allow them to express their thoughts and experiences in a meaningful way.

3.5 Technique of Analyzing the Data

The data from the semi structured interview was process and analyzed using data analysis by Miles, Huberman, and Saldana (2014). This data analysis method used because it offers convenience and time efficiency in analyzing the raw data obtained from the interview. The data analysis included following activities:

1) *Data Condensation*

Selecting data chunks from the interview transcripts for making the data stronger, in order to sharpen, focus, and organize the data.

Table 3.1 Data Condensation Example

Original Data	Condensed Data
I think the application is easy to use, why? Because when the utilizing we just need to download the application on the Play Store then we just need to use the application. The use also simple we just need to talk what we want to talk and then we could check is it good or no then the main thing in the use in it I thing is to check then what we had deliver that correct the pronunciation or no like that. So, I think it easy to euh. To use like that	easy to use, why? Because when the utilizing we just need to download the application on the Play store then we just need to use the application, The use also simple we just need to talk what we want to talk and then we could check is it good or no. the main thing in the use in it I thing is to check then what we had deliver that correct the pronunciation or no like that

2) *First Cycle Coding*

In this section, the researcher assigned initial codes to the data chunks. In the first cycle coding, the researcher used Process Coding approach to analyze Perceived ease of use (PEOU), Perceived usefulness, and The Attitude towards Technology component because its purpose was to imply actions intertwined with the dynamics of time, such as things that emerge, change, occur in particular

sequences, or become strategically implemented. Moreover, Process Coding approach was used for the entire component because it also has a purpose to quote participants' action/interaction and the impact of the action itself. Furthermore, the researcher used number 1 to initial Perceived ease of use (PEOU) component, number 2 for Perceived usefulness component, number 3 The Attitude towards Technology component, as it was the way for the researcher to assigning initial codes based on the data analysis method by Miles, Huberman, & Saldaña (2014).

Table 3.2 First Cycle Coding

Data	Initial Codes
<p>¹The use also simple we just need to talk what we want to talk and then we could check is it good or no. the main thing in the use in it I thing is to check then what we had deliver that correct the pronunciation or no like that</p>	<p>¹giving the simple way to utilize the application</p>
<p>¹ when I talk there will detect what we talked and then also include the fillers which may be detected what I say Also, the pauses that maybe I said when I record it. it is easy to find out and finally I am also easy to correct what's lacking in what I say</p>	<p>¹ easy to detect the filler and the pauses of the speech.</p>
<p>now I know that apparently ¹there is an application that can help me to find out how far my speaking skill is whether from the pronunciation, pauses, repetition.</p>	<p>¹ giving the student information about speaking skills such as pronunciation, pauses, repetition.</p>
<p>²I am very happy can get the access to using this application because based on my experience the difficulties of</p>	<p>² students feel very helpful with the application</p>

the speaking especially when we have to perform in front of the people and the practice to test how far I can pronounce correctly then, to practice my speaking so it will less of repetition or pauses.	
³ this application it is accurate, what we speak is suitable with the result on the recorder so I think I believe that the application can enhance my speaking skill like that.	³ students believe it enhance speaking skill because the application accurate
³ I can feel more confidence because what I will said in my performance, I was practice it before how I deliver that so, I believe that the application gives the goodness for me especially in my speaking aspect	³ the student feel more confidence because the student will practice first before perform

After assigning initial codes, the researcher grouped the codes based on the conceptual framework (Technological Acceptance Model) namely component Perceived Ease of Use (PEoU), Perceived usefulness component, The Attitude towards Technology component.

Table 3.3 Components of Perceived Ease of Use, Perceived Usefulness and Attitude toward the technology

Perceived Ease of Use (PEoU) components
<ol style="list-style-type: none"> 1) student feels happy because the application enhances the speaking skill. 2) students feel very helpful with the application 3) the application helps the student to enhance speaking skill 4) students are able to see and compare the speaking skill 5) student happy for this application because besides easy to use the application provide the essential features that the speaking skill

student be able to reflect about the speech to improve the speaking skill
Perceived Usefulness
<ol style="list-style-type: none"> 1) student able to check the transcription. 2) students believe that the application enhances the speaking skill 3) the features in the application motivated student to do a lot of practice 4) students believe the application could enhance the speaking skill because the score feature of the application. 5) the student trusts the application could help her by doing a lot of practice and compare the first result until the last result. 6) student believe the application could enhance the speaking skill. 7) the score feature motivate the user to get the higher score 8) student believe that the application will motivate the user to enhance the speaking skill. the features of the application motivate the student to enhance the speaking skill.
Attitude toward the techbology
<ol style="list-style-type: none"> 1) giving the simple way to utilize the application 2) helping the student to correct the speech 3) the application is flexible easy to use everywhere and anytime 4) facilitate to divide filler, energy, and the monotone of the speech. 5) the application has a clear instruction 6) easy to detect the filler and the pauses of the speech. 7) easy to correct the speech 8) the application will measure automatically the result and show the transcription. 9) the guidelines very clear make it easy to use 10) the application has some features that easy to use 11) giving the student information about speaking skills such as pronunciation, pauses, repetition.

- 12) The application facilitates the student to give information how fast their speech, the pace, the monotone, then the filler.
- 13) the application will give the student suggestion to enhance the pace
- 14) the information help student to deliver the message clearly
- 15) help student to find out how much the fillers she gets
- 16) Students can view the transcript of the application
- 17) Students can see the level of confidence from the results displayed in the application
- 18) the application provides suggestions for the user
student could view the score from the speech result

3) *Second Cycle Coding*

The next step in analysis process was pattern coding. The researcher grouped the result codes from the first cycle coding into smaller number of codes.

Table 3.4 Second Cycle Coding

Perceive Ease of Use
1) the application helps the student to enhance speaking skill by reflecting the speech and comparing the speech
Perceive Usefulness
1) the student trusts the application could help her by doing a lot of practice and compare the first result until the last result. 2) students believe the application could enhance the speaking skill because the score feature of the application.
The Attitude towards Technology
1) the application is flexible easy to use everywhere and anytime 2) facilitate to divide filler, energy, the monotone of the speech, repetition, pauses. the application will measure automatically the result and show the transcription.

4) Data Display

Presenting and arranging a full data set in the same location systematically that allows conclusion drawing.

Table 3.5 Data Display

Participants	Perceived Ease of Use (PEoU)	Perceived Usefulness	The Attitude towards Technology
P1	student happy for this application because besides easy to use the application provide the essential features that the speaking skill	¹ student believe that the application enhances the speaking skill ² the student feel more confidence because the student will practice first before perform	¹ giving the simple way to utilize the application ² easy to correct the speech ³ giving the student information about speaking skills such as pronunciation, pauses, repetition.
P2	the application helps the student to enhance speaking skill	¹ the student trusts the application could help her by doing a lot of practice and compare the first result until the last result ² students believe the application	¹ the application is flexible easy to use everywhere and anytime ² the application will measure automatically the result and show the transcription. ³ the application facilitates the student to give information how fast their speech, the pace, the monotone, then

		could enhance the speaking skill because the score feature of the application.	the filler
P3	student be able to reflect about the speech to improve the speaking skill	<p>¹ student believe that the application will motivate the user to enhance the speaking skill</p> <p>² students believe the application could enhance the speaking skill.</p>	<p>¹ the application has a clear instruction</p> <p>² the application has some features that easy to use</p> <p>³the students found it helpful to know how much fillers they got</p>

5) Drawing and Verifying Conclusion

Interpreting the findings to make a final conclusion.

3.6 Time and Place of the Research

Table 3.6 Research Schedule

No	Description	Feb 2022	Mar 2022	Apr 2022	May 2022	Jun 2022	Jul 2022	Aug 2022	Sep 2022	Oct 2022	Dec 2022	Feb 2023	Jul 2023	Oct 2023
1.	Research Proposal Writing													
2.	Research proposal examination													
3.	Data collection													
4.	Data analysis													
5.	Writing the report													
6.	Comprehensive examination													
7.	Thesis examination													