

CHAPTER 3

RESEARCH PROCEDURES

This chapter presents the methodology employed to conduct the study. It describes seven parts of research procedures, namely research method, setting and participant, data collection, data analysis, steps of the research, and research schedule.

3.1 Research Method

The method used in this research was an exploratory case study. A case study is an empirical investigation investigating a contemporary phenomenon in depth and within its real-world context, especially when the boundaries between phenomenon and context are unclear. Yin (1994) stated that if the research is mainly focused on “what” questions, it may call for exploratory study. Exploratory case studies are also suitable for obtaining broad and in-depth descriptions of social phenomena. It is in line with the aim of this study, which is to find out the factors that affect students' silence in EFL classrooms from the English club students' evidence.

3.2 Research Focus

This study investigated the factors that affect students' silence in EFL classrooms from the perspective of English club members in vocational high schools. The description was taken from the interviews with students specifically chosen based on several criteria.

3.3 Setting and Participants

The research was held in September 2023, conducted within an English club at a vocational high school located in Tasikmalaya, West Java. The English club provides a space for members to practice their English more effectively and informally than in the regular classroom. The teacher who teaches in the English club classroom is an English teacher in that vocational high school. The English club classroom was held once a week, especially on

Friday at two p.m. until three p.m. The material in the English club class is made directly by the English teacher without referring to the school curriculum. The material discussed concerns grammar, vocabulary, asking and giving opinions, listening, speaking practice, and others.

The research involved three English club members. The participants were purposely chosen based on some characteristics; namely, active English club members, 16-17 years old, have studied English for three years or more, students that only bow and stare at the teacher, their sound is imitated low if the teacher asks them, and agree to participate in this research.

Prior to data collection, participants received a thorough explanation of what, why, and how this research was conducted. Participants are advised to complete and sign a consent form as formal consent to participate in data collection. Furthermore, the participants' names were disguised as pseudonyms: Participant 1 (P1), Participant 2 (P2), and Participant 3 (P3).

3.4 Data Collection

The data were collected by using a semi-structured interview. It was chosen because this technique focused on the questions that had been prepared and could develop and modify questions based on the interviewee's answers. Semi-structured interviews are suitable for several valuable tasks, particularly when several open-ended questions require follow-up questions (Adams, 2015). The researcher conducted two times interviews to get more data using the interview method. The interviews focused on the factors that influence students to be silent in English club class.

The theory used to construct interview questions about students' silence is based on Yu (2016), students, teachers, and cultural factors. The interview was conducted in the participant's first language, Indonesian, so they could express their thoughts freely without possible language barriers and prevent confusion and miscommunication among the participants. The interview process was noted and recorded, and the result would be transcribed to highlight the statement.

3.5 Data Analysis

Based on the data collected and received, the data were analyzed using thematic analysis. Braun & Clarke (2006) defined thematic analysis as the method used to identify, analyze, and present patterns (themes) in the data that were organized and described in detail. It can also show certain aspects of the topic of the study. The following are several stages of thematic analysis:

1) Becoming familiar with the data

In this step, the researcher familiarized the data by reading the interview transcripts several times.

2) Generating initial codes

In this step, the researcher began arranging the data by assigning signs corresponding to the study's objectives. The researcher employed the coloring method to differentiate each aspect indicated by participants, which generated the initial codes.

Table 3.1 *Generating Initial Codes*

Data	Initial Codes
I am a person who finds it difficult to get along with others, especially new people, so I often feel awkward and nervous.	Students' personality
Because I feel that my pronunciation is not good, euuu then I also feel that I do not practice my pronunciation enough.	Lack of English proficiency
I usually write down the material that is being taught in my notebook, and I also record what the teacher is teaching. Then, I listened to the recording during class and wrote it	Different learning habits

down in my book at home.

Sometimes, the teacher only explains without writing, so the material is dictated. Sometimes, I rush to write down the material, and honestly, I cannot understand the material because the teacher explains the material without writing it.

Unsuitable teaching method

The teacher also does not pay much attention to the overall situation in the classroom.

Lack of teacher-student relationship

I am more silent when the material is related to our speaking skills, for example, in daily conversation material, then storytelling material.

Uninteresting material

Sometimes, what is written on the whiteboard is not clear, especially if I sit at the back so that the material is not digested properly; therefore, sometimes, I prefer to be silent because I cannot see the explanation of the material in front clearly.

Monotonous learning media

Because there are too many people in one class and I don't really know the members here, I'm afraid of being laughed at by the other members because I think their English skills are better than mine.

Large class size

I was also silent because I had understood the material explained so I did not ask any more questions and

Respect the others

only focused on listening to others.

9 initial codes represented different aspects showed by participants' interview transcription. Here is the list of initial codes and their frequency

Table 3.2 List of Initial Codes and Their Frequency

No.	Initial Codes	P1	P2	P3	Total
1	Students' Personality	12	11	10	33
2	Lack of English Proficiency	1	4	4	9
3	Different Learning Habits	5	5	4	14
4	Unsuitable Teaching Method	2	4	1	7
5	Lack of Teacher-Students Relationship	5	2	4	11
6	Uninteresting Material	1	2	1	4
7	Monotonous Learning Media	2	2	1	5
8	Large Class Size	3	-	2	5
9	Respect The Others	2	1	1	4

3) Searching for themes

In this step, the researcher combined the appropriate codes into a potential theme that followed the research questions while eliminating codes that were irrelevant to the themes and research questions.

Table 3.3 Searching for Themes

No.	Initial Codes	Potential Theme
1	Students' Personality	Various Students'
2	Students' Different Learning Habits	Characteristics
3	Lack of English Proficiency	Lack of English Proficiency
4	Unsuitable Teaching Method	Inappropriate Teaching
5	Monotonous Learning Media	Strategies
6	Lack of Teacher-Students Relationship	Unsupportive Learning Environment
7	Large Class Size	

4) Reviewing themes

In this step, the researcher considered the preceding themes, which were completed in the third phase. The researcher reviewed the themes again to see if they were appropriate for the study. If not, the researcher then declined or altered the themes until the most acceptable themes were found.

5) Defining themes

The researcher interpreted each topic identified as the answer to the research question that was posed earlier.

Table 3.4 Searching for Themes

No.	Sub Themes	Themes
1	Students' Personality	Various Students'
2	Students' Learning Habits	Characteristics
3	Lack of English Proficiency	Lack of English Proficiency
4	Unsuitable Teaching Method	Inappropriate Teaching
5	Monotonous Learning Media	Strategies
6	Lack of Teacher-Students Relationship Large Class Size	Unsupportive Learning Environment
7	Large Class Size	

6) Producing the report

After the researcher got the central theme, the researcher created a report on the research finding.

3.6 Research Steps

Table 3.5 *Steps of the Research*

Step	Description
1	Identify and describe the research issue
2	Examine current research and locate sources from journals or publications that are relevant to the research topic
3	Choose a topic for the research
4	Continue compiling a research proposal, starting with the study's background, literature review, and research methodology
5	Examine the research proposal in front of the supervisors and examiners
6	Collect the data using a semi-structured interview with participants
7	Transcribe the interview's outcome
8	Analyze the data using the thematic analysis of Braun and Clarke (2006)
9	Create a report on the thesis
10	Examine the thesis in front of the supervisors and examiners
11	Identify and describe the research issue

