

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

In this study, the researcher utilized a case study design. A case study defined by Graber (2004) is the "what," "why," and "how" of a research problem. Due to its potential to provide contextual and nuanced data, adopting the case study design was considered suitable (Mabasa and Themane. 2021). The researcher used a case study design since there was a phenomenon regarding speaking fluency among undergraduate students at a university where they were English students. The phenomenon showed that a student had good speaking fluency and had taken various speaking classes from the first semester until the fourth semester.

On the other hand, there was also a student who still needed to improve speaking fluency. The selection of participants used a questionnaire on speaking fluency adapted from Khau and Huynh (2022). In particular, the researcher used a descriptive case study design because it focused on certain cases to be observed and analyzed carefully until they were completed. Thus this design was suitable for investigating the factors influencing students' English fluency to describe the problem more deeply.

3.2 Focus of the Research

The focus of this study is to reveal what factors affect students' English-speaking fluency in higher education.

3.3 Setting and Participants

This study took place in one of the universities in Tasikmalaya, Indonesia, since the participants were from the English Education Department at that institution. The participants involved in this research were two females

who registered in 2020 and took Academic Listening and Speaking (ALS) course. Besides, their ages were around 21-22 years old. The participants were based on the result of a questionnaire on speaking fluency adapted from Khau and Huynh (2022). First, the researcher gave a questionnaire to a class of 39 students. Based on the questionnaire results, the highest and lowest data were taken. Two students had different levels of speaking fluency. The first participant had good speaking fluency, and the second participant needed to improve in speaking fluency.

Moreover, the researcher conducted pre-interviews with the two participants as a foundation for recruiting participants. It was also seen based on the cumulative grade point index (*IPK*) related to the level of student understanding.

3.4 Technique of Collecting the Data

Semi-structured interviews were the technique for collecting the data. Semi-structured interviews aim to discover people's subjective perceptions of a specific circumstance or phenomenon they have encountered (McIntosh and Morse, 2015). The researcher used semi-structured interviews because they suited the research questions. Therefore a semi-structured interview was appropriate to explore factors affecting students' English speaking fluency. Constructing the semi-structured interview includes several steps as follows:

3.4.1. Preparing the questions

Make a list of questions related to the chosen topic by determining the core and optional questions. McIntosh and Morse (2015) demonstrated that the researcher must determine the domain of the issue under examination, including its limits, identify the topic categories, and the question stems.

3.4.2. Set the interview schedule

Make an appropriate interview schedule where participants can adjust to carry out the interview based on the time chosen.

3.4.3. Conducting semi-structured interviews

During interviews with participants, the researcher must interview in polite and soft language. In addition, the researcher does not put pressure on the participants. In this study, the researcher will record the interview process using audio recording.

3.4.4. Analyze the result of the semi-structured interview

After conducting semi-structured interviews, the researcher needs to compile a list of answers according to the questions in the appropriate way.

3.5 Technique of Analysing the Data

The researcher used thematic analysis to analyze data by Braun and Clark (2006). Kiger and Varvio (2020) explained that thematic analysis is a powerful tool for comprehending events, thoughts, or behaviours throughout a data set. A six-step technique for undertaking thematic analysis includes:

3.5.1. Familiarizing yourself with the data

It will be helpful to get oriented to the raw data and is the basis for all subsequent procedures to become familiar with the complete data collection initially. The researcher needs to transcribe the interview and read the transcription to familiarize herself with the data.

3.5.2. Generating initial codes

The researcher starts to note potential data items of interest, queries, relationships between data items, and other early concepts. For example, codes identified in the following excerpts:

Table 3.1 Generating Initial Codes

P: Perasaannya malu, degdegan,	Students' Feelings
panik pastinya, keringet dingin	
jadinya gagap, gitu pasti.	

<p>P: Kalau masalah di rumah sih enggak mempengaruhi ya, soalnya kalau untuk konsentrasi mungkin mengganggu. Kalau ke kemampuan sih enggak malahan mendukung soalnya lingkungan di rumah juga mendukung untuk aku mengembangkan speaking skill aku.</p>	<p>Students' problem Students' environment</p>
<p>P: Pasti dikasih waktu, karena itu biasanya yang bicara didepan kelas itu presentasi</p>	<p>Time pattern</p>
<p>P: Berlatihnya kaya yang pertama kalau mau presentasi latihan dulu terus kalau misalnya suka ngomong sendiri</p>	<p>Students' practices</p>
<p>P: Takut karena bahasanya, bahasa Inggris. Soalnya waktu awal –awal itu speaking skill aku kan masih kurang terus adanya mata kuliah <i>speaking</i> dan mengharuskan untuk <i>speaking</i> jadi lebih terbiasa. Saya juga sering berpartisipasi aktif di kelas speaking</p>	<p>Speaking class Students' participations</p>
<p>P: Feedback dari dosen, soalnya itu ngebantu banget</p>	<p>Teachers' feedback</p>
<p>P: Mempengaruhi sih. Soalnya kan kalau dalam vocab kan vocab itu sangat penting dan dari grammar, grammar juga membantu sih memahami orang juga buat paham</p>	<p>Aspect of speaking</p>

apa yang kita bicarakan.

P: Karena didepan banyak orang **Lack of knowledge**
 pertama, kedua belum tau mau
 ngomong apa di depan, ketiga kalau
 didepan orang yang misalnya lebih
 tua kaya misalkan dosen nah itu
 yang bikin lebih panik sih

As drawn above, there are various initial codes that represented the essential utterances. The next step is the researcher need to present the result with the total of the initial codes as shown in the Table 3.2 below.

Table 3.2 Initial Codes and Their Frequency

Initial Codes	Total	Source
Anxiety	6	Based on participant's interview transcription
Students' problem	1	Based on participant's interview transcription
Students' environment	4	Based on participant's interview transcription
Time pattern	2	Based on participant's interview transcription
Students' practices	2	Based on participant's interview transcription
Speaking class	3	Based on participant's interview transcription
Students' participations	1	Based on participant's interview transcription
Teachers' feedback	5	Based on participant's

		interview transcription
Aspect of speaking	3	Based on participant's interview transcription
Lack of knowledge	2	Based on participant's interview transcription

3.5.3. Searching for themes

The researcher creates themes by examining, combining, contrasting, and graphically charting the codes' relationships. Furthermore, the researcher need to arranging the initial codes to codes grouping. For example:

Table 3.3 Searching a Sub Theme and Theme

Initial Codes	Sub Theme	Theme
Students' Feelings	Anxiety	
Students' practices	Students' motivation	Internal Factors
Aspect of speaking	Linguistic factors	
Teachers' feedback		
Students' environment		External Factors

In Table 3.3 above, it is represented the initial codes changed into sub theme by grouping each codes and allocating those sub theme into an appropriate theme.

3.5.4. Reviewing themes

There are two levels of analysis in reviewing themes. The first level is the researcher examining coded data positioned within each analysis topic to verify proper fit. In level two, the same set of questions is applied to the topics in the context of the entire collection of evidence.

3.5.5. Defining and labeling themes

In this step, the researcher completed this phase by refining the final definition of each theme, completing the themes, and putting the items together.

Table 3.4 Defining and Labelling Themes

Sub Theme	Themes	Definition
Anxiety Students' Motivation Linguistic Factor	Internal Factors	Internal factors come from inside of the students themselves. In this context, it is completely controlled by the students.
Students' Environment Teachers' Feedback	External Factors	External factors come from external of the students themselves. It can be said that it is fully uncontrollable by the students.

3.5.6. Publishing the output

The writing process has begun by taking notes, defining themes, and choosing sample data extracts in earlier steps.

3.6 Steps of the Research

This research begun by interviewing English language education students in the sixth semester by interviewing two participants about their experience of what factors affect their speaking fluency. The step consists of the following:

1. Finding a study topic
2. Writing a research proposal
3. Examined the research proposal
4. Gathering and analyzing the data
5. Taking the final report

3.7 Time and Place of the Research

No	Description	Jan- Feb 2023	Mar- April 2023	May- June 2023	July- Aug 2023	Sept- Oct 2023	Nov- Des
1.	Research proposal writing						
2.	Research proposal examination						
3.	Data collection						
4.	Data analysis						
5.	Comprehensive Examination						
6.	Final Thesis Examination						

Table 3.5 Research Schedule

The place of the study was conducted in one of the universities in Tasikmalaya, since the participants are from the English Education Department at that institution.