

CHAPTER 3

RESEARCH PROCEDURES

3.1.Method of Research

The method of research in this study is a descriptive case study. It is chosen because this research focuses on explaining a phenomenon in the context of its occurrence in real life (Yin, 2003). Therefore, in this study, speaking is the phenomenon, whereas EFL speaking difficulties are the case. As a result, this descriptive case study can uncover the English-speaking difficulties factors faced by EFL learners from the phenomenon that happened in EFL college.

3.2.Focus of the Study

This research discussed speaking difficulties experienced by EFL college students. Many kinds of literature were conducted about this issue, but the researcher would like to explore the EFL students' speaking difficulties experienced by Indonesian college students. The result was taken from an interview with the students from a student that took an English major at an Indonesian University in Tasikmalaya.

3.3.Setting and Participants

To focus on searching the English-speaking difficulties factors faced by EFL students, as the main issue, and after observing students that have taken English Department as their major at Indonesian University, I selected three of the college students that show the problem in speaking the most compared to the other students while speaking English. They were chosen as the participants in this research due to their participation quality in their speaking learning activities as follows: 1) They are the most inactive students in class and choose to be remain silent in the whole learning activities if they

are not asked to speak, 2) When they are asked to speak by the lecture or required to speak due to their task and assignment, they show physical reactions like shaking, sweating, and perform such awkward movements, 3) When they are speaking English, they always perform speaking difficulties such as pausing, stuttering, always using filler like “*umm*”, “*ehh*”, “*uhh*”, etc., and for some case they are not available to speak or has nothing to say. In conclusion, the voice of three participants could represent the issue of speaking difficulties experienced by EFL students majoring in English.

3.4. Technique of Collecting the Data

The data are collected through a semi-structured interview of three English major students from Indonesian University in Tasikmalaya. The reason the researcher chose semi-structured interviews is that it is a very flexible technique for getting more data. Furthermore, according to Jamshed (2014), 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. Interviews are conducted according to the time determined between the interviewer and participants for the interview. The result of the interview could be controlled as this study wanted to show the English-speaking difficulties based on the microsystem level of ecological factors, then listened, shaped, communicated with an interpretive intent, reconstructed, and built for credibility (Widodo, 2014).

3.5. Technique of Analysing the Data

After the researcher gets the data, then transcribes the recording into an article to collect the required data. All the data are analyzed using thematic analysis. Because, this method is simply used for those who are new to qualitative research (Braun & Clarke, 2012). Furthermore, according to Braun & Clarke (2006), thematic analysis is a method for identifying, analyzing, and

reporting patterns (themes) within the data. There are 6 following stages of thematic analysis by Braun & Clarke (2006):

1) Becoming familiar with the data

In this step, the researcher engages with the data and becomes familiar with the data, which covers transcribing data, reading and re-read the data, taking notes, or marking ideas.

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 colour to differentiate each idea from the participants which became initial codes. Here is below an example of interview transcription followed by generated initial code from the data.

Transcription	Initial Codes
<i>Eee... pertama, saya tidak terlalu mempelajari ketika saya SMP, SMA tidak terlalu fokus pada Bahasa Inggris karena tidak tertarik, dan... Ketika kuliah pun eee... tidak terlalu mendalami gitu hanya belajar sedikit.</i>	Not interested in English
<i>Saya tidak punya basic Bahasa Inggris sebelumnya</i>	Have no basis in English
<i>Karena minim pengetahuan eee... tentang Bahasa Inggris</i>	Lack of English knowledge
<i>Eee... ya pastinya saya punya ya masalah vocab itu, saya kurang hafal banyak vocab bahasa Inggris</i>	Lack of vocabulary
<i>Kalau tidak ada kata-kata saat sedang berbicara diusahakan saya</i>	Recalling the words

<i>pasti mengingat-mengingat dahulu katanya</i>	
<i>Saya lebih milih diem aja sih, daripada mempermalu diri sendiri.</i>	Remain silent
<i>Kalau tidak teringat saya nyoba mencari kosa kata lain gitu untuk mengucapkan apa yang mau saya tuju.</i>	Searching another word
<i>Tapi kalau di ingat-ingat tetap tidak teringat, saya suka campur bahasanya menggunakan Bahasa Indonesia.</i>	Mixing language
<i>Ya menurut saya kurang dalam grammar gitu, tidak paham</i>	Lack of grammar
<i>Juga kan materinya susah, strukturnya rumit menurut saya</i>	Too complicated
<i>Soalnya Bahasa Inggris susah untuk dipelajari bagi saya</i>	Difficult to learn
<i>Jadi ngomongnya jadi terbata-bata, banyak aa eu aa eu nya</i>	Stuttering
<i>Itu membuat saya susah menyusun kata-kata, kadang kata-katanya selalu terbalik</i>	Difficult to organize the sentences
<i>Ketika mau mulai berbicara atau sebelum berbicara udah eee jantung berdebar begitu yaaa ngadegdeg, kadang kaki gemeter.</i>	Anxiety
<i>Nanti kalau saya ngomong nanti takut salah, malah jadi asbun</i>	Fear of making mistakes

<i>takut tidak mengerti apa yang di omongin sama si pembicara</i>	Worries of not being understand
<i>Eee... karena saya merasa kurang dalam speaking Bahasa Inggris gitu, merasa gak bisa</i>	Self-underestimate
<i>Takut dimarahin kalo salah, kalo gabisa</i>	Afraid of being scolded
<i>Terkadang saya melihat dosen eee.... Apaya... eee... jadi... kadang dosennya galak atau agak killer gitu jadi eee... mau ngomong tuh cemas, takut salah, takut dimarahin</i>	Effect from the lecturer
<i>Jadi kalau dilihat banyak orang itu malu</i>	Shy
<i>Kalau buat mencoba saya kurang berani ya, takutnya malah salah, terus diketawain</i>	Fear of being judged
<i>Iya minder, minder eee ketika teman teman lebih fasih daripada saya</i>	Insecurity
<i>Karena merasa masih kurang mampu terus masih banyak pronunciation yang kurang tepat, grammar yang kurang tepat juga, yaa intinya pengetahuan sama bahasa Inggrisnya kurang</i>	Lack of English mastery
<i>Tidak terlalu percaya diri ketika mau berbicara ataupun presentasi di depan teman-teman</i>	Lack of confidence
<i>Ketika orang-orang dalam kelas menyaut di kelas, saya diam saja</i>	Low participation

<i>Kecuali kalau memang diminta dosen untuk berbicara, kalau sudah begitu mau bagaimana lagi</i>	Forced to speak
<i>Saya kesulitan ketika berbicara inggris, jadi susah buat berbicara Bahasa inggris</i>	Difficult to speak
<i>Jadi nanti bingung untuk menjawabnya kalau tidak mengerti</i>	Confused to answer
<i>Soalnya kurang nangkap apa yang di sampaikan dosen, apalagi kalau pake Bahasa inggris</i>	Difficult to understand
<i>Lebih ke jarang banget dan hampir tidak pernah untuk berbicara bahasa inggris di... bersama orang lain atau diluar kelas</i>	Infrequent English conversation
<i>Soalnya saya kurang motivasi juga untuk belajar Bahasa inggris</i>	Low self-motivation to learn
<i>Sebenarnya orang tua saya yang memilihkan, jadi ya mau bagaimana lagi.</i>	Forced to choose English major
<i>Jadi menurut mereka tuh lebih baik menggunakan bahasa daerah daripada bahasa inggris, jadi saya tidak bisa belajar berbicara Bahasa inggris di daerah saya.</i>	Lack of support from the environment
<i>Saya biasanya belajar bahasa inggris itu cuma dikelas saat pembelajaran bahasa inggris sudah dimulai</i>	Insufficient resources to learn

<i>Malah kalau saya ngomong Bahasa inggris, kadang suka dikatain, so inggris, so keren begitu</i>	Demotivational from the environment
<i>Untuk pelatihan Bahasa inggris... lebih ke jarang ya</i>	Insufficient practice
<i>Eee... kalau dikampus sih sedikit membantu tapi tidak terlalu intense gitu dalam berbicara Bahasa inggris</i>	Non-encouraging learning environment
<i>Karena jarang menggunakan Bahasa inggris dalam sehari-hari.</i>	Not used to using English
<i>Telinga kita tuh tidak terbiasa gitu, saat si pembicara pengucapannya atau aksen nya kurang jelas di telinga saya</i>	Not used to hearing English
<i>Terus kurangnya kesadaran pentingnya bahasa inggris</i>	Lack of awareness toward English language
<i>Suka ngulang-ngulang katanya soalnya sulit mengucapkannya</i>	Repeating words
<i>Itu disebabkan karena ketidak fasihan saya dalam berbicara bahasa inggris</i>	Lack of English proficiency
<i>Eee... pertama, saya tidak terlalu mempelajari Bahasa inggris ketika saya SMP, SMA</i>	Not learning enough
<i>Jadi pengucapan Bahasa inggris itu sulit bagi saya</i>	Difficult to pronounce
<i>Kadang suka ngeblank tuh tidak tahu apa yang harus dibicarakan</i>	Can't think clearly

<i>Soalnya tidak terbiasa berbicara didepan umum apalagi berbicara bahasa inggris</i>	Not used to speak in public
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Table 1. Generating Initial Codes

The 47 codes above showed the different aspects of participant's voice. Here is the list of initial codes and their frequency.

Pink	Not interested in English	7
Coral	Have no basis in English	1
Maroon	Lack of English knowledge	16
Mahagony	Lack of vocabulary	13
Pastel	Recalling the words	4
Scarlet	Remain silent	13
Sunset	Searching another word	2
Orange	Mixing language	4
Tangerine	Lack of grammar	9
Merigold	Too complicated	4
Ginger	Difficult to learn	9
Apricot	Stuttering	6
Honey	Difficult to organize the sentences	5
Fire	Anxiety	23
Tan	Fear of making mistakes	19
Beige	Worries of not being understand	5
Macaroon	Self-underestimate	10
Sunshine	Afraid of being scolded	6
Saffron	Effect from the lecturer	7
Hazelnut	Shy	9
Green	Fear of being judged	6
Sage	Insecurity	15

Lime	Lack of English mastery	5
Olive	Lack of confidence	14
Emerald	Low participation	10
Mint	Forced to speak	3
Pickle	Difficult to speak	9
Indigo	Confused to answer	2
Azure	Difficult to understand	9
Arctic	Infrequent English conversation	7
Sky	Low self-motivation to learn	12
Lapis	Forced to choose English major	1
Blue	Lack of support from the environment	24
Navy	Insufficient resources to learn	21
Grape	Demotivational from the environment	3
Purple	Insufficient practice	14
Violet	Non-encouraging learning environment	2
Magenta	Not used to using English	12
Lavender	Not used to hearing English	1
Lilac	Lack of awareness toward English language	3
Eggplant	Repeating words	2
Amethyst	Lack of English proficiency	2
Orchid	Not learning enough	2
Brown	Difficult to pronounce	6
Coffee	Can't think clearly	3
Peanut	Not used to speak in public	3

Table 2. List of Initial Codes and Their Frequency

3) Searching for themes

In this step researcher focuses on sorting different codes into potential themes, gathering all data relevant to each potential theme. It

is a coherent and meaningful pattern in the data relevant to the research question.

<p>Lack of English Knowledge</p> <p>Difficult to speak Lack of English knowledge Difficult to learn Too complicated Difficult to understand Not used to using English Not used to speak in public Lack of English mastery Confused to answer Lack of English proficiency</p>	<p>Pronunciation issue</p> <p>Insufficient practice Stuttering Repeating words Difficult to pronounce Not used to using English Difficult to learn Difficult to speak Insufficient practice Insufficient resources to learn</p>
<p>Vocabulary issue</p> <p>Lack of vocabulary Remain silent Recalling the words Searching another word Mixing language Insufficient practice Insufficient resources to learn</p>	<p>Grammatical Issue</p> <p>Lack of grammar Difficult to speak Too complicated Difficult to learn Not used to using English Difficult to understand Insufficient practice Insufficient resource to learn</p>
<p>Organizing Sentences Issue</p> <p>Difficult to organize the sentences Repeating words Lack of vocabulary Lack of grammar</p>	

Lack of English knowledge

Table 3. Process of Searching for Themes

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.

Categories	Themes
English Knowledge	Lack of English Knowledge and Mastery
Vocabulary issue	Lack of Vocabulary
Grammatical issue	Insufficient Grammar
Pronunciation issue	Inaccurate Pronunciation
Organizing sentences issue	Insufficient Sentence Organization

Table 4. Reviewing Themes

5) Defining themes

In this step, the researcher defined the themes as the answer to the research question. Those themes are (1) Lack of English Knowledge and Mastery, (2) Lack of Vocabulary, (3) Insufficient Grammar, (4) Inaccurate Pronunciation, and (5) Insufficient Sentence Organization.

6) Writing the report

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

3.6.Steps of the Research

Here are several steps to conduct this research:

1. Exploring the problem and understanding the detailed phenomenon, and formulating the uses of the research.
2. Reading journals related to the issue and comprehending it.
3. Select a topic for the research.
4. Studying the journal and determining the study's gaps.
5. Search for a participant that related to the research
6. Starting to arrange the research proposal, including the background, literature review, and the research procedure.

3.7.Time and Place of the Research

No	Activities	Jan	Feb	Mar	Apr	May	Jun	Jul
		2023						
1.	Research Proposal Writing							
2.	Research Proposal Examination							
3.	Data Collection							
4.	Data Analysis							
5.	Report							

6.	Thesis Examination								
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Table 5. Research Schedule