

## **CHAPTER III**

### **METHODOLOGY**

This chapter consist of research design of the study, settings and contexts, participants of the study, technique of data collection, and followed by technique of data analysis.

#### **3.1 Research Design**

The method used in this study is qualitative. Qualitative research aims to explain the phenomenon profusely through deep data collection. This study was conducted by Jackson, Drummond, and Camara (2007), a qualitative method described the information as it is in accordance with the variable under the study. This study approach is used to provide an overview of the phenomenon in teaching about how the influence of teacher affection on students' willingness to communicate in class which was analyzed through questionnaires and interviews.

#### **3.2 Settings and Contexts**

This research conducted at one of Islamic higher education in Southeast Sulawesi in the fourth semester students of English Education Department academic year 2021/2022. This research is a qualitative descriptive study of five students majoring in English who took part in Speaking Class IV. Those involved in this research are students who are active both in class learning activities and other agendas from the Department of English Education.

### 3.3 Participants of the Study

In seeking participants for the study, the researchers consulted with the gatekeeper, as described by Malik and Hamied (2014), who was the head of the study program and also a teacher in the Speaking class. Initially, 20 students were identified as potential participants. However, just days before data collection started, some of these students expressed strong enthusiasm and eagerness to take part in the research, showing their willingness to be involved.

The participants in this research are five students in IAIN Kendari. They are second semester of English Education Department program academic 2021/2022. The students consist of one male and four females from class B. They were about 19 and 20 years old. All of participants have taken speaking class II program. The researcher found several communication troubles of the students during online class process. This case became the reason why researcher chose them as participants in this research.

Five EFL students of English Education Department were recruiting as participant in this research. Researcher involve students who have experience in speaking classes, therefore this is in accordance with the needs of the research focus. Dornyei (2007) argues that research needs to select participants who have had similar experiences with focus.

The following are descriptions from five participants outlining their motivations in increasing their willingness to speak English. All names used in this study are fictional.

P1 and P5 are nineteen year old female students, P2 are twenty year old female participants, P3 are twenty one year old and male participants in this research and P4 are twenty one year old female participants. The five participants in this research were students who were active in the English language program in semester 4.

### **3.4 Instrument of Study**

In collecting the data, there are two instruments used in this research, it is reflection and interview. The instrument used in this study is reflection sheet that must be filled out by participants which aims to identify the students' reasons. Reflection is a critical, exploratory, and self-involved process based on a conceptual framework (Nguyen, Fernandez, Karsenti, & Charlin, 2014). Therefore, there are four reflection questions that must be answered by students including situations experienced by students in the classroom. The questions in this reflection sheet use Indonesian, so that the intent and purpose of this question is better understood by students.

Reflection was chosen as a study instrument because it was determined that its usage would be simpler for participants and researchers. It included questions to probe participants' readiness to communicate as influenced by the teacher's encouragement factors based on their speaking class experience. Zarrinabadi (2013) said that the researcher applied the principles of a prior relevant research theme concerning the teacher's effect on learner's readiness to communicate in the process of constructing these questions.

As a first stage, the researcher reads, observes, and evaluates all of Zarrinabadi's (2013) themes or concepts, deciding on three that best suit the goals of this research as a guide in developing reflection questions. Additionally, the questions are created in a Google Form and discussed with the supervisor in accordance with the chosen theme. The questions that have been created are successful and accepted to be supplied to participants after multiple adjustments and consultations. The table below shows a list of these reflection in order of four question.

### **3.5 Data Collection**

In order to acquire qualitative data for this study, the participants were asked to reflect. It is utilized to get a better understanding of how encouragement variables influence teachers' desire to communicate based on their preferences. The researcher used this reflection to create questions with no answer options, allowing participants to provide detailed information about the research topic by using the answers they provided.

Furthermore, to find things simpler for participants to grasp, the aforesaid data collection method was carried out online in Indonesian. Meanwhile, the method of gathering data through reflection is transcribed into a Google form in Indonesian and sent to participants over WhatsApp online. The usage of Indonesian in the reflection is meant to avoid any misunderstandings regarding the meaning of each question answered by the researcher. It can also assist participants in writing reflections by allowing them to express their thoughts more freely and comprehensively. As a result, they are no longer concerned about the

limitations of their vocabulary and grammatical structures, which are defined by their English writing abilities.

Data collection was continued by conducting interviews after coding and researchers needed more specific answers. The researcher utilized pattern coding to analyze the data which proposed by Saldana (2013) that the pattern coding method was recommended to the researcher who needed to further explore the participant activities, processes, and perceptions found in the data. In order to learn more about the motivation behind the participants' responses, interviews were carried out online using WhatsApp conversations. Participants submitted written data, and after the researcher asked them follow-up questions requesting further information and providing instances of the phenomena they had encountered, the majority of the participants contributed voice notes and interviews over WhatsApp calls. This is done to prevent confusion in the participants' responses.

### **3.6 Data Analysis**

Data has been analyzed descriptively qualitative by identifying teacher factors that make students willing to speak in class. In this case, the researcher has been analyzed the developments during the process starting until the end of the research process. The data were analyzed utilizing a process known as thematic analysis, which included collecting data, preparing the data for analysis, reviewing the data, coding the data, and coding the text for themes and descriptions to be presented in the findings section (Cresswell, 2010). As a result, the researcher used thematic analysis, as described in a study (Braun & Clarke, 2006).

In analyzing the data, the researcher used color coding to summarize the key ideas from each reflection. These summary codes were then compiled and organized into themes to offer insights and a deeper understanding of how the teacher's influence can affect EFL students' willingness to communicate during speaking classes. The researcher used color coding to identify related concepts, facts, ideas, and keywords in the student reflection writings during the coding procedure (Bianco, et. All., 2014). Researcher found it simple to draw comparisons and see any patterns worth looking into further thanks to the usage of color coding. Six different colors were used to code the data. Developing positive relationship represented by blue, the choice of topic is represented by orange, challenging activities is represented by green, and error correction is colored by red, then teacher's wait time is represented by purple.

After categorizing and color coding the data, it is then summarized. Following this, a narrative description is created, showcasing a representation of each theme. The data is then narrated. As a final step, conclusions are drawn and verified, and the compiled data is shared with each participant to ensure that no information has been added or removed.

**Table 3.1 Example of coding data Adapted from descriptive coding by Crosswell (2010), and color-coding by Bianco, Gasparini, & Schettini (2014)**

ID	Raw Data	Interpretation	Developing Positive Relationship	Interpretation	Choice of Topic	Interpretation	Challenging Activity	Interpretation	Error Correction	Interpretation	Wait Time
P1	<p>Alasan saya bersedia berbicara didalam kelas selain untuk menyampaikan pendapat saya adalah karena saya merasa termotivasi terhadap kata-kata dosen yang mengatakan bahwa "untuk berbicara dengan lancar makan jangan takut mencoba karena takut membuat kesalahan". Selama ini usaha dosen untuk membuat saya termotivasi berbicara dikelas sangat sangat terpengaruh terkhusus di kelas Speaking. Semakin naiknya level saya, I feel like free, tidak ada lagi kegugupan saat berbicara karena Sir selalu mengingatkan jangan pernah takut "salah" pikiran begitu hanya membuat kalian gagal. Kita juga hanya menentang takdir yang diberikan karena berusaha untuk terus sempurna dan benar. Satu hal lainnya yang membuat saya bersemangat berbicara di dalam kelas saat saya memahami materi yang dosen bawakan di dalam kelas atau topik dan aktivitasnya menarik. Contohnya dosen melakukan kelompok diskusi untuk saling bercerita kemudian salah satu teman diminta untuk menceritakan apa yang mereka dapatkan dari pengalaman temannya. Saya senang dengan aktifitas seperti ini karena tidak membuat bosan di dalam kelas.</p>	<p>The participant willing to speak because the act of teacher giving motivation</p>	<p>Teachers' support</p>	<p>Participants are excited when the activities carried out in the classroom become fun and discuss interesting issues. So, the choice of topic is important.</p>	<p>Choice of the interesting topic</p>	<p>Participant are willing to speak if the topics discussed are interesting, supported by fun and challenging activities, making participant contribute.</p>	<p>Challenging Activity</p>				
P2	<p>Saya masih terbata-bata saat berbicara atau terkadang mix bahasa. Karena saya belum bisa mengatur kalimat dengan benar dalam bahasa Inggris. Namun dosen selalu memberikan respon baik. Bentuk responnya pertama dia akan mengatakan bahwa saya mengerti maksud anda kemudian dia akan mulai menjelaskan dengan detail terkadang beliau menggunakan gerakan dan mempraktekkan agar mudah dimengerti. Dan beliau memberikan dan menuliskan kosakata dalam bahasa Inggrisnya, seperti "dan lain lain" itu "and so on" dan banyak lagi. Respon tersebut sangat mempengaruhi saya,</p>	<p>Lecturer behavior that make participants excited</p>	<p>Teachers' enthusiasm</p>					<p>Participants were excited after being given written feedback and movements from the lecturers that made</p>	<p>Teacher's error correction by verbal and non-verbal</p>		

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	yang mana pada awalnya saya pasif di kelas, namun sekarang saya berusaha untuk terlibat di dalam kelas dengan mencari sebuah pertanyaan ketika kelas sedang berlangsung. Walaupun sometimes saya menunda-nunda untuk bertanya tapi akhir-akhir ini saya mau membiasakan untuk tidak melakukan itu lagi. Contoh lain adalah ketika saya berbicara namun kurang nyambung, Dosen langsung memperbaiki. Hal tersebut membuat saya tambah bersemangat karena respon yang diberikan baik dan tidak menyinggung perasaan saya.							them understand more. The lecturer gave a good response so that it did not offend the students.			
P5	Ada banyak hal yang membuat saya mau berbicara di kelas. Pertama, saya memang sudah berniat untuk berbicara kedepan dari awal masuk kelas karena kelas yang saya tuju adalah kelas speaking dimana saya harus melatih kemampuan saya dan saya sudah tahu topik yang akan dibahas sehingga saya sudah menyiapkan sedikit banyaknya materi untuk saya kuasai. Alasan Kedua adalah ketika dosen meminta beberapa mahasiswa untuk bercerita dan belum ada mahasiswa yang merespon maka saya akan berbicara, karena saya merasa khawatir kalau harus membuat dosen menunggu lama. Karena itu saya juga harap dosennya lebih santai mendengarkan pembicaraan saya, dan saya ingin dosennya memberikan banyak waktu kepada saya sebagai mahasiswa untuk berbicara. Krena waktu yang terburu-buru bisa bisa saja mengganggu konsentrasi saya dalam menyusun kalimat yang baik.			Participants will speak when he mastered the material. This is likely to happen when the lecturer gives notice about the material to be discussed next, so that students can study it at home.	Choice of the topic					The participant need time to design their sentence	Teacher's wait time to student