CHAPTER 3
RESEARCH PROCEDURES

3.1. Method of the Research

The research design used in this study was a descriptive case study, which focuses on explaining a phenomenon in the context of its occurrence in real life (Yin, 2003). A descriptive case study is an in-depth investigation of one or more phenomena in a real-world setting that reveals the viewpoints of those who were involved in the phenomenon (Gall et al., 2007). Furthermore, the phenomenon could be a process, event, person, or fascinating object, whereas the case is a specific instance of the phenomenon. This study was a descriptive case study of a vocational high school in Indonesia, to describe the speaking challenges faced by EFL students. Speaking was the phenomenon in this descriptive case study, whereas EFL students challenge the case, which was a specific instance of the phenomenon in the actual world (Yin, 2003; Gall et al., 2007). As a result, a descriptive case study was used in this investigation.

3.2. Focus of the Research

This research discussed speaking challenges. Many kinds of literature were conducted about this issue, but the researcher would like to explore the EFL students' speaking challenges experienced by Indonesian vocational high school students. The result was taken from an interview with the students from grade 12 at a Vocational High School in Tasikmalaya.

3.3. Setting and Participants

This study was conducted in a Vocational High School in Tasikmalaya. It aimed to explore the EFL students' speaking challenges to make their English-speaking skills improved. The need for English for students in Vocational High School bring the researcher to conduct this study so they can be aware of their speaking learning challenges.

The study was conducted in June 2022 to collect and analyze the data from the participants. The participants involved in this research were three students from grade 12 in a vocational high school in Tasikmalaya. They were chosen as the participants in this research due to their participation quality in speaking learning activities as follows: 1) They are mostly silent when the teacher asked them, 2) They always avoid English conversation, and 3) They mostly refuse to speak English. In conclusion, the voice of the three participants could represent the issue of speaking challenges experienced by vocational high school students.

3.4. Technique of Collecting the Data

The data was collected by conducting an interview of three participants from grade 12 in a Vocational High School in Tasikmalaya. Interviews are the most direct and efficient way to collect precise and rich data about a certain topic (Barrett, D., & Twycross, A., 2018). The type of interview that was used by the researcher was a semi-structured interview. According to Jamshed (2014, p. 87), a semi-structured interview offers the researcher to get an in-depth understanding of the information from the participants by asking several open-ended questions. However, the questions were flexible to gain rich information and a deep understanding of the students related to their challenges in speaking. In addition, the interview was held by using L1 (in this case, *Bahasa Indonesia*) to avoid misunderstanding between the participants and the researcher. The interview was done through Whatsapp call and it was recorded by phone audio recorder to get the data which later will be transcribed for the convenience of analysis.

3.5. Technique of Analyzing the Data

The researcher used thematic analysis for analyzing the interview transcription. Due to Braun and Clarke (2006), here are the steps in using thematic analysis for qualitative data:

1) Becoming familiar with the data

　　In this step, the researcher read the interview transcription to be familiar with the data and take notes of initial thoughts.

2) Generating initial codes

　　The researcher systematically coded the interesting data aspects across the full data set and compiled data pertinent to each code. The researcher used color to differentiate each idea from the participants which became initial codes. Here is below an example of interview transcription followed by generated initial codes from the data.

Table 3.1.

Generating Initial Codes

Transcription	Initial Codes
Mmmm yang saya lakukan, sayaa eee terdiam sejenak. lalu saya mencoba mengingat-ngingat kosa kata yang harus saya gunakan, tetapi kadang saya tidak bisa. kaya banyak hal yang ingin saya ucapkan, namun tidak tahu. Lalu, saya malu juga takutnya ditanya dan ternyata jawabannya beda Pertama, saya takut salah. Lalu, yaa takut apa yang guru sampaikan dan apa yang saya mengerti itu tidak eee tidak sinkron dan tidak sama. Gugup eee lalu kadang apa yang ingin saya ungkapkan itu tidak keluar karena rasa gugup itu. terus takut salah pengucapan. atau salah kosa kata. jadinya dari pada diketawain sama temen-temen mending diem gitu, gak jadi ngomong. Yang pasti gemeter, terus keringet dingin juga, terus kadang penglihatan suka kabur-kabur gitu. Eee mungkin	Effect of low vocabulary Remembering the words Unknowledgeable words Shy Insecurity Fear of misinformation Nervous Fear of wrong pronunciation Fear of the wrong vocabulary Communication apprehension Anxiety physical reaction Low confidence Unmotivated friends Non-encouraging teacher Non-English-speaking environment Low self-motivation Self-underestimate Encouraging learning strategy Heavy task Non-encouraging learning strategy Difficult to remember the words

Transcription	Initial Codes
sekitar 50%. Kedua, teman-teman saya juga tidak ada yang merespon guru ketika gurunya ngomong bahasa Inggris, jadi saya pun tidak merespon juga. Eee selanjutnya saya itu kadang ngerasa kalau pada saat pelajaran Bahasa Inggris gurunya banyak menggunakan bahasa Indonesia, jadi ngejawabnya saya juga pake bahasa Indonesia karena tidak terbiasa juga. (Eee selanjutnya saya itu kadang ngerasa kalau pada saat pelajaran Bahasa Inggris gurunya banyak menggunakan bahasa Indonesia, jadi ngejawabnya saya juga pake bahasa Indonesia karena tidak terbiasa juga). Motivasi saya sih naik turun teh, kadang saya semangat pengen ngobrol pake bahasa Inggris, kadang juga tidak semangat karena susah ngobrolnya karena ngerasa aku itu gak bisa bahasa Inggris. Kadang juga tidak semangat karena susah ngobrolnya karena ngerasa aku itu gak bisa bahasa Inggris). Seneng aja gitu karena biasanya motivasinya naik itu ketika pembelajarannya menyenangkan dan tugasnya tidak berat-berat. Contohnya itu kaya games atau percakapan gitu teh. Nah, kalo disuruh presentasi atau ngobrol bahasa Inggrisnya banyak suka gak mau ngobrol karena tau bakal susah. Kalau gak disuruh atau tidak diwajibkan pasti tidak mau ke depan dan presentasi. Karena sangat sulit untuk menghafal bahasa	Encouraging teacher Searching the words Panic Not used to using English Fear of being judged Fear of wrong grammar

Transcription	Initial Codes
Inggris yang cukup banyak, Biasanya guru saya meminta murid-murid untuk menjawab pertanyaan-pertanyaan yang simpel aja sih teh. atau nyari dari internet, diterjemahkan Eee panik kalo gak bisa jawab Karena tidak terbiasa, dan juga jarang belajar, jarang ngelatih dan juga takut dikira ih apaan sih lo so inggris. Takut penempatannya itu salah, takut jadi kebalik gitu loh, susunan kalimatnya itu salah.	

The 30 codes above showed the different aspects of participants' voices. Here is the list of initial codes and their frequency.

Table 3.2.

List of Initial Codes and Their Frequency

Colour	Initial codes	Total
Dark green	Effect of low vocabulary mastery	13
Grapes	Remembering the words	6
Blue	Unknowledgeable words	11
Steel Grey	Difficult to remember the words	1
Light sage	Searching the word	2
Maroon	Fear of misinformation	4
Orange	Fear of wrong pronunciation	8
Bright green	Fear of the wrong vocabulary	5
Fire orange	Fear of wrong grammar	3
Navy	Fear of being judged	3
Avocado green	Shy	5
Gold	Nervous	7
Brown	Panic	1
Purple	Communication apprehension	16
Pink	Anxiety physical reaction	8
Turquoise	Insecurity	21
Seaweed green	Low confidence	7

Colour	Initial codes	Total
Iron grey	Self-underestimate	4
Honey	Not used to using English	3
Aquamarine	Low self-motivation	1
Lilac	Unstable self-motivation	1
Cobalt blue	Unmotivated friends	5
Dark purple	Non-encouraging teacher	3
Mint	Non-English-speaking environment	3
Pine green	Non-encouraging learning strategy	3
Sky blue	Heavy Task	3
Olive green	Encouraging learning strategy	6
Light olive green	Good self-motivation	1
Steel blue	Encouraging teacher	4

3) Searching for themes

In this step, the researcher organized the codes into the prospective themes and collected all pertinent data for each one.

Table 3.3.

Process of Searching for Themes

Vocabulary issue	Fear of language used
Effect of low vocabulary mastery Remembering the words Unknowledgeable words Difficult to remember the words Searching the word	Fear of misinformation Fear of wrong pronunciation Fear of the wrong vocabulary Fear of wrong grammar
Shyness	**Anxiety**
Shy	Nervous Panic Anxiety physical reaction
Confidence issue	**Motivation issue**
Insecurity Low confidence Self-underestimate Not used to using English Fear of being judged	Low self-motivation Unstable self-motivation Unmotivated friends Non-encouraging teacher Non-English-speaking

Communication apprehension	environment Non-encouraging learning strategy Heavy Task
Well-constructed motivation Encouraging learning strategy Good self-motivation Encouraging teacher	

4) Reviewing themes

In this step, the researcher checked whether the themes work with the codes or not. The researcher reviewed the themes and created a thematic 'map' of the analysis. If there were themes that were not appropriate to the context, the researcher refused or changed the themes until getting the most suitable themes.

Table 3.4.

Reviewing Themes

Categories	Themes
Vocabulary issue	Lack of vocabulary
Fear of language used	Fear of making mistakes
Shy	Shyness
Anxiety	Anxiety
Confidence issue	Lack of confidence
Motivation issue	Lack of motivation

5) Defining themes

In this step, the researcher defined the themes as the answer to the research question. Those themes are (1) Lack of Vocabulary, (2) Fear of Making Mistakes, (3) Shyness, (4) Foreign Language Anxiety, (5) Lack of Confidence, and (6) Lack of Motivation.

6) Writing the report

In this final phase, the researcher aligned the findings of this investigation with the findings of related, earlier studies, reporting the findings of this study in the next chapter and doing so.

3.6. Steps of the Research

Here are the steps of conducting this research:

Table 3.5.

Steps of the Research

Step	Description
1	Finding an issue in one vocational high school in Tasikmalaya
2	Reading journals related to the issue and comprehending it
3	Recognizing the real situation in the issue
4	Selecting a topic for the research
5	Studying the journals and determining the study's gap
6	Starting to arrange the research proposal, including the background, literature review, and the research procedures
7	Examining the research proposal in front of the supervisors and examiners
8	Collecting the data by conducting an interview
9	Transcribing the interview
10	Analyzing the interview transcription
11	Arranging the thesis
12	Examining the thesis in front of the supervisors and examiners

3.7. Time and Place of the Research

The research was conducted from 24th May to 29th June 2022 and take place in Tasikmalaya. The interview session was held through online meetings during the pandemic situation.

Table 3.6.

Times of the Research

No	Description	Jan	Feb	Mar	Apr	May	Jun	Jul
		2022						
1	Research proposal writing	░	░	░				
2	Research proposal examination			░				
3	Data collection				░	░		
4	Data analysis						░	
5	Report						░	░
6	Thesis examination							░