

CHAPTER III

METHODOLOGY

This chapter presents the methodology that is used in this study such as research design, setting and context, participant selection, the instrument of the study, the technique of data collection, and the following technique of data analysis.

3.1 Research Design

This study used qualitative research which aims to explain the phenomenon profusely through deep data collection. Creswell, Hanson, Clark, & Morales (2007) argued that qualitative research encompasses formulating research questions and procedures for collecting, analyzing, and reporting findings. Also, qualitative research focuses on understanding how participants experience a phenomenon at a certain time, with a particular context, and the multiple meanings of it for them (Heigham & Croker, 2009). The central focus of the qualitative design is to provide an easy way for the researcher in investigating the implementation of small group discussions in EFL classrooms on student's WTC.

3.2 Setting and Context

This study was conducted in one of the Islamic state institutes in Kendari, Southeast Sulawesi. This study focuses on the small group implementation of students' willingness to communicate in the English Education Department specifically in speaking class A in the second semester. This study begins with the

contexts of the learning process of EFL classrooms in speaking classes. The speaking activity is carried out once a week with a study period of two hours at each meeting. Learning activities in the small group discussion model are carried out offline and use cooperative learning. Lecturers usually make small groups so that students can have discussions and they can participate actively in the learning process. In the learning process in small groups, the lecturer will give different issues at each meeting. The several issues that the lectures gave in the small group discussions, for instance, students are directed to discuss daily activities, favorite places, and issues of student goals after graduating from university, etc. Students will discuss the issues given and then present the results they get, but before making a presentation, students must first communicate about the distribution of parts when presenting later.

In addition, the lecturer also gave assignments to be discussed by students in the small group discussion. Issues that are given as the assignment usually come from YouTube reference sources. The Videos are in the form of motivational videos or videos that discuss trendy issues in the city of Kendari, such as the issue of flooding that happened recently. After discussing the assignments given, students have the opportunity to consult their assignments with the lecturer. If lecturers have approved or accepted their assignments, students will submit their assignments on the Schoology platform. The theme of the activity given by the lecturer is discussed and carried out together in small groups to ask the students in the small group to express their opinions. Small groups are usually made in classes consisting of three or four people. Overall, this

means that through small group discussions, in the classroom the students are willing to communicate or interact with each other or with the lecturer. Moreover, the participants involved in this study are students who have good participation and activity in the study program.

3.3 Participants

The participants in this study were selected from English students in speaking class A in the academic year 2019/2020. It involved 15 students and the total number of participants consisted of four males and eleven females. The reason for selecting the students is because they have long enough experience in using English. After all, they have passed Speaking 1 in the previous semester. Participants fully participated in this study since the researcher conducted research on the implementation of small group discussions in the EFL classroom on students' WTC, especially in the speaking class.

3.4 Instrumentation

This study utilized reflection as the main instrument for collecting the data. It was important to use the instruments since reflection is the process of engaging oneself in an attentive, critical, explorative, repetitive interaction with a person's thoughts, and the conceptual framework underlying them, to change them (Nguyen, Fernandez, Karsenti, & Charlin, 2014). The reflection was used to identify the small group discussion in the EFL classroom on students' WTC. Therefore, the aim of using reflections is to obtain data to investigate if the small group discussion gives an impact on students' WTC in speaking. Further, the

researcher also asked the speaking lecturer about the implementation of small group discussions itself. Then, the researcher also used interviews to obtain the data in depth and make the data more accurate. It is important to use the interview to strengthen the theme identified in this paper (Valdez, Navera, & Esteron, 2018). The interview aimed to complete the student reflection data that is still lacking. Interviews were conducted with several participants in a short time.

3.5 Data Collection

In collecting data related to observations in small group discussions, researchers provide reflections that will be filled in by participants. The participants were given three questions related to speaking class activity in a small group. They were instructed before they wrote their answers. The reflection was given to the participants through Google form because it was not possible to meet the students face to face in the classroom. The participants were given one day to fill in and complete the reflection. This is due to the student's situation that they have other activities. Besides, the researcher asked the participants to write the reflection in Bahasa so they did not get difficult to write their ideas.

Furthermore, to obtain more in-depth data, the researcher conducted one-time interviews with several participants. The participants were interviewed via WhatsApp online (Gibson, 2020) due to impossible conditions; in this case, the situation is still in the Covid-19 pandemic condition. Researchers conducted interviews by providing several follow-up questions from reflection answers that

were still not clear and complete. Interviews were conducted for approximately 5-10 minutes for each participant.

3.6 Data Analysis

After collecting the data, the researcher analyzed the data based on the students' reflections. The data analyzed used steps by Creswell, Hanson, Plano, and Morales, (2007). Then, the data collected is prepared by the researcher for analysis. Before the data is analyzed, the researcher is doing the step of reading through the data. The data has been read and then coding using thematic coding from the concept of thematic analysis by Saldana (2016). In the step of coding the data, the researcher made the text for themes and finally described the data in this paper. In terms of analyzing the data related to the willingness to communicate, the researcher uses theory (MacIntyre, Clément, Dörnyei, & Noels, 1998) and is further categorized according to the heuristic model of the variables that affect WTC.

The data from the reflection that have been collected are recapitulated in Excel. Reflection questions consist of three things that lead to students' WTC, namely the willingness to communicate in small groups, the willingness to communicate as a learning tool, and the willingness to communicate as a means of socialization. The collected answer was then read and coding was used colored coding following Saldana (2016). At the coding stage, the researcher made thematic text or thematic coding to be analyzed thematically. The themes that have been created are then colored by dividing different colors for each main

theme and sub-themes. The three main themes were colored red, gray, and purple. Red is used for marking the first theme, willingness to communicate in a small group. Gray is used for marking the second theme, Willingness to Communicate as Means of Learning. And Purple is used for marking the third theme, Willingness to Communicate as Means of Socialization.

The example of recapitulated data in Excel, the example of colored coding of the data, and the clear explanation of the colored coding of them are display below.

Table 3.1 Example of Recapitulated Data

Q1: Can you express your opinion in English in a group? Why?							
P	Answers of	General	Open Coding	Axial	Selective	Sub	Tema
S	participants	Stateme	Awal	Coding	Coding	Tem	Utama
		nt				a	
#	Yes. Because in	Yes	I can discuss	Can	discussion	Grou	Willin
1	groups I can		it with my	discuss	/communi	p	gness
	discuss with my		friends.		cation	Cohe	to
	friends.					siven	comm
						ess	unicat
							e in
							small
							group

# 2	Rarely, I focus on making my group mates understand what I am saying unless my group mates can understand what I am saying.	Rarely	I focus on making my group mates understand what I am saying unless my group mates can understand what I am saying.	So that friends understand and want to talk	Group Communication building	Group Cohesiveness
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# 3	Sometimes, for my friends to practice speaking and communication between groups using English.	sometim es	So that my friends practice speaking and communication between groups using English.	Talk practice partner; communication in groups.	Encouraging peer to speak; group communication building	Group Cohesiveness
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Q2: Do you usually speak in English to other group members/friends as part of the learning process/activities? Why?

P S	Answers of participants	General Statement	Open Coding Awal	Axial Coding	Selective Coding	Sub Tema	Tema Utama
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# 1	Actually I rarely talk to other groups. But when I talk to them I use English but sometimes I still stutter.	Rarely	I rarely talk to other groups. But when I talk to them I use English but sometimes I still stutter.	Rarely speak English	Influency in speaking	Speaking for fluency	Williness to communicate as means of
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# 2	Yes, because it's part of the learning process.	Yes	Because it's part of the learning process	Learning process	Learning process	Language development	learning
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# 3	Yes. Because in learning to speak we are often invited to discuss in English with group friends.	Yes	Often invited to discuss in English with group friends.	Discuss with group friends	Discussion/Communication	Group Cohesiveness	
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Q3: Do you usually speak in English to other group members/friends as part of the socialization process/activities? Why?

P	Answers of participants	General Statement	Open Coding Awal	Axial Coding	Selective Coding	Sub Tema	Tema Utama
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# 1	If it is required then I use English, otherwise I only speak English in class.	Rarely	I use English, otherwise I only speak English in class.	Talking in class	Adapting process	Group Cohesiveness	Willingness to communicate as means of socialization
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# 2	Yes, because I feel it is great	Yes	Because I feel it is great	Feel great	Feel great	Personal Drive	
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# 3	Yes, I often communicate with my friends. The goal is for us to exchange opinions, practice speaking.	Yes	I often communicate with my friends. The goal is for us to exchange opinions, practice speaking	Talk with friends; exchange opinions; practice speaking	Encouraging peer; share ideas; speaking exercise	Group Cohesiveness	
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Table 3. 2 Example of data coding

P	S	Category:	Cate	Category:	Final	Main Theme
Data Q1: Can you	express your	stage	gory:	stage	Categorizatio	
opinion in English	when in a group?	1(Open	stage	3(Selectiv	n	
why?		Coding)	2(Ax	e Coding)	(Sub theme)	
			ial			
			Codi			
			ng)			
#	Yes. Because in	I can	Can	Discussio	Group	Willingness to
1	groups I can	discuss it	discu	n and	Cohesivenes	communicate
	discuss with my	with my	ss	communi	s	in small
	friends.	friends.		cation	-discussion	group
					and	
					communicati	
					on	
P	Data Q2: Do you	Category:	Cate	Category:	Categorizatio	Main Theme
S	usually speak in	stage	gory:	stage	n	
	English to other	1(Open	stage	3(Selectiv	(Sub theme)	
	group	Coding)	2(Ax	e Coding)		
	members/friends		ial			
	as part of the		Codi			
	learning		ng)			
	process/activities?					
	Why?					
#	Yes, because it is	part of the	Lear	Learning	Language	Willingness to
2	part of the learning	learning	ning	process	Development	communicate
	process	process	proce			as means of
			ss			learning
					-learning	
					process	

P	Data Q3: Do you	Category:	Cate	Category:	Categorizatio	Theme
S	usually speak in English to other group members/friends as part of the socialization process/activities? Why?	stage 1(Open Coding)	gory: stage 2(Axial Coding)	stage 3(Selective Coding)	n (Sub theme)	

# 3	Yes, because I think it is fun and a little challenging.	I think it is fun and a little challenging.	Fun; a little challenging	Fun ; challenging	<i>Personal Drive</i> -Fun -Challenging	Willingness to Communicate as Means of Socialization
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Adopted form Saldana (2016)

3.3 Explanation of colored coding of the theme

PS = Participants

Q1= First question

Q2= Second question

Q3= Third question

Main theme: Willingness to communicate in small group(Red color)

Main theme: Willingness to communicate as means of learning (Grey color)

Main theme: Willingness to communicate as means of socializations (Purple color)

Sub theme	Sub theme	Sub theme
<p>Group Cohesiveness</p> <ul style="list-style-type: none"> - Discussion and communication - Group communication building - Encouraging peer to speak - Peer correction - Peer help - Forced speaking <p>Goal Orientation</p> <ul style="list-style-type: none"> - Speaking exercise - Speaking habit <p>Personal Factor</p> <ul style="list-style-type: none"> - Mental exercise - Confidence - Fear of making mistakes <p>Others</p> <ul style="list-style-type: none"> - Obligation - Competition - Fun 	<p>Speaking for Fluency</p> <ul style="list-style-type: none"> - Influency in speaking - Speaking habits - Speaking exercise - Fluency exercise <p>Group Cohesiveness</p> <ul style="list-style-type: none"> - Discussion and communication - Looking for solution - Peer correction - Forced speaking <p>Language Development</p> <ul style="list-style-type: none"> - Prefer to use bahasa - Using mix language - Learning process - New vocabulary 	<p>Personal Drive</p> <ul style="list-style-type: none"> - Feel great - Fun - Challenging - Motivated to learn - Mental exercise <p>Group Cohesiveness</p> <ul style="list-style-type: none"> - Encouraging peer to speak - Peer correction - Communicate with friends - Share ideas - Adapting process - Socialized in group <p>Skill Practice</p> <ul style="list-style-type: none"> - Speaking exercise - Fluency exercise - Speaking habits - Influency in speaking <p>Language as Medium</p> <ul style="list-style-type: none"> - Prefer to use bahasa - Sharing vocabulary - Learning process