# CHAPTER 3
# RESEARCH PROCEDURES

This section is a procedural part, which is the part that directs the researcher to design the flow of his research from the applied research approach, the instruments used, the data collection stages carried out, to the data analysis steps that are carried out.

## 3.1 Method of the Research

The research employed a descriptive case study method. This choice was based on the research's focus on providing a detailed and contextualized description of the phenomenon under study (Yin, 2014). The method allowed the researcher to understand EFL students' speaking issues in-depth. This comprehensive understanding was vital as it could provide valuable insights for problem-solving, decision-making, and theory development across various academic fields, particularly in teaching and learning spoken English in EFL settings.

## 3.2 Focus of the Research

This research analyzed the problems influencing English-speaking skills among students at the University of Indonesia.

## 3.3 Setting and Participants

This research was conducted at a university in Tasikmalaya, Indonesia, which was chosen for its educational context. Access to the university was granted through formal collaboration with the faculty, and permission was obtained from the relevant authorities, adhering to ethical guidelines. The participants, consisting of five students aged 19-20 years one male and four female, were purposely selected from semester 3, who had just completed the public speaking course. Their participation was based on completion of the course and identified speaking problems by obtaining a grade (c) to ensure a nuanced exploration of the specific difficulties faced by students who have had prior public speaking training. Before

participation, ethical considerations were paramount, with participants providing informed consent and protecting their privacy and well-being throughout the study. This study aimed to provide a comprehensive understanding of the speaking challenges faced by Indonesian EFL students in Tasikmalaya's tertiary institutions.

## 3.4 Technique of Collecting Data

The method chosen for data collection involved conducting semi-structured interviews. This approach requires active interaction between the researcher and stakeholder participants, with a pre-formulated interview guide. As per Sugiyono (2008), the semi-structured interview method is a qualitative research technique that uses predetermined questions to explore recent developments related to the purpose of the interview. Nonetheless, this method allows the researcher to explore participants' responses and experiences more deeply. This approach facilitated extracting detailed information regarding the participants' experiences and views regarding speech difficulties.

## 3.5 Technique of Analyzing Data

In the data analysis process, researchers used techniques such as data condensation, data display, and conclusion drawing, as Miles et al. (2014) described in the data analysis theory. This data analysis method was chosen because it provides convenience and time efficiency in processing raw interview data. The following are the steps in data analysis:

1. First, the researcher made a transcription of the data obtained from the interviews.

2. Next, the researcher conducted a qualitative analysis of the transcription by referring to the concepts described (Miles et al., 2014). The data analysis process includes a series of activities, including:

### 3.5.1 Data Condensation

Selecting data chunks from the interview transcripts strengthens the data to sharpen, focus, and organize the data.

Table 3.5.1 Data Condensation

| Original Data | Condensed Data |
|---|---|
| The difficulty in planning and constructing sentences is determining the appropriate vocabulary; more vocabulary is also needed to construct sentences. | Constructing sentences was challenging due to the need to choose appropriate vocabulary. |

3.5.1.1 First Cycle Coding

In this section, the researcher gave initial codes to the data segments. In the coding stage of the first cycle, the researcher used the process coding approach to analyze aspects of students' lack of vocabulary mastery, utilizing appropriate grammatical rules, pronouncing English words accurately, excessive use of filler words, speaking in front of a large audience, and choosing the appropriate accent. Furthermore, the researcher used number 1 for the vocabulary difficulties component, number 2 for grammar difficulties, 3 for the pronunciation difficulties component, number 4 for excessive use of filler words component, number 5 for difficulty when speaking in front of a significant audience component, and number 6 difficulty in choosing the appropriate accent component as it was the way for the researcher to assign initial codes based on the data analysis method by (Miles et al., 2014).

Table 3.5.1.1 Initialing Codes

| Data | Initial Codes |
|---|---|
| [1] The difficulty I experience in planning and constructing sentences is determining the appropriate vocabulary. | [1] Students' lack of vocabulary mastery, |

| | |
|---|---|
| [2] It is still challenging to determine grammar. I also need help understanding the correct grammatical structure when constructing sentences. | [2] Utilizing appropriate grammatical rules, |
| [3] I also face difficulties in pronouncing English words that are new or rarely used, so I have not mastered their pronunciation | [3] Pronouncing English words accurately, |
| [4] It happens often. However, if it happens too often, I will become silent. | [4] Excessive use of filler words, |
| [5] Public speaking, especially in front of a large audience, makes me nervous, and keeping a connected flow is complex. | [5] Speaking in front of a large audience and |
| [6] The challenge I needed was clarity in choosing the proper accent. | [6] Choosing the appropriate accent |

After establishing the initial codes, the researcher registered a sample of temporary codes before conducting field research per the conceptual framework.

Table 3.5.1.2 Developing Codes

| **Students' Lack of Vocabulary Mastery** |
|---|
| Vocab struggle |
| Rare words |
| Vocab confusion |
| **Utilizing Appropriate Grammatical Rules** |
| Grammar prob |
| Structure confusion |
| Grammar errors |
| **Pronouncing English Words Accurately** |
| Pronunciation struggle |
| Pronunciation errors |

| |
|---|
| **Excessive Use of Filler Words** |
| Pause frequency |
| Word filling |
| **Speaking In Front of a Large Audience** |
| Public nervous |
| Flow challenge |
| Silence response |
| **Choosing The Appropriate Accent** |
| Accent fluctuation |
| Accent mismatch |
| Accent determination |

3.5.1.2  Second Cycle Coding

The next step in this analysis was to group the codes generated from the first coding cycle into more specific categories or themes. These codes emerged due to the development of the coded data contained in the previous table.

Table 3.5.1.3 Generating Pattern Codes

| Generating code | Pattern Codes |
|---|---|
| Students' Lack of Vocabulary Mastery | Experienced difficulty in choosing appropriate vocabulary. Encountered trouble remembering rarely-used words. Needed clarity in selecting the right words. |
| Utilizing Appropriate Grammatical Rules | I need help to understand grammatical structures. I wanted clarification in constructing grammatically correct sentences. She made frequent grammar errors. |
| Pronouncing English Words Accurately | I needed help pronouncing certain words. I encountered problems with pronunciation due to accent differences. She made frequent pronunciation mistakes. |
| Excessive Use of Filler Word | Used filler words like 'um,' 'uh,' or 'well.' I had frequent pauses in my speech. Used words to fill gaps and buy time |
| Speaking in Front of a Large Audience | Experienced nervousness during public speaking. I encountered difficulty maintaining a connected flow in front of an audience. They went silent when facing speech difficulties. |

| Choosing the Appropriate Accent | I need to use accents more consistently. She struggled. She needed help determining the most appropriate accent. I encountered problems with pronunciation due to accent differences. |
| --- | --- |

### 3.5.2 Data Display

Organizing and presenting a complete set of data in one place in a systematic way that allows conclusions to be drawn

Table 3.5.2 Data Display

| P | Vocabulary Selection | Grammar Selection | Pronunciation Words | Filler Word Usage | Public Speaking Anxiety | Lack of Audience Engagement |
| --- | --- | --- | --- | --- | --- | --- |
| P1 | I need help in planning and constructing sentences by determining the appropriate vocabulary. . | It still needs to be determined by grammar. | | It happens often. However, if it happens too often, I will become silent | The difference between public speaking and talking to friends is very different | The difficulty I experienced was confusion in choosing the right accent |
| P2 | The difficulty I am often confused in choosing appropriate vocabulary | I also face difficulties in understanding the correct grammatical structure when constructing sentences | I also face difficulties in pronouncing English words that are new or rarely used, so I have not mastered their pronunciation | I often use filler words like 'em' when speaking, especially when I forget the next word or sentence to say | Public speaking, especially in front of a large audience, makes me feel nervous, and it is hard to keep a connected flow | |

| | | | | | |
|---|---|---|---|---|---|
| P3 | I need help remembering rarely-used vocabulary or words that only appear occasionally. | | | | When speaking in public, I tend not to look at the audience and focus more on the text and how to speak. | |
| P4 | | I need help in planning and constructing sentences when speaking in English. | I need help pronouncing English words correctly, especially those with different pronunciations from the Indonesian spelling. | | When speaking in public, I sometimes feel nervous and choose to be quiet for a while before continuing the conversation. | What is important is consistency in the use of accents, but I need help determining the most appropriate accent in British and American English. |
| P5 | | | My difficulty also lies in the pronunciation of some English words | I often use filler words like 'well' to buy time in speaking | I have difficulty in adjusting the right speaking style for specific situations when public speaking | |

### 3.5.3 Drawing Conclusion and Verification

The conclusion is the last step in analyzing data to draw the complete information.

**3.6   Research Schedule**

Table 3.6 Research Schedule

| Description | June 2023 | July 2023 | Aug 2023 | Sept 2023 | Oct 2023 | Nov 2023 |
|---|---|---|---|---|---|---|
| Research proposal writing | ■ | ■ | ■ | | | |
| Research proposal examination | | | ■ | | | |
| Data collection | | | | ■ | ■ | |
| Data analysis | | | | | ■ | |
| Report | | | | | | ■ |
| Thesis examination | | | | | | ■ |