CHAPTER 3
RESEARCH PROCEDURES

This chapter provides the methodology utilized to conduct the study. The research method, setting and participants, data collection, data analysis, and research timetable are the seven components of research procedures that are described.

3.1 Method of the Research

The study adopted a descriptive case study. According to Yin, (2018), a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries and contexts are not clearly evident. Therefore, it is appropriate for this study, which attempts to explore the teachers' challenges and solutions during teaching English.

3.2 Focus of the Research

The focus of this research is to investigate the challenges and opportunities in the Survival English course at one of the universities in Indonesia. The researcher will carefully examine the respondent's perceptions, experiences, and feelings.

3.3 Setting and Participants

This research was conducted at one of the universities in Tasikmalaya, West Java, Indonesia. The selection of participants in this study used the Maximum Variation Sampling theory from Creswell (2012); this sampling approach consists of determining some criteria that differentiate the participants and then selecting participants that are quite different on the criteria. The goal is to provide as much information as possible about the phenomenon under study.

The participants were selected based on the grades they obtained. The researcher took three participants who had passed the Survival English course and obtained grades A, B, and C to see the differences between them and had easy access to conduct interviews. In addition, the participants were focused on first-semester students who had never taken a speaking course at one of the universities. So, their speaking ability will be very different because they have never had the experience of learning speaking skills at one of the universities.

Based on the Survival English course syllabus, Survival English is a course that provides and explores a helpful learning design for English speaking as the lingua franca in countless real-life contexts and situations. It encourages students to participate in a wide range of guided speaking tasks as a gateway to communication practices in daily life contexts. This course will tailor their speaking spontaneity in various conversational practices and allow them to surf digitally, looking for international communication illustrations, through the world web to promote their oral communication.

The learning process of this course is discussion in class regarding the topic being discussed, practice, student presentations, and watching videos using Problem/Project-based Learning and Collaborative Learning methods. The material presented includes English small talk, requesting and asking – giving direction, group, and pair role play, inviting friends/family/neighbors to come to a formal or non-formal meeting, selling and buying goods and bargaining, taking food orders and placing orders, describing and reporting a residential environment, and telling stories.

The task not only offers useful and fascinating English spoken texts but also features spoken grammar, as current trends of authenticity to pursue communicative competence, which assists students in learning engagement. The student evaluation process is seen from their tasks, such as individual or group oral presentations. Other evaluation processes, such as attitude assessments, class participation, mid-semester exams, and final semester exams, follow the grading rubric created for the meta-course.

Dealing with issues, the participants will receive thorough explanations of what, why, and how this study would be conducted. Participants were given clear instructions to complete and sign the consent form, indicating their formal agreement to participate in the data collection process. They were guaranteed that their confidentiality and anonymity would be protected, and they could withdraw from the research at any stage.

3.4 Data Collection

The researcher used a semi-structured interview to collect the data. According to Adams (2015), SSI or semi-structured interview conducted conversationally with one respondent at a time, the SSI employs a blend of closed and open-ended questions, often accompanied by follow-up why or how questions.

When researchers conducted interviews, researchers used Indonesian. The use of Indonesian makes communication easier and avoids misunderstandings for both researchers and participants. For Participants A, B, and C, the researcher conducted one interview using the Google Meet platform because the researcher was still recovering after being treated in the hospital, so the author could not meet face-to-face with the participants.

3.5 Data Analysis

The researcher will use thematic analysis to break down the results of a semi-structured interview. According to Braun & Clarke, (2006), Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail. According to Braun & Clarke (2006), theme analysis has six steps, including:

3.5.1 Familiarizing the data

During this phase, the researcher becomes acquainted with the data by carefully reviewing the interview transcripts multiple times.

3.5.2 Generating Initial Codes

During this phase, the researcher initiates the organization of the data by assigning symbols or markers that align with the objectives of the study. The researcher will utilize a coloring technique to distinguish

various aspects identified by the participants, which will result in the creation of initial codes.

Extracts	Initial codes
"*Setiap topik itu pasti ada beberapa frase di situ yang harus digunakan. Ya frase yang spesifik gitu, yang hanya bisa bisa dipake di materi itu*"	Lack of Components in Speaking
"*Saat sedang take video biasanya banyak orang berlalu lalang lewat, sedangkan kita lagi take vidio gitu itu jadi meningkatkan kepercayaan diri kita*"	Improving self
"*Jadi kita suka saling mengingatkan gitu loh. Kalau misalnya pronunciation in itu harus di ucapkan seperti ini gitu dan nadanya itu begini seperti itu*"	Feedback from others

Table 3.3 Calculating initial codes

NO.	Initial Codes	Total
1.	Task deadline	5
2.	Lack of Components in Speaking	10
3.	Different opinion	7
4.	Task Problem	8
5.	Improving Self	3
6.	Improving Speaking Skill	6
7.	Social Facors	4
8.	Practice Speaking with Others	3
9.	Feedback from Others	5
10.	Share Opinion with Others	2
11.	Lack of vocabulary	1
12.	Lack of Pronunciation	4
13.	Word processing limitations	1

3.5.3 Searching for Themes

During this phase, the researcher consolidates relevant codes into cohesive themes that align with the research questions. Simultaneously, any codes that are unrelated or irrelevant to the identified themes and research questions are eliminated.

Table 3.4 Searching for Themes

Initial codes	Sub-theme
Different opinion	Different opinions between group members
Improving Self	Enhancing communication skills through social interaction
Practice speaking English with others	
Feedback from others	Advantages of collaborative learning
Share ideas and opinions with others	
Group work	
Lack of vocabulary	Lack of vocabulary in speaking skills
Lack of Pronunciation	
Word processing limitations	
Task Deadline	Limited time for doing the task

3.5.4 Reviewing themes

During this phase, the researcher revisits the previously identified themes from the third phase. The researcher carefully evaluates the themes to determine their appropriateness for the study. If any themes are deemed unsuitable, the researcher either rejects them or modifies them until the most suitable and acceptable themes are established.

3.5.5 Defining and Naming Themes

The researcher analyzes and interprets each identified theme as an answer to the research question that was initially posed.

Sub-theme	Themes
Different opinions between group members	challenges and opportunities students face in the Survival English Speaking course
Lack of vocabulary in speaking skills	
Limited time for doing the task	
Enhancing communication skills through social interaction	
Advantages of collaborative learning	

3.5.6 Producing the report

The final phase in thematic analysis involves the researcher creating a report on the research findings. Once the central themes have been identified and analyzed, the researcher synthesizes the results and presents them in a comprehensive report. This report typically includes an overview of the research question, a description of the methodology employed, a presentation of the central themes and their supporting evidence, and an interpretation of the findings. The report aims to provide a clear and coherent account of the research outcomes based on the identified themes.

3.5.7 Time and Place of the Research

This research will be conducted at one of the universities in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research will be conducted in the period from August 2023 to March 2024.

Table 3.1 Research Timeline

Description	Sept-Nov 2023	Dec/2023	March/2024	Apr-June/ 2024	July/2024
Research Proposal writing	██				
Research Proposal Examination		██			
Data Collection			██		
Data Analysis				██	
Comprehensive Review					██
Final Thesis Examination					██