CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

This study used qualitative research methods, specifically descriptive case studies. An explanatory case study describes a specific intervention or phenomenon and focuses on a contemporary phenomenon within a real-life context (Yin, 2014). A Qualitative case study was selected because it enables the researcher to explore the students' silence, particularly the reason for students' silence and the strategies used by the teacher to encourage them to speak in the EFL classroom.

3.2 Focus of the Research

This limited research focuses on the reasons behind the silent behavior of Indonesian EFL students and the teacher's strategies for breaking students' silence in the classroom. It occurred at a senior high school in Garut, West Java, Indonesia.

3.3 Setting and Participants

The research was conducted in a senior high school in Garut, West Java, Indonesia. In determining the participants, the researcher has conducted a preliminary study. This study involved four students from one of the classes in senior high school in Garut. It was conducted by observing students who were silent in the classroom. Twenty students attended the class; their ages ranged from 15- 18 years old. Of those students, four students indicated that the researcher selected the most silent participants based on certain criteria: 1). Students who did not participate and vocal contributed to the learning process 2). Students who did not answer the teacher's questions 3). Students who did not respond when the teacher asked them to express their opinion 4). Student who had low interaction with the teacher. This study also involved a female teacher who taught three classes in one of the senior high schools in Garut. She is 27

years old and has been teaching for about three years. She experienced students' silence in the EFL classroom and responded that the students' silence is a phenomenon that should be resolved. Then, four students who were most silent and one English female teacher served as participants in this research and were invited to be interviewed.

3.4 Technique of Collecting the Data

The researcher chose semi-structured interviews as the instrument to collect the necessary data for the research. Semi-structured interviews are in-depth interviews in which the participants must respond to predetermined open-ended questions (Jamshed, 2014). The researcher chose this type of question because it can be developed based on the participants' answers and current situation. The interview process was noted and recorded. The interview session was started by turning on the audio recording. The researcher interviewed the participants at different times. Each participant was individually interviewed for about 20 minutes. The researcher expected to gather detailed information based on the interview questions. Besides, the interviews were conducted in Indonesian to ensure understanding between the participants and researcher.

3.5 Technique of Data Analysis

The data were qualitatively analyzed by thematic analysis (Braun & Clarke, 2006). There are the following steps:

3.5.1 Familiarizing the data

The researcher began by transcribing and translating the data from the interviews. Then, the researcher read and re-read the transcription to become familiar with it.

3.5.2 Generating Initial Code

The researcher identified and highlighted the data that can answer the research question into initial code. To code the data, the researcher highlighted the data in different colors corresponding to different codes to make the analysis process easier in the next phase.

Table 3.1 Generating Initial Code

Data	Codes
Saya selalu tidak percaya diri ketika pembelajaran bahasa inggris. Saya merasa tidak percaya diri ketika harus berbicara di depan banyak orang. Di kelaspun saya lebih banyak mendengarkan dan mencatat materi yang disampaikan oleh guru. Jika ada yang saya tidak ketahui, saya mencari di google saja atau menanyakan kepada teman saya, saya tidak berani untuk bertanya langsung kepada gurunya.	Lack of Confidence
Sebenarnya saya merasa penguasaan bahasa inggris saya kurang bu. Saya suka bingung yang akan saya katakan saya sering lupa atau tidak tahu kosakata dalam bahasa inggrisnya karena saya tidak terbiasa berbicara bahasa inggris dan takut pelapalannya salah. Adakalanya ketika teman saya salah salah melapalkannya kami menertawakannya karena terdengar konyol. Saya oun takut kalau saya salah akan ditertawakan oleh teman saya, walaupun mereka hanya bercanda.	Low English proficiency
Jika guru memberikan pertanyaan kelas, saya akan tetap diam. Jika saya menjawab saya takt jawaban saya salah saya akan merasa malu dan teman teman sekelas akan menertawakan saya bu, tapi jika gurunya langsung bertanya kepada saya, saya akan mencoba utuk menjawabnya bu.	Fear of making mistakes
Saya memilih untuk diam di kelas karena saya pikir saya tidak percaya diri untuk mengutarakan pendapat atau respon saya kepada guru, mungkin hal itu tersebut terjadi karena saya merasa cemas atau nervous.	Feeling nervous
Saya tidak tahu apa yang akan saya katakana, saya tidak tahu jawabannya	Do not know the answer to the teacher's question

Terkadang guru hanya menjelaskan materi saja selama pembelajaran jadi membosankan bu. Jadinya malas untuk bertanya karena udah jenuh juga di kelasnya.	Teaching Styles

3.5.3 Searching for Themes

In this part, the researcher moved from code to themes. The researcher organized the codes into prospective themes that are relevant to the data between codes, subthemes, and themes. The code that has been highlighted was divided, identified and constructed into themes.

Table 3.2 Searching for the themes

No	Codes	Potential Themes
1	Lack of confidence	Psychological Factors
	Fear of making mistakes	
	Fear of other judgment	
	Anxiety	
	Students' Personality	
2	Lack of English Proficiency	Students' Language Competence
	Lack of vocabulary	
	Lack of Pronunciation	
3	Do not understand the topics or materials learning	Lack of Knowledge
	Do not know the answer to the tearcher question	
4	Teaching Style	Unsuitable Teaching Styles
5	Game	Using Game
	Role-Play	
6	Group Presentation	Students Perfomance
7	Reward	Motivating Students
	Motivate Students	
	Encourage Students	
	Giving Positive feedback	

3.5.4 Reviewing the themes

In this step, the researcher checked whether the themes worked with the codes. The researcher reviewed the themes using the theory from Liu (2000), Zhouyuan (2016), and Kandilla et al, (2021). The researcher declined or altered the themes until the most acceptable themes were found. The relationship between the themes and the codes must be clear and coherent. If there was theme that was not accordingly, then the theme was reduced or eliminated.

3.5.5 Defining and Naming Themes

The researcher gave each theme a name and define it. Defined themes involved formulated clearly what is specific about each theme and determining how it aids researcher in understanding the data.

Table 3.3 defining and naming themes

Research Questions	Themes
Factors behind students' silence in the EFL classroom	Psychological Factors
	Linguistic Factors
	Cognitive Factors
	Pedagogical Factors
Teacher's strategies use to break students' silence in the EFL classroom	Integrated Game-Based Learning
	Group Presentation
	Motivating Students

3.5.6 Producing the report producing the report

In the last phase, the researcher wrote a report on the research finding. The researcher reports the result of the study about factors behind students' silence in the EFL classrooom and the teacher's strategies use to break students' silence in the EFL classroom.

3.6 Research Schedule

No	Activities	Mar 2023	Oct 2023	Jan 2023	Feb 2024	May 2024	Jun 2024
1	Research topic approval	■					
	Research Proposal Writing	■					
	Seminar Proposal Examination		■				
	Conducting the Research			■			
	Writing the report				■		
	Seminar Hasil Examination					■	
	Final Thesis Examination						■

3.7 Place of the Research

This study's research was conducted in one of the senior high schools in Garut, West Java, Indonesia.