

CHAPTER III

METHODOLOGY

This chapter consists of research design, setting, and context, participants, instrument of the study, the technique of data collection, and the technique of data analysis.

3.1 Research Design

The study employed a study approach to answer the research questions stated in the first chapter, because this method uses a deep examination of a situation or event by using systematic methods of observing, collecting data, analyzing information, and reporting the results. This research used a qualitative method, which is a method that described the information as it is in accordance with the variable under the study (Jackson, Drummond, & Camara, 2007). It was used to describe the phenomenon in teaching about how the teacher can make students willing to communicate in class and what students experience or feel about the method used by the teacher who is able to get students willing to speak in the class that can be found through observation and reflection.

3.2 Settings and Context

This present study conducted in the Speaking II class in the second semester of the English Education Department in IAIN Kendari academic year?. In speaking class, the lecturer usually uses several activities in teaching

that prosecute to form different activities. Moreover, the students who involved in this study have an active involvement both in learning in the classroom and also in other agendas of the English Education Department, so that they may also have good participation in this study.

3.3 Participant of the Study

Based on the title, this study involved the teacher and also the student. The participant of this study is a teacher who teaches the Speaking II course in the second semester. The lecturer showed the learning method that has been used that is able to make students' in the class willing to communicate or interact with the lecturers and peers in class. It showed what kind of teacher's factor which causes students to be willing to communicate in the classroom.

For students, 23 students participated in the study, five of them male and eighteen female. All of them were from class two-semester A who took the Speaking II course. The researcher chose them as respondents because these students were some students from several classes who were very active in the learning process.

3.4 Data Collection

In this study, the researcher needed to know the teacher's factor engendering students willing to speak English. Thus, first of all, the researcher made a schedule for doing the classroom observation. Then, the researcher observed the class when the teacher teaches in speaking II in the second

semester of class A. In the teaching process, the researcher looked at the attention and activeness of students who respond to the teaching delivered by the teacher. To see the activeness of students in the classroom, researchers conduct observations with collaborative research groups to help each other in observational observations, such as recording when the learning process begins. The most important thing that has been seen by the researcher when making observations is what methods or factors the teacher uses that can make students willing to communicate or interact when in class.

After making observation to students, at the end of the study, the researcher shared the link that contains class reflections during class. Students are given direction in writing their reflections before writing activities because the guidelines discuss several aspects of reflection in language classes. Students are asked to write their reflections in Indonesian because reflection writing requires a linguistic, cognitive, and socio-cultural understanding. The researcher shared a reflection with all respondents in this research.

3.5 Instrumentation

This study utilizes Observation and Reflection as an instrument to collect data that can answer the research questions.

3.5.1 Observation Sheet

Observation has been made in one meeting which was supposed to three times in three meetings. That is because the researcher has been hampered by the Covid-19 outbreak. So, the results of the observational analysis are only

based on data that can be taken. In this observation, the researcher takes data by recorded or seen the situations in the classroom when the teacher brings some material or conducts discussions. In observation, that was done by observing the teacher who teaches English in the Speaking II class. The researcher used the observation instrument to find out the situation in the class at that moment.

3.5.2 Reflection

Reflection is used to increase motivation, creativity, and develop metacognitive awareness. Therefore, with reflection, students can easily and feel free to say what they feel in the learning process. Reflections like students write diaries since they tell their feelings without coercion from others. In this case, the researcher uses Google Form which makes it easy for students to access links containing reflection questions, so students do not have to bother writing their reflections using handwriting. The link is given when the class has ended.

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. Data conducted by observation and reflection in writing.

Data from observation has been analyzed using the theory of "How People Learn" (HPL) (Greenberg, Smith, & Newman, 2003). The researcher begins by examining the various classroom observation systems used and identifies data collection methods such as recording teacher-student interactions, recording student academic involvement, and effective teaching. The researcher collects data that reflects the level of "HPL" of a lesson. During the fifty-minute class, the researcher coded about six observational cycles that were played through teacher-student interaction, student lesson involvement, and narrative notes. At the end of the class, the researcher encodes selected indicators for effective teaching and "HPLness", (Cordray, 2002).

The second is researcher analyzed the reflection of the students used the coding process to find out the perceptions or responses of each participant, these ways of analyzing are also proposed by (Campbell, Campbell, Grimshaw, & Walker, 2001).

