CHAPTER III

RESEARCH PROCEDURES

This chapter highlights the procedures during conducting this research which compiles: the design of the study, setting and participants, method of data collection and analysis, and research schedule.

A. Research Design

A descriptive case study has been chosen by the researcher as the research design. This type of case study was used to describe an invention or phenomenon and the real-life context in which it occurred (Yin, 2003). In this case, the researcher found the phenomenon in teaching speaking English with the large class size that might affect the way lecturers teach their students and the challenges faced by the lecturers when teaching the 1st semesters students with an average of 35-40 students per class. Therefore, the researcher used this research design to find out the challenges faced by the lecturers during teaching English speaking in the 1st semester of EFL classroom with the large class size issue and the solutions to overcome these challenges.

B. Setting and Participants

This research was conducted from the lecturers' experiences during teaching English for Survival Class in English Education Department, Faculty of Educational Sciences and Teachers' Training at one of the universities located in Tasikmalaya, Indonesia because of two considerations: (1) From several studies about teaching speaking challenges, they generally

stated about 'large class size'. The researcher found the same case in this university based on the participants' experience in the speaking class called "English for Survival" in the 1st semester with an average of 35 to 40 students per class and (2) The speaking class namely "English for Survival" has been chosen as the focus of the participants' experiences in teaching speaking since the class is in the 1st semester which the students from different background have not adapted with the college or the course and they have heterogeneous speaking skill from their previous high school. The researcher explored whether the lecturers faced the challenges while teaching this course and how they cope with those challenges.

The participants were two speaking lecturers from English Education Department of one university in Tasikmalaya, who were experienced in Teaching Speaking and both of them are male and speak Indonesian. The participants were chosen as the research participants because they have proper experiences in teaching speaking in large classes to obtain in depth data about some challenges, and the way they cope with those challenges as the experts in teaching English speaking especially in "English for Survival" class at English Education Department might be different or equal. They are chosen through their willingness to join and to support the researcher's research project.

Before collecting the data, the lecturers were asked to read and sign the consent form in order to prove that there was no forcefulness to be the participants. The researcher analyzed the data from the result of the interview

about their challenges while teaching speaking and the way they cope with the challenges. All data was confidentially collected due to research ethics.

C.   Data Collection

The empirical data for this research was collected using one data collection technique. This research used interviews to obtain participants' experiences during teaching speaking in the "English for Survival" class since Heigham & Croker (2009) believe that interview can provide insights into people's beliefs, experience, motivations, and perceptions at a depth which is not probable with the questionnaire. The kinds of the interview were semi-structured interviews because it affords reliable, comparable qualitative data and a clear set of instructions for interviewers (Cohen & Crabtree, 2006). Moreover, a semi-structured interview was used in this study due to what Barriball & While (1994) stated that this kind of interview is well suited for exploring the perceptions and opinions of respondents concerning an issue and it can probe for clarification of answers. Thus, with this type of interview, the researcher was not merely asking the structured questions, but the researcher was able to follow the participant's flow and it was more conversational.

In this interview, the researcher asked some questions dealing with the challenges that the participants have faced during teaching speaking and the way they cope with those challenges. Firstly, the researcher invited the participants to have a video call and Whatsapp chat on which the participants were able to be interviewed comfortably as what they requested. Then, the

researcher explained the interview in detail, such as purpose, contents, and duration of the interview. Afterwards, the researcher started interviewing the participants based on the interview guideline prepared. The researcher asked questions formulated in the interview guideline to the participants. It was done in order that the data collected were not out of context. The interviewing process was all recorded. The recording process was chosen to ease the researcher collecting the data and avoid missing important information from the participants. The questions were based on the indicators that the researcher made from the previous study about the possibilities that might affect the challenges in teaching speaking in an EFL classroom. The indicators were adapted from Jeremy Harmer's book (2007) about Managing The Classroom. The interview triggering of this research concept:

No.	Indicators	Sub.Indicators
1.	Classroom Management	1.1 Organize the classroom space 1.2 Organize the classroom time
2.	The Teacher in The Classroom	2.1 Proximity 2.2 Appropriacy 2.3 Movement 2.4 Awareness
3.	Using the Voice	3.1 Audibility 3.2 Conservation 3.3 Variety
4.	Talking to Students	4.1 Rough-tuning
5.	Giving Instruction	5.1 Simple and logical instruction
6.	Student Talk and Teacher Talk	6.1 Maximize STT and minimize TTT
7.	Using the L1	7.1 The use of L1 to teach L2
8.	Creating Lesson Stages	8.1 Starting the class 8.2 Get students' attention 8.3 Closing the class

9.	Different Seating Arrangements	9.1 Seating arrangements in large class
10.	Different Student Groupings.	10.1 Grouping in large class

The researcher requested permission from each participant to create clarity regarding the research without compulsion from all aspects.

The interview data were screen captured from Whatsapp chat and screen recorded from video calling on Skype using the smartphone (Oppo F7). Then, it was listened to, transcribed, analyzed, shaped, communicated with an interpretative intent, reconstructed, and built for credibility (Widodo, 2014).

D. Data Analysis

The data from the interview were transcribed and the whole data were analyzed using Braun and Clarke's (2006) thematic analysis since it aims to classify meanings based on themes and to find repeated patterns of meaning (Braun & Clarke 2006). Thematic analysis was chosen by the researcher because this method is simpler than other qualitative research methods since it offers understandable results for the public who have a low education level (Javadi & Zarea, 2016). Thus, the data were categorized and coded based on recurring themes, which represent datasets relevant to specific research questions. This analysis consists of several stages as follows:

1.   Familiarizing with the data

    The researcher has found out the challenges with the solutions faced by the lecturers in teaching speaking. The researcher transcribed the result of the interview in the form of video recording and Whatsapp chat. Then, the researcher reads and re-read the data in order to know what has been uttered by the participants and familiar with it.

INTERVIEW TRANSCRIPTION

Interviewer   : Researcher (R)

Interviewee   : Participant 1 (P1)

R/P1	Transcription
R	Assalamu'alaikum Wr. Wb.
P1	Wa'alaikumsalam Wr. Wb.
R	Sebelumnya Terimakasih untuk Bapak yang telah bersedia untuk saya interview
P1	Ya
R	Langsung saja ke pertanyaan pertama ya pak. Saya ingin mengkonfirmasi terlebih dahulu. Jumlah rata – rata mahasiswa di kelas public speaking yang bapak ajar itu berapa pak?
P1	Yang kemarin itu satu kelas nya rata – rata 38 orang.
R	Lalu, menurut bapak berapa jumlah ideal mahasiswa untuk sebuah kelas public speaking?

Figure 3.1. Familiarizing with the data

2.   Generating initial codes

    The researcher made the sign in codes occurring in the data which related to the purpose of this study (the challenges faced by the lecturers during teaching English speaking in the EFL classroom with the large class size issue and the solutions to overcome these challenges) by highlighting in different colours. At first, the researcher found 7

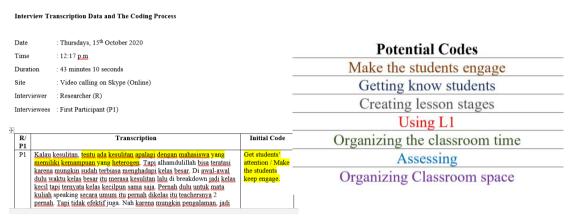potential codes related to the challenges and solutions in teaching speaking in a large class.

Interview Transcription Data and The Coding Process

Date	: Thursdays, 15th October 2020
Time	: 12:17 p.m
Duration	: 43 minutes 10 seconds
Site	: Video calling on Skype (Online)
Interviewer	: Researcher (R)
Interviewees	: First Participant (P1)

R/ P1	Transcription	Initial Code
P1	Kalau kesulitan, tentu ada kesulitan apalagi dengan mahasiswa yang memiliki kemampuan yang heterogen. Tapi alhamdulillah bisa teratasi karena mungkin sudah terbiasa menghadapi kelas besar. Di awal-awal dulu waktu kelas besar itu merasa kesulitan lalu di breakdown jadi kelas kecil tapi ternyata kelas kecilpun sama saja. Pernah dulu untuk mata kuliah speaking secara umum itu pernah dikelas itu teachersnya 2 pernah. Tapi tidak efektif juga. Nah karena mungkin pengalaman, jadi	Get students' attention / Make the students keep engage.

Potential Codes

Make the students engage

Getting know students

Creating lesson stages

Using L1

Organizing the classroom time

Assessing

Organizing Classroom space

Figure 3.2. Generating initial codes

3. Searching for themes

The researcher grouped the codes which possibly belonged to the same theme by coloring them using a different color in order to make it easy to analyze. From potential codes, the researchers made a 3 theme with 3 sub-themes in the last point related to challenges and solutions faced by the participants.

Mapping Data

No.	Theme	Sub-Theme	Data	Findings
1.	Students' Engagement	Students are not engaged behaviorally.	Challenges: • P1: "If talking about difficulties, of course there will be difficulties especially with the students who have heterogenous abilities... Perhaps, the most difficult is to keep the students engage…. Engage here means behaviorally. For example, in the class they change their conversation using Bahasa Indonesia because they think "I've done checked by Bapak". • P2: "Just imagine if 40-60 students are talking at the same time, of course the class will be very noisy." Solutions: • P1: "Make it do the rules of the game. When I observe their performance, I asked their friends to do an observation too "	P1: Teaching English Speaking in a Large EFL Classroom with heterogenous students is challenging for teachers to keep the students engage behaviorally. P2: Teaching speaking with a big number of students is challenging when they talk at the same time, the class will be very noisy.

Themes	Sub-themes
Students' Engagement	
Teaching Methods	
Classroom Management	1. Remembering Students' names
	2. Classroom Space Availability
	3. Organizing Assessment and Feedback Time

Figure 3.3. Searching for themes

4. Reviewing potential themes

The researcher reviewed the following themes to ensure whether the themes were the most appropriate. If not, the researcher will remove or replace the themes.

Figure 3.4. Reviewing potential themes

5. Defining and naming themes

The themes were named as the representation of the data. Those became findings of this study; those show the challenges of the lecturers during teaching speaking in the large EFL class with the solution that they have done.

6. Producing the report

The researcher reported what had been gained from this study. This included the themes occurring in the challenges from the lecturers. Moreover, the researcher also identifies the solutions that they have done to solve their challenges.

E. Research Schedule

This research has been conducted since the first supervision about the phenomenon and the title that will be conducted.

Table 3.1. *Research Schedule*

No.	Description	Oct. 2019	Nov-Dec 2019	Jan. 2020	Feb. 2020	March-Oct 2020	Nov-Dec 2020	Jan 2021	Feb. 2021
1.	Submission of Research Topic	■							
2.	Research Topic Approval		■						
3.	Writing Research Proposal		■	■					
4.	Proposal Approval			■					
5.	Seminar Proposal Examination				■				
6.	Conducting the Research					■			
7.	Analyzing Data						■	■	
8.	Writing the Research Report						■	■	
9.	Final Thesis Examination								■