

CHAPTER III

METHODOLOGY

This chapter presents the methodology used in this research. Begin with a discussion of the research design, elaboration of research setting and context, justification for the participants' selection, discussion of data collection methods, elaboration of instruments used, and end with the strengthening of the data analysis.

3.1 Research Design

This study used qualitative research. The purpose of qualitative research is to describe and interpret the issue or phenomenon systematically from the perspective of the individual or population under study, and to produce new concepts and theories (Mohajan, 2018). The center of this qualitative research refers to studies that investigate the quality of relationships, activities, situations, or material (Wallen & Fraenkel, 2013). Therefore, this study allowed researchers to explore situational factors influencing students' willingness to communicate in online-speaking classroom.

3.2 Settings and Context

This study was conducted at one of the Islamic institutions in Southeast Sulawesi. This study focused on 20 students' online speaking classroom in the fourth semester who are majoring in the English department. This online speaking class took place in the academic year 2020/2021. In this class, the lecturer used several teaching strategies and activities which demanded students to be active in

the activities. Lecturers usually create a classroom environment where students have real-life communication, authentic activities, and meaningful assignments that enhance their English speaking skills. The activities are usually implemented in students' collaborative tasks. Several new activities are not previously found in offline-speaking classrooms because of the situational factor. Several platforms are used during online speaking learning, such as WhatsApp, Zoom, Google Classroom, Google Drive, Google Form, Edmodo, Schoology, and Moodle. However, this study explores some situational factors influencing students' willingness to communicate in online speaking classroom.

3.3 Participant Selection

The participants of this study are 10 fourth-semester students majoring in the English Education Department in one of the Islamic institutions in Southeast Sulawesi and enrolling in an online based speaking class. The participants were selected by using purposive sampling (Guarte & Barrios, 2006) since this study does not require balanced and measurable variables. Purposive sampling is used to concentrate on people with particular characteristics who will better be able to assist with the relevant research (Etikan, 2016). Several characteristics must be met before prospective participants are approved to join the research process. Participants are EFL learners who have taken (online) speaking classes during the pandemic and prospective participants are students who are active in speaking classes. In this case, the participants agree to identify some of the situational factors that influence students' willingness to communicate in online speaking learning.

3.4 Data Collection

The researcher collected the data by using reflection. This reflection makes it easier for researchers to distribute and collect data on the current COVID-19 pandemic situation. These questions were given to the fourth-semester students majoring in the English Education Department, who take an online speaking classroom to get more information about situational factors that affect students' willingness to communicate in an online speaking classroom. They were asked to answer the question in Indonesian, not English.

3.5 Instrument

The instrument used in this study is a reflection sheet that need to be filled out by participants. Reflection is a process of involving oneself in a critical, exploratory, and based on a conceptual framework (Nguyen et al., 2014). In this study, reflection sheets were used to identify students' reasons. The student's reflection sheet has four questions to answer. In each question, participants need to explain their situation in the classroom. The questions in this reflection sheet use Indonesian, so that the intent and the purpose of this question are better understood by students.

Table 3.1 Matrix of Item Reflection

Question	Concept of WTC		Adapted by
	Teacher's Manner & Attitude	Teacher's Role	
1. Jika dosen Speaking mengajukan pertanyaan di dalam Zoom secara klasikal (pertanyaan diajukan secara terbuka bagi siapa saja yang mau menjawab), apakah anda menjawab pertanyaan tersebut dalam bahasa Inggris? Mengapa?		✓	Pattapong, 2010
2. Jika dosen Speaking meminta mahasiswa untuk berkomentar selama kelas Zoom berlangsung, apakah anda akan memberikan komentar tersebut dalam Bahasa Inggris? Mengapa?		✓	
3. Apakah anda mengajukan pertanyaan kepada dosen Speaking dalam Bahasa Inggris jika masih kurang mengerti atau membutuhkan klarifikasi selama kelas Zoom berlangsung? Mengapa?	✓		Fadilah, 2018
4. Apakah anda biasa menyatakan pendapat anda dalam Bahasa Inggris selama proses belajar di dalam Zoom? Mengapa?	✓		

3.6 Data Analysis

In analyzing the data, the researcher used a thematic method by connecting the research with previous research by coding (Saldana, 2016). Coding is a basic step in the operationalization of qualitative data analysis. The data is analyzed by Creswell's (2016) theory, first, the data collected is then prepared to be analyzed. After that, the researcher read the data to check the completeness of information in participants' reflections while coding the text for themes and descriptions to be used in the research paper. The researcher used Microsoft Excel to code the data. The researcher provided the code for the answers to students' reflections. Furthermore, the researcher categorized the students' answers. After that, the researcher made a hypothesis about the situational factor influencing students' willingness to communicate in online-speaking classrooms.



Table 3.2 Example of data coding for Q1

PTS	Question 1 1. If the Speaking lecturer asks a classic question on Zoom (the question is asked openly for anyone who wants to answer), do you answer the question in English? Why?	Open coding 1	Open coding 2	Axial Coding	Selective Coding	Theme
P 1	Yes, because Fluency in English will only be achieved if you always use it, including in class. As much as possible, I always answer the lecturer's questions in English to get used to expressing ideas using English. And I also believe that this will be an important point in the lecturer's assessment and in improving my speaking skills.	Yes, because Fluency in English will only be achieved if you always use it, including in class. As much as possible, I always answer the lecturer's questions in English to get used to expressing ideas using English. And I also believe that this will be an important point in the lecturer's assessment and in improving my speaking skills.	1. To get used to expressing ideas using English; 2. will be the point of assessment of the lecturer; 3. improve my speaking skills.	1. Lecturer assessment points;		Teacher role
P2	Yes, I answered in English because, in addition to the lecturer suggesting using English, I also felt that answering it could train my speaking skills, I mean more practice because at home I don't	Yes, I answered in English because, in addition to the lecturer suggesting using English, I also felt that answering it could train my speaking skills, I mean more practice because at home I don't have friends to discuss	1. Lecturer instructions use English; 2. can practice my speaking skill	1. Lecturer's instructions to use English;		Teacher role

PTS	Question 1 1. If the Speaking lecturer asks a classic question on Zoom (the question is asked openly for anyone who wants to answer), do you answer the question in English? Why?	Open coding 1	Open coding 2	Axial Coding	Selective Coding	Theme
	have friends to discuss using English. So, I use Zoom as a place to practice as well.	using English. So, I use Zoom as a place to practice as well.				
P3	Yes, because by answering these questions I can hone my speaking skills even though they are still stuttering. At the same time, I also hone my thinking skills and formulate ideas so that I can apply the new vocabulary that I have learned.	Yes, because by answering these questions I can hone my speaking skills even though they are still stuttering. At the same time, I also hone my thinking skills and formulate ideas so that I can apply the new vocabulary that I have learned.	1. I can hone my speaking skills; 2. I also hone my thinking skills and formulate ideas so that I can apply new vocabulary.	1. hone speaking skill; 2. hone thinking skill	Challenge topic	Topic in speaking class

PTS	<p align="center">Question 1</p> <p>1. If the Speaking lecturer asks a classic question on Zoom (the question is asked openly for anyone who wants to answer), do you answer the question in English? Why?</p>	<p align="center">Open coding 1</p>	<p align="center">Open coding 2</p>	<p align="center">Axial Coding</p>	<p align="center">Selective Coding</p>	<p align="center">Theme</p>
P4	<p>Yes, if I think I have an answer that I think deserves to be submitted. And open-ended questions are questions that anyone can answer so that freely there will be many opinions that will arise so it's okay to express what we think.</p>	<p>Yes, if I think I have an answer that I think deserves to be submitted. And open-ended questions are questions that anyone can answer so that freely there will be many opinions that will arise so it's okay to express what we think.</p>	<p>1. If I have the right answer</p>	<p>1. If I have the right answer</p>	<p>topic familiarity</p>	<p>Topic in speaking class</p>
P5	<p>Yes, because in my opinion, I personally can express opinions or opinions according to the questions given and also train myself to dare to speak in front of lecturers or friends using English.</p>	<p>Yes, because in my opinion, I personally can express opinions according to the questions given and also train myself to dare to speak in front of lecturers or friends using English.</p>	<p>1. I can express my opinion according to the questions given; 2. Train me to be brave to speak in front of lecturers using English.</p>	<p>1. I can express my opinion according to the questions given; 2. Train me to be brave to speak in front of lecturers using English.</p>	<p>topic interest</p>	<p>Topic in speaking class</p>