CHAPTER 3
RESEARCH PROCEDURES

3.1 Method of Research

A case study was employed in this research. According to Yin (2018), case study is a method that investigates a contemporary phenomenon (the "case") in depth and within its real-world context (p.45). The case study method was used since it best facilitates the development of a thorough, in-depth understanding of the issue under study. Case studies are more relevant as the questions seek an "in-depth" description of some contemporary circumstances (Yin, 2018). Furthermore, this research seeks reasons for students' silence phenomenon in the EFL classroom.

3.2 Setting and Participants

The research was conducted in a junior high school in Tasikmalaya. Formerly, the researcher observed one class consisting of 34 students as a pre-service teacher in an English subject. Moreover, various learning activities were applied, such as watching videos to explore the material, songs to memorize vocabulary, and outdoor activity classes to give students real-world examples of the material. Hence, these activities highlight students' performance during the learning process. However, some students were silent, especially when the teacher asked questions and when they participated in games. They rarely raised their hand to ask or answer questions from the teacher. Likewise, when the pre-service teacher encouraged them to speak, they often shook their heads and did not speak. Thus, the researcher found this setting interesting to investigate since most activities in the class were student-centered.

This study involved five seventh-grade students. The researcher recruited one male and four female students as the research participants of the study. The participants were chosen because they tended to be silent and unresponsive during the learning process although the pre-service teacher motivated students by rewarding those who were active during the learning process by giving stars and prizes. These five student participants were silent mostly during the learning

process.

The participants received a thorough explanation of what, why, and how this study would be conducted. They signed the consent form as a formal agreement to participate in data collecting. They were assured of their anonymity and confidentiality in this research. The participants were renamed into P1, P2, P3, P4, and P5.

3.3 Technique of Collecting the Data

The technique for collecting data was semi-structured interviews. This study was looking for reasons behind students' silence, which needs detailed information so the researcher can classify it. The semi-structured interview allows the researcher to gain more in-depth information and is flexible and adaptable (Ruslin et al., 2022). Since the interviews were flexible and adaptable, it was able to create a less tense atmosphere and gather more information from the students. Hence, it was suitable to collect the data.

The interview was addressed to five participants from one of the junior high school in Tasikmalaya. The researcher produced eight main questions adapted from Rahmawati (2022). The questions were also adjusted to Kurzon's framework to determine the types of silence. In collecting the data, the researcher handed out consent forms initially to participants in order to get their approval as a participant. Moreover, the interviews were conducted individually for each participant, not at the same time. The interview was conducted in Indonesian to avoid miscommunication and confusion due to language barriers, so the participants could express their thoughts freely and in detail since it is their first language. Furthermore, the data was captured through Zoom meetings and direct face-to-face interviews. Moreover, the data were transcribed to highlight the statements relevant to the study's research question. In addition, the transcribed data from the interviews were sent to the participants to ensure that their statements and opinions were accurately captured and validated.

3.4 Technique of Analyzing the Data

Thematic analysis was chosen to analyze the data from the interviews. It is a technique to analyze qualitative data that involves searching through a data collection to identify, analyze, and report recurring patterns (Braun & Clarke, 2006). Moreover, this study relied on a framework by Kurzon, namely the modal of interpretation. When focusing on a single aspect of the data or a specific finding that may be better clarified or understood within the framework of an existing theory, the deductive approach can be helpful. (Braun & Clarke, 2006; Kiger & Varpio, 2020). Thus, thematic analysis in a deductive approach was chosen to classify the participants' statements into themes based on Kurzon's modal interpretation of silence.

According to Kiger and Varpio (2020), thematic analysis is an appropriate method for understanding experiences, thoughts, or behaviors across a data set. In conducting thematic analysis, Braun and Clarke (2006) proposed six steps of thematic analysis, namely:

1. Familiarizing Yourself with the Data

    This step involves immersing oneself in the data to gain a broad understanding and noting initial impressions. The researcher listened to the recording of the interview, made the transcript, and then read the transcribed data from the interview several times to become familiar with it.

2. Generating Initial Codes

    During this step, the researcher coded the whole data set systematically by identifying and labeling relevant data to each code. Furthermore, the researcher categorized the data using an initial code related to the aim of the research. The researcher used color to differentiate each aspect indicated by participants, which generated initial codes. Below is an example of interview transcription followed by generated initial codes from the data.

Transcriptions	Initial Codes
Kalau misalnya Miss teh, apa sih, "sok siapa ke depan mau jawab" tapi takut salah, suka gitu Miss.	Afraid of Making Mistakes
Nggak percaya diri karena bicara di depan teman-teman dan bicara banyak...	Lack of Confidence
Iya suka jadi deg-degan jadi takut gimana gitu. Jadi "udah ah takut *bisi* nanti salah" gitu.	Nervousness
Lebih enak diam.	Passive Learner
Karena... Karena... Lagi nggak mau ngejawab hehe... lagi gak mood	Unwillingness
Sering sih Miss tapi suka gak ngerti gitu Miss aku mah, kalau pakai bahasa Inggris suka gak ngerti, suka bingung apa itu teh artinya gitu.	Ignorance
Iya jadi kata temen *teh* "nggak boleh *bisi* salah, udah *weh* yang lain aja" kata temen *teh*.	Peer Influence
Suka ngasih kesempatan Miss-nya, tapi takut gitu kalau ke depan *teh*, takut salah... nanti diketawain kalau salah *teh*.	Afraid of Classmates' Reactions
Karena temen-temen.... mereka suka, "Ah salah, salah" gitu.	Negative Reactions from Peers

Sedih, nyesel gak angkat tangan... Terus suka keduluan sama orang lain *gening*	Response Inhibition

The interview transcriptions showed ten codes representing different aspects. Here is the list of initial codes and their frequency.

Initial Codes	Total
Afraid of Making Mistakes	18
Lack of Confidence	5
Nervousness	2
Passive Learner	3
Unwillingness	5
Ignorance	4
Peer Influence	1
Negative Reactions from Peers	5
Afraid of Peers' Reaction	5
Response Inhibition	7

3. Searching for Themes

   In this step, the researcher organized codes into potential themes by identifying meaningful patterns within the data.

No	Codes	Potential Themes
1	Afraid of Making Mistakes	Fear of Making Mistakes and Negative Reaction
2	Nervousness	
3	Afraid of Peers' Reaction	
4	Lack of Confidence	Lack of Confidence
5	Passive Learner	Demotivation

6	Unwillingness	
7	Ignorance	Ignorance
8	Peer Influence	Peer Pressure
9	Negative Reactions from Peers	
10	Response Inhibition	Response Inhibition

4. Reviewing Themes

   In this step, the researcher mapped out a set of candidate themes, which were examined in the data, ensuring the themes accurately represented the dataset and considered their relevance to the coded extracts. Thus, the researcher reviewed the themes by using the framework from Kurzon (1995), namely the Model of Interpretation.

5. Defining and Naming Themes

   The researcher defined and refined the essence of each theme. Then, the researcher started to name the themes as the answer to the research question.

Total	Codes	Sub-Theme	Description	Theme
16	Afraid of Making Mistakes	Fear of Errors and Judgment	These codes represent factors that hinder participants in answering pre-service teacher questions that	Internal Factor
5	Afraid of Peers' Reactions			
2	Nervousness			
5	Lack of	Lack of		

			come from themselves.	
	Confidence	Confidence		
3	Passive Learner	Demotivation		
4	Unwillingness			
4	Ignorance	Ignorance		
1	Peer Influence	Peer Pressure	These codes represent external factors that participants faced when they tried to answer questions from the pre-service teacher.	
5	Negative Reactions from Peers			
7	Response Inhibition	Response Inhibition		

6. Producing the Report/Manuscript

In this final step, the researcher produced a report that outlines the research methodology, presents the identified themes, and provides an in-depth analysis of the findings. The researcher reported the final analysis to describe the findings of this study in the next chapter.

3.5 Steps of the Research

Steps	Descriptions
1	Identify and define the issue/phenomenon

2   Explore relevant studies, find the gap of the research, and formulate the research question

3   Determine research design

4   Compile a research proposal, starting with the background, literature review, and research methodology

5   Examine the research proposal in front of the supervisors and examiners

6   Choose participants and conduct semi-structured interview to collect the data

7   Transcribe the interview's result

8   Analyze the data using thematic analysis of Braun and Clarke (2006)

9   Create a report on the thesis

10   Examine the thesis in front of supervisors and examiners

Table 1. Steps of the research

3.6 Time and Place of the Research

The research time in question is the time span for the implementation of the research as outlined in the form of a table, as follows:

Description	Sept-Nov/ 2023	Dec/ 2023	May/ 2023	Jun/ 2024	Jul-Sept/ 2024	Oct/ 2024	Nov/ 2024
Research Proposal writing	▓						
Research Proposal examination		▓					
Data Collection			▓	▓			
Data Analysis			▓	▓			
Report				▓	▓	▓	
Thesis Result Seminar							▓

Table 2. Time of the research