

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1 Research Method**

The research design applied in this present research is a descriptive case study. A case study selective and focuses on specific aspects to fully explain the phenomenon under examination (Stake, 1995). Further, applying this methodology in this study could involve an up-close, in-depth and detailed investigation of factors influencing on learners' self-efficacy in public speaking. In addition, Yin (2003) stated that a descriptive case study mainly focuses on "what" questions. Therefore, the descriptive case study was chosen for this study in order to describe learners' perceptions of influential factors in their self-efficacy in public speaking.

#### **3.2 Focus of the Research**

This research focuses on describing learners' perceptions related to the factors influencing on their self-efficacy in public speaking. The data were taken from the result of the interviews with the learners who have experienced in public speaking.

#### **3.2 Setting and Participants**

This research was conducted from January 2022 to January 2023 in a university in Tasikmalaya, Indonesia. One language center in this higher education provided their students from various major to develop English skill through various English training programs. These programs held by language center of this university and in collaboration with PA International Foundation which focuses on education. One of the programs was public speaking and critical thinking class. Thus, the researcher chose this university as the setting.

In this public speaking and critical thinking class, all students from various majors in this university got the opportunity to develop and to improve their English public speaking skill by joining this class. This class was set for 12 meetings including the final assessment, and learners took the class once a

week for about three months. In this class, the enrolled learners got the opportunity to carry out various English public speaking activities, such as discussion, group debate, prepared speech, and impromptu speech. Then, at the end of the class, the learners were asked to make the presentation about particular topic namely food security based on various point of view. The presentations were done by the learners in front of the audience as the final assessment of this public speaking and critical thinking class. It involved the lecturer and other learners as the audience.

English presentation was an object of this research. The researcher chose English presentation, final assessment of public speaking and critical thinking class, because it offers the learners same opportunities to practice their public speaking skill in front of audience. Therefore, public speaking in this study refers to English presentation.

This study involved three learners as the participants. Before recruiting the participants, the researcher shared a questionnaire through google form to the learners who had enrolled in this public speaking course and made presentation in order to know their self-efficacy level. The questionnaire was adapted from the scale of the "EFL Learners' Self-Efficacy in English Public Speaking Domain" (adapted from Paradewari, 2017). There were 28 statements in this questionnaire. It was designed using the Likert scale model (Likert, 1932), which has gradations response choices from strongly agree to strongly disagree with certain scores on each answer (enclosed). Furthermore, based on the obtained score, the researcher chose one learner with high scores, one learner with medium score, and another one with low scores as participants.

The participants were three learners who just took and finished the public speaking and critical thinking class. One of them is a learner with high score which indicates a high level of self-efficacy in public speaking. One of them is a learner with medium score which indicates medium level of self-efficacy in public speaking. Then, another one is a learner with low score which indicates low level of self-efficacy in public speaking. The age of the participants ranged from 22 to 23 years old. All of them are female Indonesian

students whose mother tongue is Indonesian, so English is a foreign language for them. They were from various majors in a university in Tasikmalaya. One of them is from Accounting Department. She has been learning English since she was a kindergarten student. Then, the next participant is from Agrotechnology Department. She has been learning English since elementary school. While another one is from Public Health Department. She has been learning English for 16 years. They were all chosen as the participants since they could help the researcher to get the sufficient information and complete voices about influential factors of their level of self-efficacy in public speaking from learners with high, medium, and low-self-efficacy.

### **3.3 Data Collection Technique**

In this research, the data were obtained through semi-structured interview. The researcher encouraged the participants to give 'open' answers, which allows for getting greater, more elaborate, and detailed information. Jamshed (2014) stated that a semi-structured interview allows the researcher to gain an in-depth understanding of the information from participants by asking multiple open-ended questions. Thus, semi-structured interview offers the interviewer to get detailed answers leading to the interview. Using a semi-structured interview, although the interviewer has a list of 'areas' that was explored through questioning, there is no rigid structure, and flexibility is vital. Therefore, a semi-structured interview was applied to get the information about influential factors of learners' self-efficacy in public speaking based on their perceptions.

To conduct a semi-structured interview, the researcher created a list of questions as a guideline. The questions comprised thirteen main questions that should be answered by participants as interviewees. The questions were developed from Bandura's theory (1997) about sources of self-efficacy related to enactive mastery experience, vicarious experience, verbal persuasion, and physiological and emotional states.

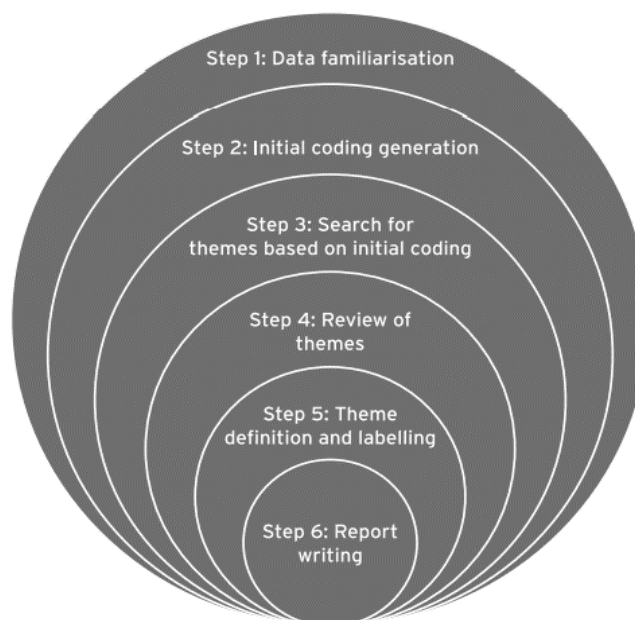
- a. Enactive mastery experience : Someone's mastery of experience in doing public speaking is based on his/her experiences.
- b. Vicarious experience : Someone's experience in doing public speaking is based on observing others' performances.
- c. Verbal persuasion : Speeches related to performance in public speaking from people around his/herself.
- d. Physiological and emotional states : Someone's condition of physiological and emotional during performing public speaking itself.

After recruiting the participants and creating the questions, there were three further steps in collecting the data. First, the researcher conducted the interview by utilizing Zoom Meeting. The researcher and the interviewee conducted the interview process while the researcher recorded it. Then, the recordings were transcribed. Finally, the transcripts were analyzed and translated into English.

### **3.4 Data Analysis Technique**

The technique of data analysis in this research used a thematic analysis. According to Braun and Clarke (2006) thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within the data. Thus, the researcher used codification and themes toward the data taken from interview transcripts. By using this technique, the researcher seek the dominant themes underlying the conversations' contents (Howitt, 2016). It refers to the major themes that underlie the interviews' contents. Then, frequently, it goes further and interprets various aspects of the research topic (Boyatzis, 1998). The researcher interpreted and reported the dominant themes of this data analysis, including detailed information about how the analysis process is carried out.

In doing this data analysis, the researcher followed several steps. Braun and Clarke (2006) explained six steps of thematic analysis as follows:



**Figure 3.1** Braun and Clarke's Model of Thematic Analysis  
(Howitt, 2016)

a. Familiarizing with the Data

In this step, the researcher familiarized with the data with close transcript detail. It conducted by reading the transcript several times. While reading the transcript, the researcher began to think about what was happening in the data.

b. Generating initial codes

In the second phase, the researcher started to organize the data into meaningful groups. The researcher coded the data by generating an initial list of ideas about what was in the data and what was interesting, and it focused on a specific topic or matter that the researcher was interested in. Then, the researcher's coding should then reveal something important about the data.

**Tabel 3.1** Generating Initial Codes

| <b>Transcriptions</b>                                                                                                                                                                      | <b>Codes</b>          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| P1: jadi mungkin itu yang bisa bikin <i>skill</i> komunikasi aku lancar gitu, jam terbangnya gitu                                                                                          | Enactive experience   |
| P1 : Menurut aku, afirmasi positif dan apresiasi yang tinggi dari beberapa dosen dan instuktur juga membuat kita memupuk motivasi kita untuk menjadi lebih baik, jadi lebih dihargai gitu. | Environmental support |
| P2: peran peserta lain bener-bener ada pengaruhnya, terutama untuk self-efficacy,                                                                                                          | Modeling              |
| P3: Sulitnya karena ini masih kurang percaya dirinya di <i>grammar</i> -nya.                                                                                                               | Language aspects      |
| P3: kedua yang menghambat juga kadang lupa. Lupa materi ataupun lupa perkataannya harusnya apa dulu nih.                                                                                   | Lack of preparation   |

5 initial codes represented different aspects showed by participants' interview transcription. Here is the list of initial codes and their frequency.

**Table 3.2** List of Initial Codes and Their Frequency

| <b>Initial Codes</b>  | <b>Total</b> |
|-----------------------|--------------|
| Enactive experience   | 19           |
| Environmental support | 17           |
| Modeling              | 12           |
| Language aspects      | 7            |
| Lack of preparation   | 7            |

c. Searching for themes

After getting a long initial code, the data were turned into themes in this stage. The researcher sorted them into the potential themes and

collate all the relevant coded data extracts within the identified themes. Indeed, the themes are usually broader than the codes. It identified major patterns in the initial codes, so it could be considered as the next level in interpreting the text.

**Table 3.3** Process of Searching for Themes

| <b>Helping in having high self-efficacy in public speaking</b> | <b>Inhibits in having high self-efficacy in public speaking</b> |
|----------------------------------------------------------------|-----------------------------------------------------------------|
| Enactive experience<br>Environmental support<br>Modeling       | Language aspects<br>Lack of preparation                         |

d. Reviewing of themes

In this phase, the researcher mapped out a set of candidate themes which was examined to the original data. The researcher has to ensure whether the themes fit the context or not. It is possible if the themes are not fully defined or even refined. Perhaps, the particular themes might not have enough data to support them, or it might need to be divided into two different themes, or it might categorize particular codings which do not fit the themes. Thus, the researcher reviewed the themes as well.

e. Defining and naming themes

In this step, the researcher defined and refined the essence of each theme and determine what aspect of the data each theme captures. The researcher defined and described each theme's scope and content. Then, at the end of this step, the researcher started to think about the names of each theme. Those theme definitions and labeling were connected to answer the research question.

**Table 3.4** Defining and Naming Themes

| <b>Sub Themes</b>                                                 | <b>Themes</b>        |
|-------------------------------------------------------------------|----------------------|
| 1. Enactive experience<br>2. Environmental support<br>3. Modeling | Positive perceptions |

|                                               |                      |
|-----------------------------------------------|----------------------|
| 1. Language aspects<br>2. Lack of preparation | Negative perceptions |
|-----------------------------------------------|----------------------|

f. Producing the report

In the last phase, the researcher wrote a report on the research finding. The researcher reported the final analysis to tell the findings of the data, which included an analytical narrative and the researcher's arguments in relation to the research question. It also provided data extracts as sufficient evidence of the findings.

### 3.5 Steps of the Research

In conducting this research, the researcher carried out several steps in order to complete the research. These were the researcher's steps of this research, as shown in table 3.5.

**Table 3.5** Steps of the Research

| <b>Steps</b> | <b>Description</b>                                                                                                                                                  |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1            | The researcher selected a phenomenon that exists and needs to be researched.                                                                                        |
| 2            | The researcher has been exploring and developing the researcher's understanding of the phenomenon by reviewing the existing research and related theories.          |
| 3            | The researcher decided on the topic to be researched and stated the research's aim and research question as the primary point which would be found in the research. |
| 4            | The researcher begun writing the research proposal, including background, literature review, and the research procedures.                                           |
| 5            | The researcher presented the research proposal examination in front of the supervisors and examiners.                                                               |
| 6            | The researcher collected the data from the participants through semi-structured interviews.                                                                         |



| Steps | Description                                                                                        |
|-------|----------------------------------------------------------------------------------------------------|
| 7     | After getting the data, the researcher analyzed the data using thematic analysis.                  |
| 8     | The researcher reported the result by writing the thesis.                                          |
| 9     | The researcher presented her thesis in the final examination before the supervisors and examiners. |

### 3.6 Time and Places of the Research

This research be conducted from January 2022 to March 2023, as shown in table 3.6. It was started from the research proposal writing to the thesis examination. Then, it be carried out in one of the University in Tasikmalaya, Indonesia, which provided public speaking activities in the public speaking course, as the researcher has explained in the setting and participants part.

**Table 3.6** Research Schedule

| No | Activities                             | Jan-<br>May | Jul | Oct | Nov | Dec | Jan  | Mar |
|----|----------------------------------------|-------------|-----|-----|-----|-----|------|-----|
|    |                                        | 2022        |     |     |     |     | 2023 |     |
| 1. | Research proposal writing              |             |     |     |     |     |      |     |
| 2. | Research proposal examination          |             |     |     |     |     |      |     |
| 3. | Data collection                        |             |     |     |     |     |      |     |
| 4. | Data analysis                          |             |     |     |     |     |      |     |
| 5. | Report                                 |             |     |     |     |     |      |     |
| 6. | <i>Telaah komprehensif</i> examination |             |     |     |     |     |      |     |
| 7. | Thesis examination                     |             |     |     |     |     |      |     |

