

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employed a descriptive qualitative research design with thematic analysis as the data analysis technique. This design was appropriate for exploring students' self-confidence in speaking English at Inspire English Course, Kampung Inggris, particularly focusing on intermediate-level learners. The research aimed to understand the challenges the students faced and the strategies they used to overcome them and enhance their speaking confidence.

According to Merriam (2009), descriptive qualitative research aims to provide a rich and detailed summary of individuals' experiences in natural settings, using everyday language to describe observed phenomena. This approach was suitable for investigating how students experienced and responded to various internal and external factors that influenced their confidence in speaking English in real classroom contexts, such as anxiety, motivation, learning environment, and self-regulated learning.

In analyzing the data, this study applied thematic analysis as proposed by Braun and Clarke (2006). Thematic analysis allowed the researcher to identify, analyze, and interpret patterns or themes within the collected data. Through systematic coding and theme development, the researcher was able to organize the findings into meaningful categories related to students' self-confidence and the factors affecting it.

The use of a descriptive qualitative design combined with thematic analysis enabled the researcher to generate comprehensive and contextualized insights. The

findings were expected to contribute to the development of more effective speaking programs and instructional practices that support students' psychological and environmental needs in building speaking confidence.

B. Setting and Subject of the Study

This research was conducted at Inspire English Course, a language learning institution located in Kampung Inggris, Pare, Kediri, East Java. The institution was well known for its intensive English programs, particularly those that focused on developing students' speaking skills. Inspire English Course provided an interactive and supportive environment that encouraged students to use English actively in daily communication.

This setting was selected because it reflected a real and practical learning environment where students consistently engaged in speaking activities. The structure of the course, the nature of classroom interaction, and the instructional methods implemented in this institution made it a relevant context for exploring how students developed self-confidence in speaking English.

The subjects of this study were four students enrolled in the intermediate-level speaking program at Inspire English Course. These participants were selected because they actively participated in speaking activities and were able to provide detailed information related to their experiences in developing confidence in speaking English. This level was chosen because students at the intermediate stage generally possessed sufficient grammatical and lexical knowledge, but they often continued to face challenges related to confidence when speaking. These students were expected to provide valuable insights into both the problems they experienced and the strategies they employed to enhance their speaking confidence.

C. Research Instrument

In qualitative research, the researcher is the primary instrument who directly collects and interprets the data. According to Merriam (2009), the human instrument is responsive, adaptable, and capable of collecting rich data through interaction, observation, and interpretation. Similarly, Lincoln and Guba (1985) emphasize that in naturalistic inquiry, the researcher serves as the main tool in data collection, capable of making judgments and adjusting inquiries in real time. This central role enabled the researcher to interpret meaning, emotions, and subtle cues that might not have been captured by standardized instruments. To assist the researcher's role and enhance the rigor and consistency of data collection, this study employed three types of supporting instruments (secondary instruments):

1. Semi-structured Interview Guide.
2. Classroom Observation Sheet.
3. Document Analysis

These instruments were designed based on relevant theoretical frameworks and aligned with the research objectives. They served as tools to guide the researcher in collecting rich and credible data on students' challenges and strategies in building self-confidence in speaking English.

1. Semi-structured Interview Guide

The semi-structured interview guide was used to explore participants' experiences, perceptions, and strategies related to self-confidence in speaking English. This type of interview allowed the researcher to follow structured topics while remaining flexible in exploring participants' responses more deeply (Kvale, 1996).

The interview questions were designed to explore students' self-confidence in speaking English, which was shaped by factors such as anxiety, motivation, learning environment, and self-regulated learning during speaking activities. These aspects guided the researcher in exploring students' speaking experiences, challenges, and strategies used to develop their confidence during speaking activities.

To support the interview process, the researcher used an interview protocol, audio recordings with participants' consent, and field notes to document important contextual information and non-verbal responses. The interview data were then transcribed manually for analysis. The complete list of interview questions is provided in the appendix.

2. Classroom Observation Sheet

A structured observation sheet was used to document students' behaviors and interactions during speaking activities in the classroom. This instrument complemented the interview data by capturing students' real-time responses and participation during learning activities.

The observation focused on behaviors showed self-confidence which was shaped by some factors like anxiety, motivation, learning environment, and self-regulated learning during speaking activities. The researcher observed students' participation, interaction patterns, emotional responses, speaking behaviors, and strategies used while engaging in classroom speaking tasks.

To support the observation process, the researcher used an observation checklist, field notes, and an observation schedule log. The detailed observation indicators are presented in the appendix.

3. Document Analysis

The third instrument consisted of a document analysis guideline used to review institutional materials related to speaking activities and students' learning experiences. Document analysis provided contextual support and strengthened the triangulation of findings from interviews and classroom observations. According to Bowen (2009), document analysis is an effective method in qualitative research for understanding contextual and institutional factors.

The documents analyzed included learning materials, class schedules, and students' speaking evaluations or feedback. These documents were reviewed to identify classroom practices, speaking opportunities, feedback patterns, and learning activities that may shape students' self-confidence in speaking English.

The analysis focused on identifying institutional practices that reflected students' speaking experiences during learning activities, including aspects such as anxiety, motivation, learning environment, self-regulated learning, and confidence development. A document checklist was used to organize relevant information from the selected documents.

The three research instruments were designed to support the research objectives and ensure data triangulation. The detailed versions of the instruments are provided in the appendix.

D. Data Collection

In this qualitative, data were collected using three techniques: semi-structured interview, classroom observations, and document analysis. These techniques were chosen because they enabled the researcher to explore students' experiences in depth and from multiple perspectives. According to Creswell (2012), qualitative

research requires multiple sources of data to enhance the credibility of findings through triangulation.

The data collection process was conducted for approximately a week at Inspire English Course, Kampung Inggris, Kediri, focusing on intermediate-level students enrolled in the speaking program.

1. Semi-Structured Interviews

Semi-structured interviews served as the main data collection technique to explore students' experiences related to self-confidence in speaking English during speaking activities. The interviews explored how students developed their confidence, which was shaped by factors such as anxiety, motivation, learning environment, and self-regulated learning. The interview questions were designed to explore students' speaking experiences, challenges, and strategies in depth.

Participants were selected based on their enrollment in the intermediate-level speaking program, a minimum of two weeks of study at the institution, and their voluntary agreement to participate. Each interview lasted approximately 20–30 minutes and was conducted using Bahasa Indonesia and English depending on participants' comfort and proficiency. With participants' permission, the interviews were audio-recorded and later transcribed verbatim for analysis. Field notes were also used to document contextual information and non-verbal responses during the interview process.

2. Classroom Observations

To support the interview data, the researcher conducted non-participant classroom observations during speaking activities. The observations aimed to

capture students' behaviors, classroom participation, emotional responses, and interaction patterns in real learning situations.

The observation focused on behaviors showing students' self-confidence during speaking activities, which was shaped by factors such as anxiety, motivation, learning environment, and self-regulated learning. The researcher observed students' participation, responses to classroom interaction, speaking behaviors, and strategies used when facing speaking challenges.

Observations were conducted in two classroom sessions, each lasting approximately 90 minutes. A structured observation checklist and field notes were used to document relevant behaviors and classroom interactions without interfering with the learning process.

3. Document Analysis

Document analysis was conducted to provide contextual data and support triangulation. According to Bowen (2009), document analysis offers insights into institutional practices and instructional planning that may not be visible through interviews or observation alone.

The researcher collected and reviewed:

- a. Learning Material, to examine the type of speaking-focused provided to students and how they supported confidence-building.
- b. Weekly class schedules to determine the frequency and intensity of speaking practice.
- c. Two weeks of student evaluation records to analyze feedback regarding speaking skills.

These documents were analyzed qualitatively to identify patterns or institutional factors that might have influenced students' confidence in speaking.

E. Data Analysis

The data in this study were analyzed using thematic analysis, a method commonly applied in qualitative research to identify, analyze, and interpret patterns of meaning (themes) across qualitative data (Braun & Clarke, 2006). This method was particularly suitable for a descriptive qualitative study because it enabled the researcher to explore students' experiences, perceptions, and coping strategies in depth, especially regarding abstract constructs such as anxiety, motivation, learning environment, and self-confidence.

According to Nowell et al. (2017), thematic analysis provides a flexible yet systematic framework that supports transparency and rigor in interpreting qualitative data. The data analysis aimed to address the two research questions by constructing meaning from participants' narratives and classroom behavior. The process followed these steps:

1. Data Transcription

All audio-recorded interviews were transcribed verbatim to preserve the accuracy and authenticity of students' responses. In addition, the researcher organized field notes from classroom observations and compiled relevant institutional documents to ensure all data sources were prepared for analysis.

2. Data Familiarization

The researcher read and re-read the interview transcripts, observation notes, and relevant documents to become deeply familiar with the content. Preliminary notes

and reflections were written to identify initial ideas, recurring words, or patterns relevant to the study's focus.

3. Initial Coding

Initial coding involved identifying meaningful segments of data from interview transcripts, observation notes, and documents. The coding process employed both deductive and inductive approaches:

- a. Deductive coding was guided by the theoretical framework discussed in chapter II, particularly concepts related to anxiety, motivation, learning environment, self-regulated learning, and self-confidence in speaking English. These concepts helped the researcher organize and interpret the data during the coding process.
- b. Inductive coding was applied to allow additional patterns and meanings to emerge naturally from the data. This approach was useful in identifying contextual behaviors, experiences, and strategies expressed by participants during speaking activities. The emerging codes were then grouped into broader categories relevant to the research questions.

4. Theme Identification

After coding, related codes were clustered into potential themes. For instance:

- a. Codes like “shaky voice”, “afraid of making mistakes”, and “fear of being judged” may form a theme called “Speaking Anxiety”
- b. Codes such as “peer motivation”, “teacher support”, and “personal goals” may be categorized under “Motivational Factors” or “Supportive Environment”.
- c. Codes such as “trying again after failure”, “feeling confident when supported by peers”, or “learning from classmates’ performance” may form themes under self-confidence development.

5. Reviewing and Refining Themes

All generated themes were reviewed and refined to ensure they accurately represent the data and were supported by sufficient evidence from different sources (interviews, observations, documents). Some themes may be merged or discarded based on relevance and clarity.

6. Defining and Naming Themes

Each theme was clearly defined to capture its core meaning and relevance to the research questions. The final themes identified in this study were:

- a. Theme 1: “Anxiety”
- b. Theme 2: “Motivation”
- c. Theme 3: “Learning Environment”
- d. Theme 4: “Self-Regulated Learning ”
- e. Theme 5: “Self-Confidence (Mastery Experiences, Vicarious Experience, Social Persuasion, and Physiological States)

Each theme was supported by selected participant quotations and observational evidence. During interpretation, these themes were discussed in relation to relevant theoretical perspectives.

7. Interpretation

The themes were interpreted in relation to the research questions and supporting theories discussed in chapter II. The analysis went beyond describing participants’ responses by examining how students experienced and responded to speaking challenges during learning activities. The interpretation process focused on understanding the relationships between anxiety, motivation, learning environment,

-self-regulated learning, and the development of self-confidence in speaking English.

Supporting theories were used to help explain the findings and provide deeper understanding of students' experiences and behaviors during speaking activities. This interpretative process allowed the researcher to explain how psychological and environmental aspects interacted in shaping students' self-confidence in speaking English.

8. Validation and Triangulation

To ensure the credibility and trustworthiness of the findings, data triangulation was applied. As proposed by Denzin (1978), triangulation involves comparing multiple data sources to verify consistency and reduce potential bias. In this study, data from interviews, classroom observations, and institutional documents were compared and cross-validated. This process strengthened the dependability and confirmability of the findings, as suggested by Lincoln and Guba (1985).

By applying thematic analysis combined with data triangulation, the researcher ensured that the study produces well-grounded and meaningful insights into how students at Inspire English Course experienced and managed self-confidence in speaking English.