

CHAPTER 3

RESEARCH PROCEDURES

3.1 Research Design

In this study, the researcher used an exploratory case study as a research methodology. Yin (1994) categorized three different types of case studies namely exploratory, descriptive, and explanatory case studies. He added that if the research is mainly focused on “what” questions, it may call for exploratory study. Thus, an exploratory case study design was chosen for this study as this study will explore and describe detailed information about what are the strengths and weaknesses in online speaking classroom.

3.2 Setting and Participant

The participants in this study were the students of English Education Department 2018 academic years, in Faculty of Educational Sciences and Teachers’ Training at a state university in Tasikmalaya, Indonesia. The participants enrolled in a public speaking course in their 1st year which the learning processes were held online using the Google Classroom platform that was provided by the lecturer. This course has 16 weeks in a semester and was 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 delivering information, arguing a position, presenting an award, introduce a guest speaker, or honor a special event.

To collect the data, there were three students aged 22 and above years old. The first participant was a student who earned a grade of A in the public speaking course, the second was a student who earned a grade of B in the public speaking course, and the third was a student who earned a grade of C in the public speaking course. The reason for choosing three participants was to obtain varied data as it was hoped that the researcher could explore more about the strengths and weaknesses in online speaking classroom. Moreover, they participated in this study because of their willingness to be interviewed by fulfilling the consent form before conducting the interview.

3.3 Technique Collecting the Data

The researcher conducted an interview with all the participants to collect the data to obtain deep information to find out the strengths and weaknesses in the online speaking classroom. The questions of the interview focused on the standpoint of Richards (2001) as cited in Susanty et al. (2017) explained teaching factors that concern teaching materials, teaching strategy, and learning assessments in the teaching and learning process of speaking in the classroom, and to get more detailed of the experience of online speaking learning the interview added the standpoint of Kusuma (2020) that online learning is a learning process that utilizes information technology, in this case utilizing the internet as a method of information delivery, interaction, and facilitation (quoted in Fitriani et al, 2020). Semi-structured interviews were used so that the questions can be developed during the interview based on the answers from the participants. The questions were adopted from the research conducted by Wibowo, Khairunas (2020) and Fitriani, Bandung, Kadri (2020).

3.4 Technique of Analyzing the Data

In the process of data analysis, researchers used techniques such as data condensation, data display, and conclusion drawing, as described by Miles et al. (2014) in the theory of data analysis. This data analysis method was chosen because it provides convenience and time efficiency in processing raw data obtained from interviews. 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 by (Miles et al., 2014). The data analysis process includes a series of activities, including:

3.4.1 Data Condensation

The researcher selected data chunks from the interview transcripts to make the data stronger, in order to sharpen, focus, and organize the data.

Table 3.4.1 Data Condensation Example

Original Data	Condensed Data
<p>In my opinion, utilizing these two methods for learning might not be as effective, especially in a public speaking course. Face-to-face interaction would be more advantageous as speaking skills are primarily honed through direct teaching and feedback from the instructor. It's beneficial to have the lecturer's immediate feedback and suggestions in person. Additionally, I've observed a decrease in student engagement; often, students wait to be prompted to interact with the lecturer rather than speaking up voluntarily.</p>	<p>Using both methods might not be as effective for public speaking. Face-to-face interaction is better for teaching speaking skills with immediate feedback. Students seem less engaged and often wait to be prompted to interact.</p>

3.4.1.1 First cycle

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 online learning which consist of information delivery (number 1), interaction (number 2), facilitation (number 3) and learning speaking aspect which consisting of material (number 4), strategy (number 5), assessments (number 6) as it was the way for the researcher to assigning initial codes based on the data analysis method by Miles, Huberman, & Saldaña (2014).

Table 3.4.1.1 Initialing Codes

Data	Initial Codes
<p>¹Using both methods (Synchronous and Asynchronous) isn't very effective for a public speaking course. Face-to-face learning seems better as ²speaking skills are best taught through direct interaction. Feedback and suggestions from the lecturer would be more beneficial in person. ²I've noticed students are less active, often needing prompting to engage with the lecturer.</p>	<p>¹ Face-to-face learning is more effective for public speaking.</p> <p>²Direct interaction enhances the teaching of speaking skills.</p> <p>²Students exhibit less activity and often require encouragement to engage during online sessions.</p>
<p>²In synchronous learning, immediate feedback feels more direct and connected, ²whereas in asynchronous learning, there can be delays or pauses in interactions, which may affect the immediacy of the feedback.</p>	<p>²Synchronous learning offers direct and immediate feedback.</p> <p>²Asynchronous learning might involve delays or interruptions in feedback.</p>
<p>³Asynchronous learning mostly utilized Google Classroom, WhatsApp groups, and YouTube. ³YouTube was used for video-related materials and assignments, like creating persuasive or informative videos, ³then sharing them via YouTube links on Google Classroom.</p>	<p>³YouTube for video-related course materials and assignments.</p> <p>³Submission of videos via YouTube links on Google Classroom.</p> <p>³Submission of videos via YouTube links on Google Classroom.</p>

<p>⁴Lecturer provides understandable material in PowerPoint and ⁴shares Ted Talks or speech videos for review. Sometimes suggests additional references, but personally find the provided material sufficient.</p>	<p>⁴Lecture materials: Understandable PowerPoint presentations.</p> <p>⁴Additional resources: Occasionally shares Ted Talks and speech videos.</p>
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<p>⁵The standout learning strategy was a talk show activity where we acted as hosts and celebrities in groups via Zoom. It was engaging and added a fun twist to our assignments.</p> <p>³Additionally, for the final test, we answered asynchronously through voice notes in the WhatsApp Group, receiving instructions and feedback from the lecturer. Overall, these activities were interesting and memorable.</p>	<p>⁵The student feels happy and interested by engaging talk show activity where groups acted as hosts and celebrities.</p> <p>³Final test was conducted asynchronously via voice notes in WhatsApp Group.</p>
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<p>⁶The assessment, based on fluency and pronunciation in video assignments, didn't satisfy me. Daily and weekly tasks involved making videos, like role plays, but the assessment criteria didn't meet my expectations.</p>	<p>⁶The student felt the assessment didn't align with expectations.</p>
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After assigning initial codes, the researcher grouped the codes based on the conceptual framework of online learning which consists of information delivery, interaction, facilitation and learning speaking aspects which consists of material, strategy, and assessment.

Table 3.4.1.2 Components of Information Delivery, Interaction, Facilitation, Material, Strategy and Assessment

Information Delivery
<ol style="list-style-type: none"> 1) Face-to-face learning is more effective for public speaking. 2) Prefer direct studying over this learning method for faster comprehension. 3) The student used both synchronous and asynchronous methods in public speaking course. 4) The benefits of synchronous sessions were immediate engagement and clarification. 5) The benefits of asynchronous learning were more time for in-depth understanding and preparation. 6) Flexibility in asynchronous learning allows engagement at any time. 7) Flexibility in learning based on lecturer availability. 8) Synchronous learning is preferred for direct, real-time interaction. 9) Asynchronous methods felt less engaging, using WhatsApp or voice notes.
Interaction
<ol style="list-style-type: none"> 1) Direct interaction enhances the teaching of speaking skills. 2) Students exhibit less activity and often require encouragement to engage during online sessions. 3) Direct studying facilitates better interactions with fellow students. 4) Feedback is given via Zoom or WhatsApp after assignment presentations. 5) Reluctance to engage due to lack of interaction and first-time online learning experience. 6) Hesitation stems from fear of speaking incorrectly. 7) Direct interaction and live sessions were done via Zoom.

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- 8) Assignments and feedback submissions were done via Google Classroom and WhatsApp.
 - 9) WhatsApp (WA) Group was the main platform for interactions between lecturers and students.
 - 10) WA Groups allow open communication, questions, and information sharing.
 - 11) Questions were asked via chats, leading to delayed responses.
 - 12) Synchronous sessions provide better immediate interaction and feedback.
 - 13) Instant answers from the lecturer foster deeper interaction.
 - 14) Limited participation due to lack of courage.
 - 15) Comparatively more daunting than face-to-face interactions.
 - 16) Intimidating experience for participation.
 - 17) This resulted in a hesitancy to engage actively.
 - 18) Synchronous learning enables immediate interaction and swift responses.
 - 19) Asynchronous learning might have communication delays affecting engagement.
 - 20) Less active compared to peers in online public speaking classes.
 - 21) Avoided discussions due to fear of making mistakes.
 - 22) Concerned about making mistakes or saying something wrong.

Facilitation

- 1) Zoom and WhatsApp groups for synchronous interaction.
 - 2) Google Drive and Classroom are utilized for assignment collection.
 - 3) Generally managed well despite not being tech-savvy.
 - 4) The student also used the Elsa Speak app for speaking practice.
 - 5) Connectivity issues impacted voice/camera quality on Zoom.
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- 6) WhatsApp (WA) Group was the main platform for interactions between lecturers and students.
 - 7) WA Groups allow open communication, questions, and information sharing.
 - 8) Google Classroom was primarily used for assignment submissions.
 - 9) YouTube for video-related course materials and assignments.
 - 10) Submission of videos via YouTube links on Google Classroom.
 - 11) Difficulty with lengthy video uploads on YouTube despite a good network.
 - 12) Time-consuming re-uploads due to inaccessible links.
 - 13) Predominant use of Zoom for synchronous learning sessions.
 - 14) Occasional network disruptions cause voice or connection issues on Zoom.
 - 15) Use of YouTube to supplement PowerPoint content with practical examples.
 - 16) Utilization of online resources to comprehend lecture expectations.
 - 17) The final test was conducted asynchronously via voice notes in WhatsApp Group.
 - 18) The student utilized Zoom, WhatsApp and Google Classroom for learning public speaking.
 - 19) The student feels there are no problems in using the platforms for learning public speaking.

Material

- 1) Pre-lesson material: Shared through WhatsApp or Google Classroom.
 - 2) Lecture materials: Understandable PowerPoint presentations.
 - 3) Additional resources: Occasionally shares Ted Talks and speech videos.
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- 4) Online learning is important for accessing diverse public speaking materials.
 - 5) Emphasis on video materials and direct public speaking exercises.
 - 6) Minimal reliance on books due to course focuses on practical speaking skills.
 - 7) The student explores other sources or media to understand better if the lecturer's explanation isn't enough.
 - 8) The student often looks up reliable sources online or uses trusted websites to understand the topic better.
 - 9) The student think having access to information online is vital, especially for online learning.

Strategy

- 1) Dubbing Ted Talks videos and speeches for project assignment.
- 2) Projects involved finding short speech videos and adding original material.
- 3) Dubbing video projects submitted through Google Drive links on Google Classroom.
- 4) The student feels happy and interested in engaging in talk show activities where groups act as hosts and celebrities.
- 5) Emphasis on following specific instructions for tasks like video creation.
- 6) The student feels happy and engaged by doing roleplay like a talk show in learning speaking.
- 7) Most of the assignments were done by practice by creating videos and voice notes.

Assessment

- 1) The student felt the assessment didn't align with expectations.
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- 2) Assessment lacks transparency, hindering understanding of specific grades.
 - 3) Overall satisfaction with final grade deemed sufficient, yet lacking specificity.
 - 4) Minimal transparency regarding grading criteria and aspects.
 - 5) The student feels quite satisfied with the assessment of the course.
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3.4.1.2 Second Cycle Coding

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

Table 3.4.1.3 Second Cycle Coding

Information Delivery
The student liked learning public speaking face-to-face or using Synchronous learning due to its direct engagement and getting immediate responses, highlighting how real-time communication was helpful.
Interaction
Talking face-to-face seemed crucial for improving speaking skills, but the student was anxious about making mistakes online. They relied on Zoom and WhatsApp for feedback and communication, preferring live sessions for immediate interaction despite their fear of speaking incorrectly.
Facilitation
The student used Zoom, WhatsApp, Google Classroom, and YouTube a lot for learning public speaking. Utilizing various platforms for interactions, assignments, and supplementary resources.

The student faced problems like bad connections, tech issues, and trouble uploading long videos on YouTube. But, overall, they did a good job handling these challenges.

Material

The student gets lesson materials through WhatsApp or Google Classroom, using understandable PowerPoints and sometimes sharing Ted Talks. They believe online learning is crucial for varied resources, like videos, and they prefer practical exercises over books for speaking skills.

Strategy

The students do a lot of practical assignments for practice public speaking, such as dubbing video projects, talk show activities, creating videos and speaking via voice notes.

The students feel more interested and happy learning speaking using the role play method.

Assessment

The student thought the assessment didn't match with what they expected, and it wasn't clear how they were graded, but they were somewhat okay with the final grade.

3.4.2 Data display

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

Table 3.4.2 Data Display

Partici- pants	Information Delivery	Interaction	Facilitation	Material	Strategy	Assessme nt
P1	¹ Prefer direct studying over this learning	¹ Direct interaction enhances the	¹ Zoom and WhatsApp groups	¹ Lecture materials: Understandabl	¹ Dubbing Ted Talks videos and	¹ Assessm ent lacks transpare

	method for teaching of synchronous interaction. e PowerPoint speeches ncy, faster speaking skills. 2Google Drive 2Additional presentations. for project hindering comprehension skills. 2Students and Classroom resources: assignment. understand . 2Students exhibit less utilized for Occasionally ding of activity and assignment shares Ted specific often require collection. Talks and grades. encouragemen 3Connectivity speech videos. t to engage issues impacted during online voice/camera sessions. quality on Zoom.
P2	<p>¹The benefits of synchronous sessions were immediate engagement and clarification.</p> <p>²Flexibility in asynchronous learning allows engagement at any time.</p> <p>¹Synchronous sessions provide better immediate interaction and feedback.</p> <p>²Hesitation stems from fear of speaking incorrectly.</p> <p>¹WA Groups allow open communication, questions, and information sharing.</p> <p>²Google Classroom was primarily used for assignment submissions. YouTube for video-related course materials and assignments.</p> <p>¹Online learning is important for accessing diverse public speaking materials.</p> <p>²Emphasis on video materials and direct public speaking exercises.</p> <p>¹Dubbing is video projects submitted through Google Drive links on Google Classroom.</p> <p>²The student feels happy and interested by engaging talk show</p> <p>¹Overall satisfaction with final grade deemed sufficient, yet lacking specificity.</p>

			³ Occasional network disruptions causing voice or connection issues on Zoom.			activity where groups acted as hosts and celebrities.
P3	¹ Synchronous learning preferred for direct, real-time interaction. ² Flexibility in learning based on lecturer availability.	¹ Synchronous learning enables immediate interaction and swift responses. ² Concerned about making mistakes or saying something wrong.	¹ The student utilized Zoom, WhatsApp and Google Classroom for learning public speaking.	¹ The student explores other sources media to understand better if the lecturer's explanation isn't enough. ² The student think having access to information online is vital, especially for online learning.	¹ The student feels happy and engaging by doing roleplay like a talk show in learning speaking. ² Most of the assignments were done by practice by creating videos and voice note.	¹ Minimal transparency regarding grading criteria and aspects.

3.4.3 Conclusion drawing and verification

The researcher interpreting the findings involves a comprehensive analysis to draw a final and conclusive understanding from the collected data, providing a synthesized interpretation of the results.

3.5 Steps of the Research

In this section, the researcher briefly describes the steps of the research from the preparation of a research proposal to a research report (thesis).

- 1) Explore issues in an online speaking classroom and develop a detailed understanding of a phenomenon.
- 2) Find and access sources for the appropriate phenomenon.
- 3) Determine the topic of the research.
- 4) Outline the plan and prepare for organizing the proposal.
- 5) Arrange the content of the thesis from the introduction to the enclosure point.
- 6) Recheck the suitability of the thesis content.

3.6 Research Schedule

Table 3.6 Research Schedule

	Dec 2021	Feb 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023
Description	– Jan 2022	– Nov 2022					
Research proposal writing							
Research proposal examination							
Data collection							
Data analysis							
Report							
Thesis examination							