

CHAPTER III

METHODOLOGY

A series of procedures for conducting research are discussed in this chapter. They were dealing with research design, participant and context, instrument, data collection, and data analysis of this study.

3.1 Research Design

This study used qualitative methods to explore a positive environment in EFL speaking classroom (Creswell & Poth, 2016). The researcher determines to use a case study since a case study is a design that explores the processes, activities, and events of a phenomenon (Creswell & Creswell, 2017). As qualitative researchers believe that meaning is socially constructed, their research focuses on the participants – how participants experience and interact with a phenomenon at a given time and in a particular context and the multiple meanings it has for them. Creswell (2014) suggests that qualitative researcher collects detailed information from participants and then forms this information into categories or themes. In qualitative research, the researcher used reflexivity as inquirers reflect on how their role in the study and their personal background, culture, and experiences hold potential for shaping their interpretations, such as the themes they advance and the meaning they ascribe to the data (Creswell, 2014).

3,2 Setting and Context

This research was conducted at one of the Islamic tertiary institutions in Kendari, particularly at the Department of English Education in Southeast Sulawesi. This research was conducted on first-semester students in the speaking class in 2022. The researcher argues that a positive environment in the classroom during learning can motivate EFL students to learn, especially in the speaking class.

3.3 Participants

Participants in this study involved students of the Department of English Education with the criteria of students having experience in speaking classes during the first semester. The criteria referred to here are participants just starting to learn speaking skills. The research needs to select participants who have experiences similar to the focus. The researcher recruited participants based on reflection answers that matched the data needed by researcher. Ten women were selected based on participants' answers in online reflections that could help researchers in this study. The researcher chose participants using purposive sampling. Purposive sampling represents a distinct group of non-probability sampling techniques. It is a form of non-probability sampling in which the researcher takes decisions regarding individuals to include in the sample based on various criteria, which can include specific knowledge of the research problem or capacity and willingness to participate in the research (Rai & Thapa, 2015).

Table 3.1 shows the profiles of research participants using pseudonyms and the abbreviation 'P' (Participant).

Table 3.1 Participants Profile

No.	Participant		Age	Semester
	Name	Gender	(Year)	
1.	P1	Female	17	II
2.	P2	Female	17	II
3.	P3	Female	17	II
4.	P4	Female	18	II
5.	P5	Female	18	II
6.	P6	Female	18	II
7.	P7	Female	18	II
8.	P8	Female	18	II
9.	P9	Female	18	II
10	P10	Female	18	II

3.4 Instrument

This study used reflection as a research instrument and Google Form were the appropriate instrument to assemble the data. The written reflections using Google Form should be distributed online via WhatsApp. According to Agouridas and Race (2007), reflection is personalizing and understanding the contents, process, and rationales for what we have learned.

Through reflection, the researcher connects personal experiences to a broader perspective, which helps the researcher see the bigger picture. In this study, the reflections used Indonesian and the participants also answered

reflections in Indonesian. Using Indonesian allows participants to explore reflections well and give their best answers in reflections. The researcher also uses semi-structured interviews if unclear answers are found or if the participants can develop good answers. The list of reflection sheets is illustrated in Table 3.2:

Table 3.2 List of Reflection Sheet

Questions	Adaptation
1. In your opinion, what do you consider a positive environment in basic speaking class that makes you feel comfortable and willing to learn?	Diez (2007)
2. What positive things did the lecturer do in the Basic Speaking class?	Choi & Hannfin (1995)
3. What positive things did your friends do in Basic Speaking class?	Diez (2007)
4. Does this positive environment make you want to participate in speaking in the Basic Speaking class? How and why?	Causton & Macleod (2020)

3.5 Data Collection

In collecting data, the researcher used several ways; first, the researcher wrote a reflection with questions related to Diez (2007), Choi and Hannafin (1995), Causton and Macleod (2020) that had been prepared through the Google form then the researcher shared link in via WhatsApp to each participant to be fulfilled in three days. Second, after one week, the researcher checked and collected the participants' answers in the Google form. After all the data obtained had been collected, the researcher proceeded to code the data. The data collection stage begins after the participants fill out a reflection through the Google form, which is shared via the WhatsApp application, which can be used online. The Whatsapp application can be useful for researchers and participants who can assist researchers in finding and coding data.

3.6 Data Analysis

This study applies thematic analysis (Saldana, 2016). This research analyzes the data of students' positive environment from themes emerging in their answers and responses in reflection that have been filled out through Google form by coding and categorizing. Recognizing the interdependent relationship between data organization and categorization of meaning, coding is pivotal in facilitating the researcher's ability to effectively advance the research process (Williams & Moser, 2019). Data coding uses Microsoft Excel to facilitate researcher in coding, and data categorization is arranged per question such as (Q1-Q4) in Microsoft Excel with theme codes that have been determined according to the type of color that has also been determined.

The result of the data analysis reveal used by the teacher in the class adapting theory from a positive relationship (Diez, 2007), supportive learning classroom (Diez, 2007), creative teacher (Causton & Macleod, 2020), and giving motivation (Cho & Hannafin, 1995).

Table 3.3 Theories of Positive Environment

Author(s)	Year	Type of Positive Environment	Description
Diez	2007	<ul style="list-style-type: none"> - Positive relationship - Supportive learning classroom 	<ul style="list-style-type: none"> - Creating a comfortable relationship between teacher and students, good relations built by the teacher for students so that the learning atmosphere becomes comfortable. - A supportive learning environment is a safe and comfortable environment. With learning support, students feel more comfortable exchanging ideas in class, and can improve student learning achievement.
Causton & MacLeod	2020	Creative teacher	Teachers use a variety of interesting learning strategies according to student needs to increase student interest in learning so that the teacher's creativity is needed in teaching.
Yi	2006	Motivation	Apart from teachers motivating students, in the classroom students must also motivate and support each other to increase success in learning. Students need to have the drive to interact in the language they want to

Author(s)	Year	Type of Positive Environment	Description
			learn with their peers and teachers.

In coding, this study used thematic coding (thematic analysis). Thematic coding is a way of analyzing data to identify patterns or find themes through data collected through research (Braun & Clarke, 2006). Besides that, the theory of Positive Relationship, Supportive Learning Classroom, Creative Teacher, and Giving Motivation was used in analyzing the data. EFL learner reflections were read and categorized by the researcher and categorized into four colors by the researcher.

The PR (Positive Relationship) code and the **red color** represents the category value for a positive relationship between the teachers and students; the SLC (Supportive Learning Classroom) code and the **green color** present the classroom environment that can make students more secure and comfortable, and the CT (Creative Teacher) code and the **blue color** To show that the teacher can provide various learning such as interesting teaching techniques. The M (Motivation) Code and the **Purple Color** to Representative Fellow Students must motivate each other. Sample data is illustrated in Table 3.4. :

Table 3.4: Example of Data Coding

Participants	Q1: Menurut anda, apa yang anda anggap sebagai lingkungan positif di dalam kelas Basic Speaking yang membuat anda merasa nyaman dan mau belajar?	Open coding awal	Open coding selanjutnya	Axial coding	Selective coding	Theme
P1	Kelas Basic Speaking mengutamakan praktek langsung yang membuat	Kelas Basic Speaking mengutamakan	Interaksi: dengan adanya	I. Positive relations	I. Positive relations	Positive Environment

Participants	Q1: Menurut anda, apa yang anda anggap sebagai lingkungan positif di dalam kelas Basic Speaking yang membuat anda merasa nyaman dan mau belajar?	Open coding awal	Open coding selanjutnya	Axial coding	Selective coding	Theme
	<p>saya bisa dengan spontan dan nyata menyalurkan teori-teori yang telah saya pelajari baik secara formal dan non-formal. Berinteraksi secara langsung dalam hal berkomunikasi dengan teman-teman di kelas dengan menggunakan bahasa Inggris membuat saya merasa nyaman dan menumbuhkan keinginan untuk mengasah skill saya sehingga bisa lebih baik pada tiap-tiap minggunya. Dengan ini saya menyatakan bahwa kelas Basic Speaking memiliki lingkungan positif bagi perkembangan diri saya</p>	<p>praktek yang dapat membuat saya bisa dengan spontan dan nyata menyalurkan teori-teori yang telah saya pelajari lebih baik secara formal dan non formal. Berinteraksi secara langsung dalam hal berkomunikasi dengan teman-teman didalam kelas dengan menggunakan bahasa inggris membuat saya merasa nyaman dan menumbuhkan keinginan untuk mengasah skill berbicara saya, sehingga bisa jadi lebih baik untuk setiap harinya. Dengan ini saya menyatakan bahwa kelas Basic Speaking memiliki lingkungan positif bagi perkembangan diri saya</p>	<p>komunikasi antara guru dan siswa membuat saya merasa nyaman.</p>	hip	hip	
P2	<p>Karna mahasiswa mahasiswi yang berada di dalam kelas tidak ada yang mengganggu konsentrasi sama sekali dan topik yang dipilih oleh dosen pengampuhnya tidak membuat mahasiswa/i merasa bosan bahkan justru lebih bersemangat</p>	<p>Karna mahasiswa mahasiswi yang berada di dalam kelas tidak ada yang mengganggu konsentrasi sama sekali dan topik yang dipilih oleh dosen pengampuhnya tidak membuat mahasiswa/i merasa bosan bahkan justru lebih bersemangat</p>	<p>Lingkungan yang mendukung: mahasiswa/i tidak mengganggu pada saat pembelajaran. Topik yang menarik: karena topiknya menarik sehingga siswa lebih bersemangat</p>	<p>II. Supportive learning classroom III; Creative teacher</p>	<p>II. Supportive learning classroom III; Creative teacher</p>	<p>Positive Environment</p>
P5	<p>Ya, bagaimana tidak lingkungan dan persaingan yang sangat sehat Antara</p>	<p>Ya, bagaimana tidak lingkungan dan persaingan</p>	<p>Lingkungan positif: antara mahasiswa</p>	<p>IV.Motivation</p>	<p>IV.Motivation</p>	<p>Positive Environment</p>

Participants	Q1: Menurut anda, apa yang anda anggap sebagai lingkungan positif di dalam kelas Basic Speaking yang membuat anda merasa nyaman dan mau belajar?	Open coding awal	Open coding selanjutnya	Axial coding	Selective coding	Theme
	mahasiswa juga saling memotivasi.Oleh Karena itu kami selalu dituntut untuk bisa berbicara menggunakan Bahasa Inggris didalam kelas basic speaking	yang sangat sehat Antara mahasiswa juga saling memotivasi..Oleh Karena itu kami selalu dituntut untuk bisa berbicara menggunakan Bahasa Inggris didalam kelas basic speaking	saling memotivasi satu sama lain			

The findings of this study report the results of the reflection data analysis of participants. This finding aims to reveal how EFL students get a positive environment in the speaking class given by the teacher.

