

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Method of the Research

The research design of this study is an exploratory case study. According to Yin (2014), an exploratory case study answers the questions “how” and “what.” This method is used by the researcher to explore what the students’ challenges are and how the solutions in online learning public speaking classes are. Yin (2003, cited in Puji Widodo, 2013) said an exploratory case study is used when little is known about the case being examined. Exploratory case studies are also appropriate to gain an extensive and in-depth description of a social phenomenon.

3.2 Focus of the Research

This research focuses on finding out students' speaking challenges in online learning public speaking classes and the solution to reduce students' speaking challenges in online learning public speaking classes. Through an exploratory case study, this research explored the students’ challenges and solutions in online public speaking classes to be better public speakers.

3.3 Setting and Participants

This research was conducted in one of the state universities in West Java, Indonesia. The participants were two students in the 2020 academic year. The two participants were chosen to be the participants of this research because they had experienced online public speaking classes when they were in the second semester of the study. The other criterion of the participants was the students’ competence and performance while learning in online public speaking classes. In fact, in the public speaking class, there always be active and passive students, students whos good in speaking English or not, students who were fluent in speaking English or not, and students who had good pronunciation, grammar, and vocabulary or not. The other criterion was students’ grades based on the lecturer's score standard. Then, the students who had documents (videos) related to the online public speaking class learning activity they took in the second

semester. The last is the students' willingness and availability to participate in this research.

3.4 Technique of Collecting the Data

The data collection that the researcher used in this research was an interview method supported by videos to stimulate the participants' memory. It can be used to recall the thoughts of the participants of the research. The use and the aspects of memory structures are enhanced if not by a prompt that assists the participants of the research in retrieving the information (Gass & Mackey, 2000). The questions were flexible to gain rich information and a deep understanding of the student's challenges and solutions in online public speaking classes. In addition, the interview was held by using L1 (in this case, Bahasa Indonesia) to avoid misunderstanding between participants and the researcher. The interview process was recorded, and data was later transcribed for the convenience of analysis. To get the data more in-depth the process interview was assisted by using video as it is stimulated recall interview. As stated by Lyle (2003), stimulated recall interview is a method with "which cognitive processes can be investigated by inviting subjects to recall, when prompted by a video sequence, their concurrent thinking during that event."

The researcher chose participants who had documents (videos) during the online public speaking class learning activities as one of the requirements., the online public speaking class was taken in the 2021 academic year to recall the participant's memory about learning activities that occurred in the class. The steps that the researcher used for doing a stimulated recall interview session with the participants were: Asking whether participants have documents (videos) related to the online public speaking class, then asking participants to tell what happened in the available video, the last is doing follow-up questions to get in-depth information.

3.5 Technique of Analyzing the Data

After the interview, the researcher needs to transcribed the answers of the participants which were analyzed using reflexive Thematic Analysis. Thematic analysis was a hugely popular analytic method. Thematic analysis was a flexible qualitative method that involved making several decisions about data collection and analysis before they are undertaken Braun & Clarke, (2006). Braun and Clarke (2006) offer six-phase guidance that was a highly effective foundation in doing thematic analysis such as:

1. Familiarizing with the data

The researcher transcribed the data from the interview and re-read that data to comprehend it well. Take note of the items of potential interest.

2. Generating initial codes

The researcher categorized the data by using the initial code, and each code was given a colour.

Table 3. 1 Example Generating initial codes

Transcriptions	Initial Codes
<i>Atmosfer belajar yang berbeda yaitu dimana public speaking itu notabene berbicara di depan khalayak umum tetapi kita hanya berhadapan dengan kamera</i>	The different atmosphere of study
<i>Jadi challenging ke kita bagaimana nih cara take video nya, mengedit video, dan mencari waktu yang pas untuk merekam video. Yang agak struggle dari tugas membuat video adalah cara editing video karena saya bukan expert di bidang itu jadi perlu effort lebih untuk mempelajarinya.</i>	Lack of the use of technology
<i>Koneksi internet juga salah satu challenging. Kadang koneksi saya yang tidak bagus ataupun waktu itu ada koneksi dosennya juga yang tidak bagus.</i>	Internet connection problems

<i>Seperti saat ditanya atau ngobrol dengan dosen itu kayak kurang lancar dan kadang blank</i>	English speaking disfluency
<i>Kemudian keterbatasan vocabulary juga berpengaruh</i>	Inadequate English vocabulary
<i>Karena saya orangnya ambisius di awal-awal semester ya teh, lalu saya juga suka berbicara di depan khalayak umum, kemudian karena ingin improve my English speaking skills dengan cara try to be active in class.</i>	Performing English public speaking engagement
<i>Membaca materi dan memahami materi agar saat ada moment questions and answer saya tidak freeze and speechless like nothing to say.</i>	Reflective learning practices
<i>The ideas comes from my friends kita sering sharing hal-hal yang berhubungan dengan perkuliahan</i>	Discussing solutions for English public speaking challenges
<i>I rich my vocabulary by watching movies, video and listening to some songs and using English subtitles.</i>	Self-regulated English vocabulary learning through watching movies and listening to music
<i>Saya belajar membiasakan speak in English dengan teman diluar jam pelajaran</i>	More English-speaking practice
<i>Walaupun online tapi tetap deg-degan karena nervous nya itu ada ya teh karena tidak dipungkiri sampai sekarang juga kalau ngobrol sama dosen selalu deg-degan apalagi di dalam kelas yang spesifikasinya memang kita dituntut untuk berbicara bahasa Inggris full gitu.</i>	English public speaking anxiety.
<i>Dan ada kalanya juga saya hanya menjadi seorang yang passive di kelas dan hanya menjadi pendengar saja</i>	Disengaged English public speaking learning practices
<i>Karena materinya belum saya kuasai sehingga ya tidak bisa menjawab dengan maksimal juga</i>	Ill-preparedness in learning English public speaking

<i>Aku takut melakukan kesalahan yang ujungnya akan di judge dan sebagainya.</i>	Fear of making mistakes
<i>Pengaruh social media juga sangat berdampak, saya bisa search di internet dan twitter untuk mencari informasi yang berhubungan dengan tugas ini</i>	Finding solutions through social media X
<i>Hal yang saya lakukan apabila ada tugas video adalah menyiapkan kamera HP, mengonsep juga speech yang akan saya sampaikan, dan berlatih dulu sebelum take video.</i>	Well-prepared English public-speaking learning

Table 3. 2 Calculating the codes

Codes	Initial Codes	Amount
Gold	The different atmosphere of study	4
Baby blue	Lack of the use of technology	4
Sage green	Internet connection problems	3
Yellow	English speaking disfluency	9
Peach	Inadequate English vocabulary	9
Dark red	Performing English public speaking engagement	11
Brown	Reflective learning practices	14
Deep green	Discussing solutions for English public speaking challenges	2
Deep grey	Self-regulated English vocabulary learning through movies and music	4
Light blue	More English speaking practice	3
Dark grey	Disengaged English public speaking learning practices	4
Blue	English public speaking anxiety	4

Light orange	Ill-preparedness in learning English public speaking	5
Deep orange	Fear of making mistakes	4
Blue-grey	Finding solutions through social media X	2
Orange	Well-prepared English public-speaking learning	2

3. Searching for themes

The researcher grouped the codes into possibly the same themes from the data that has been highlighted in the second step.

Table 3. 3 Process searching the themes

Potential themes based on Ur and Zhipping, Pharnasivam categories on students' speaking challenges and solutions	Initial Codes
Inhibition	<ul style="list-style-type: none"> ▪ The different atmosphere of the study ▪ Internet connection problem ▪ Lack of the use of technology ▪ Fear of making mistakes ▪ Public speaking anxiety
Nothing to say or Speechlessness	<ul style="list-style-type: none"> ▪ English speaking disfluency
Low or uneven participation	<ul style="list-style-type: none"> ▪ Ill-prepared to learn English public speaking ▪ Disengaged English Public Speaking learning
Use of mother tongue	<ul style="list-style-type: none"> ▪ Inadequate English vocabulary
Students' solutions to public speaking challenges	<ul style="list-style-type: none"> ▪ Reflective learning practices ▪ Discussing solutions for English public speaking challenges ▪ Self-regulated English vocabulary learning through watching movies and listening to music ▪ More English-speaking practice ▪ Performing English public speaking engagement ▪ Finding solutions through X

	<ul style="list-style-type: none"> ▪ Well-prepared English public-speaking learning
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4. Reviewing themes

The researcher reviewed the quality of the themes and examined the data using the Students' speaking problem and solutions theory by Ur (1991) and Paramasivam & Zhiping (2013).

Table 3. 4 Reviewing the themes

Potential Themes	Themes
Inhibition	Inhibited to speak English in the Public Speaking class
Nothing to say or speechlessness	Incompetent of speaking English in Public Speaking Class
Low or 'uneven participation	Low of Motivation in Learning English Public Speaking
Mother tongue use	The Use of Native Language in English Public Speaking Class
Students solutions to public speaking challenges	Particular strategies to overcome English Public Speaking challenges

5. Defining and naming themes

The researcher concluded that there are five themes :

- a. Inhibited to speak English in the Public Speaking Class
- b. Incompetent of speaking English in Public Speaking Class
- c. Low motivation in learning English Public Speaking
- d. The use of native language in English Public Speaking Class
- e. Particular strategies to overcome English public speaking challenges

6. Producing the report

The researcher reported the final analysis to describe the findings of this study in the next chapter.

3.6 Steps of the Research

The chronological steps are as follows:

Steps	Descriptions
1	Looking for the research problem and understanding the phenomenon that occurred
2	After understanding the problem, the researcher briefly summarises the literature related to the theory in the second step.
3	Formulated the research questions
4	Preparing research design
5	Doing data collection by using stimulated recall interview
6	Doing data analysis using thematic analysis by Braun&Clarke (2006)
7	Presenting findings and conclusion

3.7 Time and Place of the Research

The research is conducted in the academic year 2022. The researcher conducted the place that is used for doing research in one of the state universities in Tasikmalaya, West Java.

Table 3. 5 Research Schedule

No	Steps	Jan 2022	Feb- Aug 2022	Sept 2022	Oct- Dec 2022	Jan- Dec 2023	May 2024
1	Research topic and approval						
2	Research proposal writing						
3	Proposal Examination						

4	Collecting data	
5	Analyzing data	
6	Report	
7	Thesis Examination	
