

CHAPTER III

METHODOLOGY

This chapter attempts to present the discussion of the research design in this study, participants and setting of this study, data collection of this study, the instrument of the study, and data analysis of this study.

3.1 Research Design

This research utilized a qualitative method. Auerbach and Silverstein (2003) argued that qualitative methods are intended to analyze and interpret data and make it easy to get intricate details. In addition, this method also wants to explore and understand the data (see Creswell & Creswell, 2017). This study used a case study approach (Crowe, Cresswell, Robertson, Huby, Avery, & Sheikh, 2011) to explore the data. This approach becomes a crucial area in this research to elicit the EFL learners' speaking tendencies when faced with native and non-native teachers.

3.2 Setting and Participants

This study involved 10 EFL students (10 females) from the English education department in one of the institutions in Southeast Sulawesi, Indonesia as the participants. Ten EFL students of English Education Department were enlisted as participants in this consider. Analyst included EFL students who had encounters in native and non-native class, so typically in understanding with desires of the investigate center. Cresswell and Cresswell (2017) contended that

investigate has to select participants who had comparable experience with the focus. The following is a description of each participant, which provides insight into their demographics, motivations to learn English, and speaking learning methods. All names presented in this study are pseudonyms.

3.2.1 Participant 1 (P1)

P1 is a sixth-semester student. This participant is from Kendari city. Her parents are civil servants and self-employed. Since childhood she has been exposed to English. This is because her family background is an English teacher. She spent her high school years at a public madrasa school in kendari city, majoring in languages. She was very active in organizational activities during school. During high school, she joined an extracurricular activity called MECC. Where they will participate in activities or games in an effort to learn English so that they can be exposed to English more often.

In her neighborhood, people consider English to be a very important language to learn, especially in the city of Kendari. Participant 1's parents were very supportive of her career journey in learning English. This is indicated by the behavior of his parents who often communicate with this participant using English. As a child, she really wanted to learn English just to be able to read novels from abroad or Japanese novels. In addition, so that participant 1 can play games fluently and know the meaning of western pop songs.

Regarding her English language skills, she feels that her skills are still ordinary because she often feels nervous. As for daily speaking, she felt that he was good enough. Maybe her ability is at the intermediate stage and a little bit

higher. Because she also has a lot of vocabulary knowledge. Even so, she always tries to learn to improve her speaking skills. Therefore, she tries to actively participate in native and non-native teacher classes. Participant 1 has also participated in debate competitions and also English essay writing competitions by winning second place at the college level at one of the universities in Southeast Sulawesi. The reason she chose the English major was because of the support of her parents and one of the recommendations from an English lecturer. According to the lecturer, English is a good environment for her.

3.2.2 Participant 2 (P2)

P2 is a sixth-semester student. She comes from South Konawe but is directly adjacent to Kendari city. Her family works as one of the lecturers at a university in the city of Kendari. Since childhood he has always received education and religious knowledge. He spent his school years in one of the high schools in Kendari city, majoring in science. Participant 2 has participated in several organizational activities such as students' council, scouts, and has also participated in several competitions at her school.

In her area, people think that English is a science that is difficult to understand. Many people don't really like English because the pronunciation and writing are different. However, Participant 2's parents always support their children in learning, especially English. Participant 2 was first introduced to English as a child, because her family background is an educator, it is not surprising that from childhood she has been taught various sciences, including English.

Talking about his English language skills, participant 2 felt that her abilities were good enough. This is indicated by the frequency with which she communicates when in class with native and non-native teachers. Just like Participant 1, she also participated in several competitions such as debate competitions and English essays organized by one of the universities in the city of Kendari. The learning method that is always applied by participant 2 is a lot of listening and watching short videos in English, multiplying practice with other people and by reading a lot because it can expand knowledge.

3.2.3 Participant 3 (P3)

P3 is a sixth-semester student. She comes from Bombana district. Her parents are fishermen. She attends one of the high schools in Bombana district, majoring in science. During his school days, she actively participated in organizational activities such as students' council and scouts. For activities in the community, she felt that he did not contribute much. Participant 3 was first introduced to English when she was in elementary school.

In her area, the community considers that English and other education are not very important. This is indicated by the fact that many children who have graduated from high school are married off by their parents. However, Participant 3 chose not to follow the community there. She prefers to continue his education to a higher level. Participant 3's parents are also very supportive of their children in pursuing education, in this case English.

Regarding English language skills, Participant 3 felt that her speaking and reading skills were good. This is indicated by several achievements made by

participant 3. He has represented her campus several times to become a speaker at international webinar activities. To hone her English skills, she always focuses on learning and does not waste her time in vain. In native and non-native lecturer classes, she always tries to communicate so that her English skills are more honed and can make her have her own personal branding.

3.2.4 Participant 4 (P4)

P4 is a sixth-semester student. She comes from the tip of southeast Sulawesi in the north Kolaka district. Her parents are a farmer and a housewife. She spent her childhood in her hometown. There she attended one of the senior high schools in Lasusua, majoring in biology. During her school days she was not active in school organization activities but she was active in community activities such as community services, attending yasinan activities on Friday nights and participating in Indonesian independence celebration activities. Participant 4 was first introduced to English when she was in the fifth grade of elementary school then continued to junior high school, senior high school and college.

The community and Participant 5's parents fully support English education. Related to English language learning, people consider that someone with English language skills is a plus compared to someone who does not know English. This is evidenced by the community supporting their children to attend English courses.

Regarding Participant 4's English language skills, she was able to speak when asked questions or when he wanted to give an opinion in class. Even with his modest ability, she still tries to prove that she is as capable as his other friends.

To support her English language skills, she often practiced speaking English to her friends and watched English movies that he could use as material to increase vocabulary and model how to pronounce correctly.

3.2.5 Participant 5 (P5)

P5 is a sixth-semester student. She is one of those people who often move around. She was born in Unaaha but grew up in Enrekang district and also spent her childhood in North Konawe. She attended one of the public madrasahs aliyah in enrekang district and majored in Mathematics and Natural Sciences. Unlike the other participants, she chose not to be active in organizational activities during school. She was first introduced to English in elementary school. Until now she finally chose to study in the English department.

In her neighborhood, the community responded positively related to English. The community considers that English is important to learn, therefore they use the services of private teachers for their children. Her parents also always support her studies by choosing to major in English. Her motivation to choose English major was because she felt that English was cool especially when she could speak English. She also received support from her junior high school teacher to choose an English major in college.

Regarding her English skills, she feels that her speaking is still lacking. But she always finds solutions to these weaknesses by applying learning methods such as watching, reading and learning to write a lot. In class, she is also quite active in communicating with lecturers such as answering questions and providing ideas.

3.2.6 Participant 6 (P6)

P6 is a sixth-semester student. She comes from a modest family but highly values religious values. Her parents work as farmers and housewives. She is also very active in participating in organizational activities at her school. She once served as vice chairman of the student council and even became the chairman of the student council in the next period. She spent his senior high school years in South Konawe, precisely in the Ranomeeto Barat sub-district, majoring in science. In addition, she is also active in community empowerment activities in terms of teaching the Qur'an and language at his residence. She first liked and intended to learn English when she was in elementary school. And since entering junior high school she started an English course.

In her area, the community response is quite appreciative of English. However, in this case they can be categorized more as amazed but not if they choose to learn more deeply. However, the support from her parents was tremendous. In this case it can be seen that her parents support him to study English. Her motivation to learn English is because she really likes English and wants to be able to talk to outsiders and understand the language.

Regarding her English skills, she is weak in speaking exercises because she is the type of person who prefers to be silent. However, she always tries to improve her skills through learning methods by reading a lot which makes her vocabulary increase and often talking to herself when at home. She feels that her skills are still at the intermediate stage. When in the lecturer's class, she listens a

lot and tries to understand what the lecturer is saying. If the topic is interesting, then she will be active in communicating.

3.2.7 Participant 7 (P7)

P7 is a sixth-semester student. She comes from Kendari city. Her parents are farmers and are hard workers. She was also very active in participating in organizational activities during her school days. However, she is not active in community activities. Participant 7 attended a high school in Kendari city and majored in integrated science and technology. Unlike the other participants, she was introduced to English when she was in junior high school. At that time, she did not know any vocabulary related to the objects around her.

The response of the surrounding community to English is very positive. People praise people who can speak English. Thanks to the support of her parents, she finally wanted to learn English. According to her, learning English must start from the intention in the heart and be consistent in learning because if not then the knowledge gained will be very limited. In addition, support from parents is also very motivating for her to continue learning English.

For English skills, participant 7 really likes reading and listening. According to her speaking skills is still stammering but he always tries hard to learn by increasing vocabulary memorization and practicing speaking in front of the mirror. When in class, she always listens to both native and non-native teachers and tries to understand what the lecturer is saying.

3.2.8 Participant 8 (P8)

P8 is a sixth-semester student. She comes from Kendari city. Her parents are civil servants and are hard workers. She finished his schooling in one of the high schools in Kendari city by taking the same language major as participant 1. She was very active in participating in organizational activities during school. One of them is students' council activities, scouts and often participates in competition activities. Before sitting in college, she spent her time learning English at a course called English Village. Participant 8 was first introduced to English when she was in elementary school. She became interested in learning English because she thought it was very cool and added value to herself.

Because of her love for English, Participant 8's parents were very supportive of her choice by attending English courses for approximately one year. The surrounding community is also very supportive if English is used as a prestigious major. Moreover, it is a city environment. Participant 8 was motivated to learn English because from a young age he had been exposed to English. She often listened to stories in English and watched movies in English.

Regarding her English skills, she feels that she has a good ability. This is indicated by how she interacts with lecturers when in class. She always expresses her ideas and opinions when faced with a topic. Because she used to study English in the English village, she has a lot of provisions that make her able to speak English well compared to her friends who do not follow course activities. To support her English skills, she is always keen to learn, especially speaking and listening. Not only in learning activities, participant 8 has also represented the

campus several times in international webinar activities and championship activities outside the campus.

3.2.9 Participant 9 (P9)

P9 is a sixth-semester student. She is from Konawe district. Her family is the owner of one of the pesantren who is also a teacher in Konawe. So, it is not surprising that participant 8 really maintains religious values in her life. She attended one of the madrasahs aliyahs in his village by choosing a natural science major. Just like participant 5, she was not active in organizational activities during school. In the community it was the same because she always lived in a hut. Before entering college, he spent his time in his hometown, namely Tirawuta village. The beginning of her exposure to English was when she was in junior high school. She began to be interested in learning English at that time so she also actively participated in English tutoring activities in the afternoon.

The response of the surrounding community to English language learning is fully supported. This is due to the mindset of people who think that not everyone is willing and able to learn English so they think this is a cool thing and very profitable, especially in the current world of work. In addition, the full support of Participant 8's parents had a very positive impact on her because thanks to their support, Participant 8 finally chose to study in the English department.

Participant 8 really likes speaking and reading exercises. Every once in a while, she takes the time to practice speaking English to her friends and read English books. According to her, through reading and practicing she will gain a

lot of knowledge. This was also conveyed by her speaking lecturer to always read and not forget to practice a lot.

3.2.10 Participant 10 (P10)

P10 is a sixth-semester student. Just like P6, her parents are farmers and very hardworking. She attends one of the senior high schools in Bombana district, majoring in science, and is active in organizational activities such as students' council and scouts. However, she was not active in community activities in her hometown. She was first introduced to and interested in English when she was in the fifth grade of elementary school. She started learning about vocabulary that is often used in everyday life. This interest continued into junior high school and senior high school. Which is where she likes to hear and watch movies that speak English. According to her, English is a cool language so she is interested in studying in the English department.

Where she lives, the response of the surrounding community to English is still very lacking. This is because people there think that English is not really needed. However, thanks to the support of her parents, she finally chose to deepen her knowledge of English. P10's biggest motivation to learn English is so that she can understand the meaning of English movies and be able to communicate with outsiders one day. In addition, she also thinks that teachers, especially English teachers, are needed in the current era.

Regarding her English skills, she feels weak in reading skills. However, for speaking skills she feels that she is able to compete with others. To support her ability to speak English, she often watches English movies and then practices

what she catches from the movie. Because of her curiosity and strong determination, she finally chose to major in English.

3.3 Data Collection

To obtain the data, the questionnaire is applied to this study. Data has been collected through several stages. After confirming the participants, the first step a WhatsApp group was created to facilitate communication between the researcher and participants. In the second stage, were provided instructions on how to fill in the questionnaire to the participants. In filling out the questionnaire, participants were asked to write down their cell phone numbers with the aim that the researcher can confirm their data if needed later. For example, when the answer given by the participant is considered unclear and needs confirmation it can clarify the answer. The Participants are given time to answer the questionnaire, and submit it backing to the researcher. The participants were expected to submit their reply after the researcher distributed them to them. For in-depth interview data, the researcher collects it by conducting face-to-face and telephone interviews. This interview was conducted by contacting the participants one by one.

3.4 Instrumentation

This study used a questionnaire which contains the data needed by the researcher using Google Forms which is shared via WhatsApp group, and in-depth interview with the participant related to their tendency to speak in native and non-native teacher's classrooms. The willingness to communicate scale

created by MacIntyre et al. (1998) is utilized in this study. This scale has 27 items testing communication inside the classroom setting and 1 item outside of the classroom in the form of close-ended questions. The close-ended questions required to select one of several categories by circling or checking their response and interest in what situations which enables and affect their willingness to communicate in the EFL classroom. For more detail, researcher has divided the WTC categories into a table.

Table 3.1 WTC Categorization

Item Number	Item	Category
24.	I present my opinion in class.	Communication behavior
26.	I help others answer a question.	Communication behavior
27.	I give a speech with notes in class.	Communication behavior
4.	My views differ from my classmates view.	Behavioral intention
14.	My views differ from the lecture's	Behavioral intention
16.	I know the correct answer.	Behavioral intention
10.	I am comfortable with the subject matter.	Situated antecedents
11.	An assignment is being discussed.	Situated antecedents
21.	I talk to my lecturer before or after class.	Situated antecedents
22.	I ask my lecturer a question in class.	Situated antecedents
23.	I ask the lecture a question in English private	Situated antecedents
28.	I chat with my classmates out of class.	Situated antecedents
7.	Everyone is talking.	Motivational propensities
8.	I am graded on participation	Motivational propensities
12.	No one is talking.	Motivational propensities
19.	I volunteer an answer to the lectures question in class.	Motivational propensities
20.	I am called upon by the lecture to answer a question in English	Motivational propensities
1.	The class is engaged in an open discussion.	The affective & cognitive context
2.	I am in a small group in class.	The affective & cognitive context
3.	The topic is interesting.	The affective & cognitive context
5.	I am sitting in the back of the class.	The affective & cognitive context
6.	I am prepared for class.	The affective & cognitive context
9.	The class is engaged in a heated debate.	The affective & cognitive context
13.	I am sitting in the front of the class.	The affective & cognitive context
17.	I can really help clarify the discussion.	The affective & cognitive context
15.	I am angry about the topic	Social & individual context
25.	I participate in pair activities in class.	Social & individual context
18.	I dislike some of my classmates.	Social & individual context

In this research, instrument also used open ended question. The use of depth-interview is also elaborated to obtain more complete data from participants if the answer is not clear and the researcher want to ask more.

3.5 Data Analysis

In this case study, the WTC theory (MacIntyre et al., 1998) was used in analyzing the data from the participants. In compiling the questionnaire results for open-ended questions, the researcher transcribed the answer, then, like the coding of close-ended questions, this is a tedious process (Sheybani, 2019). In transcribing the answers, the researcher transcribed the responses as they appear on the survey, with any other alternative answers not appear in the close-ended questions.

For the in-depth interview data, this study employed thematic analysis (TA) adapted from Saldana (2014) to find their answer related their tendency to speak in native and non-native classroom. They argued that thematic analysis is a valuable and flexible qualitative analytic approach to finding a theme in qualitative research. It is conducted by identifying patterns and themes within the results. Based on the thematic analysis in analyzing the data on the case study, the researcher explores data through a description of the case and themes of the subject, as well as cross-case themes. The researcher carried out several stages in this study; (1) collecting the data; (2) the researcher coded the data using various signs; (3) categorizing according to existing theoretical concepts; (4) the research giving theme.

Moreover, theory about communication behavior, behavioral intention, situated antecedents, motivational propensities, affective cognitive context, and social and individual context by MacIntyre et al., (1998) were used in analyzing the data. The data was coded using six colors. **yellow color** represents the communication behavior, **green color** represents the behavioral intention, **turquoise color** represents the situated antecedents, **purple color** represents the motivational propensities, **brown color** represents the affective cognitive context and **dark green** represents the social and individual context.



Table 3.2 Example of Data Analyses Conducted Thematically

Participant	Raw data	Open Coding awal	Open coding selanjutnya	Axial coding	Selective coding	Theme
P1	To be honest it depends on the situation. If the material is good and familiar to me and I am good at it, I will be happy to speak, share my opinion on the topic. There were also several situations that forced me to speak, namely when the lecturer would give marks to students who dared to express their opinions. I often speak in native teacher classes, even if it's just asking what kind of books is good as reference material, game steps and even discussing novels that he can recommend to me.	To be honest it depends on the situation. If the material is good and familiar to me and I am good at it, I will be happy to speak, share my opinion on the topic. There were also several situations that forced me to speak, namely when the lecturer would give marks to students who dared to express their opinions. I often speak in native teacher classes, even if it's just asking what kind of books is good as reference material, game steps and even discussing novels that he can recommend to me.	Happy to share opinion when the topic is familiar	Giving opinion	Giving opinion	Communication Behavior
P8	I am willing to give my views if my answer differs from mine. The first is because I want to know whether my view is also correct or acceptable. I also	I am willing to give my views if my answer differs from mine. The first is because I want to know whether my view is also correct or acceptable. I also want to tell people that there are	Willing to speak ketika memiliki pandangan yang berbeda karena untuk mengetahui apakah jawabanya benar dan	Have different view	Have different view	Behavioral Intention

Participant	Raw data	Open Coding awal	Open coding selanjutnya	Axial coding	Selective coding	Theme
	want to tell people that there are different perspectives that people have. It's not just from one person, so the topic becomes interesting because of the different perspectives	different perspectives that people have. It's not just from one person, so the topic becomes interesting because of the different perspectives	ingin berbagi pandangan.			
P2	When he comes up with interesting topic and it is needed to discuss. I really like his vibe when he taught us, so I was always excited to speak with him. He was so kind, respect, and very helpful so that if I had something to ask as our task, I would come to him	When the topic is interesting and it is needed to discuss. I really like his vibe when he taught us, so I was always excited to speak with him. He was so kind, respect, and very helpful so that if I had something to ask as our task, I would come to him	Willing to speak ketika topiknya menarik dan perlu untuk dibahas.	Topic interesting	Topic interesting	Situated antecedents
P1	Because I don't want to be left behind with my friends, I have to force myself to speak. Besides that, actually seeing my friends talk triggers adrenaline to talk too. What's more, if my friends get feedback from the lecturer, I want to talk even	Because I don't want to be left behind with my friends, I have to force myself to speak. Besides that, actually seeing my friends talk triggers adrenaline to talk too. What's more, if my friends get feedback from the lecturer, I want to talk even more so I can get feedback from the lecturer as	Willing to speak because untuk force diri dan termotivasi untuk berbicara jika temannya juga berani berbicara.	Everyone is talking	Everyone is talking	Motivational propensities

Participant	Raw data	Open Coding awal	Open coding selanjutnya	Axial coding	Selective coding	Theme
	more so I can get feedback from the lecturer as well	well				
P6	In addition, one point that always can force me to speak up by using English and getting more focus is when I sit in front of the class. I feel that's really good in listening and face to face with the lecture	In addition, one point that always can force me to speak up by using English and getting more focus is when I sit in front of the class. I feel that's really good in listening and face to face with the lecture	Sit in front of the class memberikan rasa focus sehingga cas force to speak up.	Sitting front of class	Sitting front of class	Affective Cognitive Contexts
P1	Well, for me, if I do not interested or agree with the topic, I will choose to be passive. Since I do not feel any engagement toward the topic. Moreover, I do not sense the urge or deliver my opinion due to a lack of knowledge or emotion toward the topic. I am afraid, I will only talk nonsense or unimportant. So, I believe, being passive is a wise choice for me	Well, for me, if I do not interested or agree with the topic, I will choose to be passive. Since I do not feel any engagement toward the topic. Moreover, I do not sense the urge or deliver my opinion due to a lack of knowledge or emotion toward the topic. I am afraid, I will only talk nonsense or unimportant. So, I believe, being passive is a wise choice for me	Dia tidak memberikan opininya ketika tidak setuju dengan topic karena adanya perasaan cemas apabila dia akan memberikan jawaban yang salah.	Angry with the topic	Angry with the topic	Social and Individual Context