CHAPTER III

RESEARCH PROCEDURES

3.1 Method of the Research

An exploratory case study was selected for this study. The method was adopted because a detailed and in-depth explanation of a phenomenon was necessary (Heigham & Croker, 2009). This method was used because the research focused on the challenges faced by non-majored English students and the solutions to overcome the difficulties when learning English.

3.2 Focus of the Research

This study focused on challenges that non-majored English students face in learning English speaking skills and how they overcome those challenges. This description is obtained from the interview results with non-majored English students.

3.3 Setting and Participants

The research was conducted at one of the state universities in West Java, Indonesia. Through a course called Practical English for Business Communication (PEBC), challenges and solutions would be examined. This course emphasizes on establishing the students' English skills in professional communication. In particular, this course offers students an authentic academic and professional language learning experience where the studied language is the language that is always spoken in business or management-related matters as in real life. The course's goal is to familiarize assorted expressions in real communication practices, to increase business English vocabulary to support students in performing academic and professional business communication. The PEBC

course is available in the second semester of Management Department, Faculty of Economy and Business. The entire course consists of 16 meetings with various tasks and practices.

Research participants were selected from the management department since the focus of the research was on speaking skills, in which practice is one of the most important aspects. In addition, the department offers English courses that specifically focus on practice, namely Practical English for Business Communication course, while other departments have no such courses except for the English Department itself. Therefore, there is accessibility to the research site.

Research participants for this study were 2 female students majoring in business management at the faculty of economics and business at one of the state university in West Java Province who had completed Practical English for Business Communication course in their freshmen year in 2021. To be exact, they were freshmen in their second semester, ranging from 18-20 years of age. The two participants were selected because various data were required from the students, and the two students were recommended from the lecturer of the course. According to the course lecturer, the first participant was active in his class and excelled academically. The second participant was from the same class and performed satisfactorily in his academic courses. It was believed that these two participants were able to provide the data required for the study, since according to Rimm (2000) as cited Nella (2016) in the student classification, students with low and average academic achievements do not differ significantly. Therefore, this study obtained data from the two aforementioned students

3.4   Technique of Collecting the Data

A semi-structured interview was utilized as data collection method for this study. A semi-structured interview is an interview based on a plan or interview guideline. Merriam (1998) noticed that semi-structured interviews characterize combinations of organized and unstructured/informal questions. Interview guidelines are designed by several questions for the topics. The topic of this study is related to experience in learning English speaking skills, the challenges encountered by the students during learning speaking skills, and the solutions to overcome the challenges. This method was applied to ensure that the participants feel at ease and comfortable during the interviews. The study data were recorded in audio files or texts from WhatsApp as instruments of data collection. The interviews were conducted by asking participants several questions related to their feelings after learning English speaking skills.

In the semi-structured interview, there following steps advocated by Castilo-Montoya (2016) were carried out:

1. Ensuring interview questions align with research questions

2. Constructing an inquiry-based conversation

3. Receiving feedback on interview protocols

4. Piloting the interview protocol

3.5   Technique of Analyzing the Data

The research data were analyzed using a thematic analysis. Braun and Clarke (2006) stated that thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. This analysis was adapted since the challenges and solutions in teaching speaking skills frequently arose from the

results of the interview data and were made into several themes to report the results. The research data were qualitatively analyzed through a thematic analysis according to Braun and Clarke (2006) as follows:

3.5.1 Familiarizing yourself with your data

The audio feedback data were played and replayed to better understand what had been uttered by participants. In addition, the audio feedback data were transcribed.

3.5.2 Generating initial codes

The data related to the research objective were highlighted to enable easier data analysis in the following step.

Table 2. Highlighted Codes

Code	Text	Source
Inadequate knowledge of English grammar	In terms of grammar, I don't understand it when I speak. You have to translate it to the brain first, and the brain immediately slows down. As if it's asking, "What is this? What would this sentence be?" But if you make everything into one sentence, you'll get confused, you'll even forget the sentence you're going to mention. For example, the sentence "I have a little sister" becomes "I'm have a little sister".	Participant 1
	For me grammar is difficult because there are many types of tenses. In grammar the words are different, some are verb1 verb2 verb3 like that, and I still don't understand these. For example, the sentence "I went to Bandung yesterday" becomes "I go to Bandung yesterday".	Participant 2

Insufficient English vocabulary knowledge	I still don't understand a lot of vocabulary, I'm still learning.	Participant 1
Distressed English Pronunciation production	I'm also still afraid in pronunciation. For example, during introduction, I got an instruction. Sometimes the pronunciation was wrong because my tongue was twisted when speaking.	Participant 1
	I still can't pronounce properly because it's really difficult. You feel like you are in doubt, so you're afraid of being wrong. Usually there are words that are written in a different way, but the pronunciation is almost the same. That makes it hard. For example, in the words 'dine', 'fine', and 'mine', the letter i is pronounced 'ai', right? However, there is a word for example 'vehicle' but it's pronounced 'vehikel'.	Participant 2
English Speaking Anxiety	Anxiety often happens because I'm panicking too much. Even though I was only told to say something, I felt like I was panicking too much, so it made me focus more on the panic itself than on remembering what to say.	Participant 1
	I kind of got excited at the beginning, then when I wanted to say it, it's suddenly blank. And if I'm scared, sometimes I want to laugh like this, don't want to smile like that and eventually forget. It's only for a moment.	Participant 2
Low self-confidence	I'm sometimes embarrassed or don't have the courage to speak English, because a lot of my close friends sometimes said "What the hell are you talking about?".	Participant 1

Incomprehensible Delivered English Teaching Materials	I just do not understand. In speaking, for example, you are asked to speak. I was, like, "Wow, what is this?" I was so nervous, so panicked, it's not clear.	Participant 1
	For example, if I speak English, I can't do it, because I can't translate it first. For example, if the lecturer talks, sometimes I understand something. But not if I'm told to talk, I can't do it if I speak directly.	Participant 2
Utilizing Online-Assisted Translating and Pronouncing English Teaching Materials	If I am confused about what it means, I always to translate it using google translate first, to find what this word means.	Participant 1
	If there is an assignment for speaking, I have to look at it first and then translate it using Google Translate. You hear how it is pronounced first, then use an app to know how to pronounce it. You can also use YouTube to know how to pronounce the word	Participant 2
Practicing English Speaking Skills with Partner	If there is a practice, a partner can help or correct the way we talk. For example, "Oh, it's not like this, but it's like this" It improves each other if at least for a few days there is a partner to talk to, to chat, to improve speaking skills. Also, to fix problems like fluency, grammar and vocabulary.	Participant 1
	Sometimes there are friends who are good at English, so sometimes I like to ask them too, "What is this?". So my friends helped me.	Participant 2
Participating in an online English course	If there is an online English course, I usually like free online English lessons. So sometimes I like to take part because it helps with speaking and other things.	Participant 2

Generating self –courage to speak English	In my opinion, courage and will are important. If from the start you don't have the courage to talk, it's going to be difficult.	Participant 1

3.5.3 Searching for Themes

Study data that had been highlighted were grouped for ease of analysis.

3.5.4 Reviewing Themes

All data for each theme were examined to better understand the suitability.

3.5.5 Defining and Naming Themes

The themes for each data highlighted were defined and will be further interpreted using reflective practice theory.

Table 3. Defining and Naming Themes

Themes		Sub Themes
Theme 1	The challenges of non-English major students when learning English speaking skills	Inadequate knowledge of English grammar Insufficient English vocabulary Distressed English pronunciation production English speaking anxiety Low self-confidence Incomprehensible English teaching materials
Theme 2	The solutions for non-English major students in overcoming challenges in learning English speaking skills	Utilizing online-assisted translation and pronunciation English teaching materials Practicing English speaking skills with peers Participating in online English courses Generating self–courage to speak English

3.5.6 Producing the Report

Information gained from the study is compiled and presented in a report.

3.6 Research Schedule

Table 4. Research Schedule

No	Description	Feb – Sept 2021	Oct 2021	Nov 2021	Des 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022
1.	Research proposal writing	███								
2.	Research proposal examination	███								
3.	Data collection		███	███						
4.	Data analysis				███	███				
5.	Report						███	███	███	
6.	Thesis Examination									███