

CHAPTER III

METHODOLOGY

This chapter outlined the methodology used to investigate the speaking reluctance faced by students in the English Language Education Study Program. The research design, participants, data collection methods, and data analysis techniques were discussed in detail to provide a comprehensive understanding of how the study was conducted.

3.1 Research Design

This study adopted a descriptive qualitative approach to explore and understand the experiences, perspectives, and meanings that participants attached to their reluctance to speak English. More specifically, this approach helped describe the contributing factors to students' reluctance to speak English in the international class and the strategies they used to reduce it. This approach was considered suitable as it provided a comprehensive and detailed account of participants' views and experiences within their natural context, without manipulating variables or testing hypotheses (Creswell, 2013).

3.2. Research Participants

This study involved eight purposively selected participants from the international class of the English Language Education Study Program at a private university in Banyumas Regency, Central Java. The participants were chosen based on specific criteria relevant to the research focus, such as their enrollment in the international class and their experience with English-speaking academic activities.

All participants had completed a certain level of English language instruction and were expected to actively engage in oral communication as part of their learning process. The group consisted of two male and six female students, aged between 19 and 22 years old.

Purposive sampling was used to ensure the selection of individuals who could provide rich and relevant data (Creswell & Creswell, 2018). This method allowed the researcher to focus on participants who were most likely to offer valuable insights into the phenomenon under investigation. Table 3.1 presents the demographic of the participants.

Table 3.1 Participants' demographic

No	Students Name	Age	Gender	Length of learning English
1	Participant 1	19	Male	6 hours per week
2	Participant 2	21	Female	7 hours per week
3	Participant 3	19	Female	10 hours per week
4	Participant 4	19	Female	5 hours per week
5	Participant 5	19	Female	7 hours per week
6	Participant 6	20	Female	6 hours per week
7	Participant 7	20	Male	12 hours per week
8	Participant 8	20	Female	9 hours per week

The recruitment process was carried out by directly contacting students through WhatsApp. The researcher also sought assistance from course lecturers to disseminate information about the research and to invite students who were willing to participate voluntarily. Participation was entirely voluntary, and prior to the interviews, students were provided with a clear explanation regarding the purpose, procedures, and their rights as participants in the research. The participants were given pseudo names to ensure their confidentiality.

3.3 Data Collection

In this study, data were gathered through semi-structured, in-depth interviews conducted in person. During the interviews, the researcher used a prepared set of open-ended questions designed to explore students' experiences, perceptions, and feelings regarding their reluctance to speak English. These questions addressed various themes, such as students' self-confidence, classroom atmosphere, peer interaction, previous learning experiences, and perceived barriers to speaking. Follow-up and probing questions were also employed to clarify responses and encourage participants to elaborate on their thoughts more thoroughly.

All interviews were audio-recorded with the participants' consent and subsequently transcribed verbatim for analysis. Notes were also taken during the interviews to capture non-verbal cues and other important observations. Prior to the interviews, participants were informed about the study's purpose, and ethical considerations were clearly explained, including confidentiality and their right to withdraw at any time.

The interviews were conducted in a quiet and comfortable environment on the university campus to ensure that participants felt at ease and could express themselves freely. Each interview session lasted approximately 30 to 45 minutes and was conducted in English, with the flexibility to switch to Indonesian if participants found it challenging to express certain ideas in English.

3.4 Data Analysis

Study employed thematic analysis as developed by Braun and Clarke (2006) to analyze the interview data. Thematic analysis was selected for its flexibility in identifying, analyzing, and reporting meaningful patterns or themes within qualitative data.

The analytical process involved six stages. The first stage was familiarizing with the data, where the researcher read the interview transcripts several times to gain a thorough understanding of the content, noting initial ideas and impressions. The second stage was generating initial codes, in which open coding was performed by labeling relevant sections of the data related to the research focus, such as expressions of reluctance to speak, feelings of shyness, or environmental factors.

In the third stage, the researcher searched for themes by grouping the generated codes into preliminary themes. For example, codes like “fear of making mistakes,” “lack of confidence,” and “fear of being laughed at” were clustered under the theme of “speaking anxiety.” The fourth stage involved reviewing the themes to ensure that they accurately represented the data set as a whole. This step included evaluating whether the themes were coherent and meaningful in relation to both the coded extracts and the entire dataset.

In the fifth stage, the themes were defined and named, with each theme being clearly articulated and explained in how it contributed to answering the research questions. Finally, in the sixth stage, the researcher produced a report by presenting the final themes in a structured narrative.