

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 employed a qualitative design (Creswell, 2012). To be more precise, this study uses a case study (Harland, 2014) to investigate the teacher's encouragement factors influencing five EFL students' willingness to communicate in the speaking classroom context. This case study intends to provide an in-depth overview of new or obscure phenomena while retaining real-life events' holistic and meaningful characteristics (Hartley, 2004; Phelan, 2011).

3.2 Setting and Context

This research was done in a speaking class English education department at one of Southeast Sulawesi's institutes. In this study context, the speaking class was the main course in this major where the teacher applied teacher's encouragement as a tool to influence willingness to communicate in the second language learning process. This tool was realized that it became a significant part or influence on learning processes, especially in communication.

3.3 Participant Selection

In the search for participants of this study, having consulted about the students' potential in speaking skills with the gatekeeper (Malik & Hamied, 2014), i.e., the head of the study program who also happened to be a teacher in the Speaking class, 20 students were projected to participate in this study. However, when the researchers asked them a few days before data collection began, some responded wholeheartedly by showing their enthusiasm to be involved with the research and boldly expressing their willingness. Still, some of them only responded half-heartedly by showing a lack of enthusiasm, such as being silent in response or not responding to the researcher's request to fill in the reflection.

Those willing to get involved were aware of the consequences they would face during data collection; they willingly risked the challenge of having several private conversations with them. Therefore, from the beginning, the researchers tried to build trust and mutual respect with the participants and ensure that the privacy of each participant was protected.

Initially, 20 participants consisting of 4 men and 16 women, agreed to participate in this study. All of these participants were recommended by the Speaking class teacher. However, many of them were lacking and did not respond, and some were unable to provide answers according to what was needed, even after many times of data mining. Thus, this study, only came with five EFL students who voluntarily participated based on convenience sampling or deliberate opportunity. In other words, participants were selected based on who they were and what they knew (Malik & Hamied, 2014) relative to the research focus.

Besides, Dornyei (2007) argued that research needs to select participants with similar experiences with the focus.

The five participants, in this case, were chosen because, as their Speaking teacher said, they demonstrated good speaking quality from the previous semester they had passed. In addition, initial conversations with them revealed that they actively communicated and felt encouragement from the teacher, which influenced their desire to communicate. Therefore, they agreed to assist the researchers in this study to maintain anonymity. The pseudonyms given to the participants from now on are referred to as Participant (P) 1, P2, P3, P4, and P5 when referring to them in this lesson.

The following is a description of each participant, which provides insight into their demographics, motivation to learn English, and speaking learning methods. All names presented in this study are pseudonyms.

3.3.1 Participant 1 (P1)

P1 is a seventh-semester student. He comes from a coastal area. His family was hard-working, and his upbringing involved participating in many community activities. P1's parents were public civil servants. He spent his senior high school in one of the state high schools in Kendari, majoring in Natural Sciences, and was also actively involved in school organizations. His first encounter with English was in junior high school. At that time, he was very interested in learning English, especially when having a dialogue using the language. He was exposed to English as a foreign language at school until he graduated from senior high school. Besides, he joined the English community because of his interest in English.

In his area, people response's to English are still very unfamiliar with the use of the language, and it is not recommended to use it there. However, the enthusiasm and support of P1's parents motivated him to hone his English. Upon graduation, he decided to take English Language Education as his major because he wanted to get used to the English language, which was a step he could take at that time. In addition, he wants to become a traveler, which is also one of his motivations for learning English, where English can be used anytime and anywhere.

Regarding English skills, he catches on quickly but has a weakness in reading skills. For speaking skills, he is at the intermediate level. In the Speaking class, he communicates very actively, such as answering the teacher's questions and engaging in pair activities and group discussions. He feels that being active in class is a must for students. In addition, he always gets encouragement from the teacher, so he wants to communicate in class.

To hone his speaking skill, he constantly practiced talking to himself. For example, driving, cleaning the house, sweeping, etc. He believed that through these ways, he would get used to communicating fluently. Apart from that, he also attended an English course at the course on the island of Java. Until now, the group is still very active in sharing material and things related to English, so he is still learning.

3.3.2 Participant 2 (P2)

She was a fifth-semester student. P2 grew up in Kendari. Her family was hard-working, and her upbringing involved her participation in many community activities. P2's parents were public civil servants. She spent her senior high school in one of the state high schools in Kendari, majoring in Natural Sciences, and was actively involved in school organizations. Her first encounter with English was when she was in elementary school. Since then, she has become interested in learning English. When she was in senior high school, she joined the MECC organization. English teachers formed this organization. In this organization, she is accustomed to communicating using English. So, there are times when students are allowed to communicate using full English.

In contrast to P1, the people in the P2 area appreciate it when someone can or fluently uses English. The people in his environment always say that it is an excellent choice to major in English because it is needed in any job. Her parents also really wanted P2 to be able to speak English fluently. Upon graduation, she decided to take English Language Education as her major. She understands that English has become an international language in the current era. So everyone needs to learn English to be connected globally. So, her biggest motivation to learn English is herself. She realized that English was necessary. In terms of English skills, she is lacking in grammar skills. She prefers to speak directly rather than write because her grammar is poor.

Meanwhile, currently, her speaking skills are already at an advanced level. She has some vocabulary that many people rarely know, but she learns it and can use it when speaking. In Speaking class, she is an active student. She always

raised her hand to answer the teacher's questions with her guts. She was not afraid of whether her answer was right or wrong. Thus, she gets new knowledge and can train her mind to speak in public. In addition, the teacher often gives time to communicate with friends in groups and with only two people. So, she communicates in the classroom through the opportunities given.

Several reasons prompted her to speak. The first is her own will. Second, she raised her hand when the teacher asked a question without anyone answering. Third, the teacher always gives encouragement and opportunities to students, whether the answer is wrong or right. So, she always uses the opportunity well. However, now she is no longer participating in the English learning community. She is focusing on other activities also related to language, such as language ambassadors. In addition, she prefers to practice alone or with friends.

3.3.3 Participant 3 (P3)

She was a seventh-semester student. P3 grew up in a coastal area. Her family was hard-working, and his upbringing involved participating in many community activities. Her mother was a housewife and also worked as a farmer. She spent her senior high school in one of the state high schools in her area, majoring in Natural Sciences, and was also actively involved in school organizations. Her first encounter with English was when she was in junior high school. She was exposed to English as a foreign language at school until she graduated from senior high school. However, she does not join the English learning community because she prefers to practice alone.

English is something new but familiar to the people in her area. However, in everyday life, they look confused and complex and even avoid it whenever they find or hear anything about English. She thinks that most of the local people don't like this subject. Likewise, with her parents, there has been no response whatsoever. She guesses English does not interest them. However, she decided to take English Language Education as her major upon graduation. She argues that English is an International language, where it is inevitable that every country allows this language to be used and makes it easier to communicate between countries. This then aroused her enthusiasm to learn and understand the use of English even though her parents did not respond. In addition, at first, she was tempted by the lure of a future job, but after going through the process, she found that learning and interacting in English was fantastic and made her like this major.

Regards English language skills, she can use English vocabulary according to the conditions. However, she had difficulty listening, so she was slow to respond. Besides, the level of her Speaking is already at the intermediate level. She likes to practice alone or use total physical responses. However, she has participated in several learning English communities during college.

Meanwhile, in the Speaking class, he is pretty active in communicating, although sometimes he feels insecure about his friends' abilities. But he always tried to dare to communicate. Thus, he is always actively involved in communication activities in class. Several reasons made him want to communicate. Among others, he appreciated his teachers and was often encouraged. He wanted to be fluent in speaking and realized that the basic competency of graduating from the majors was communicating using English.

3.3.4 Participant 4 (P4)

She was a fifth-semester student. P4 grew up in Kendari. Her family was hard-working, and her upbringing involved her participation in many community activities. P4's parents were entrepreneur. She spent her senior high school in one of the state high schools in Konawe Selatan, majoring in Natural Sciences, and also was actively involved in school organizations. Her first encounter with English was when she was in elementary school, and she began to explore it when entering junior high school. She also started taking English lessons and liked English when there was lots of motivation from my teachers. At senior high school, she joined the intra-school student organization and, at the same time, served as the student council president.

Regards to people's responses in her hometown, it was perfect. However, there is no place for language learning. That makes it stagnate or not develop in learning a foreign language, so people admire English. Meanwhile, her parents were thrilled and proud. They provide support for their children to focus on English because they believe that success can be achieved through this major. In addition, they allow and support it so that P4 can talk or communicate with outsiders or tourists and get an education abroad. So, when she graduated from senior high school, she decided to take English as her major. Her motivation is she is very interested in English. Her influence is that he can communicate with outsiders, bridge cooperative relationships, and support achievement.

In terms of English skills, she is just lacking in elaborating on and developing sentences, and he needs to read a lot to improve on that. In addition, she is also sometimes still shy about using English in front of many people.

However, she never stopped learning. The Speaking level is currently at the intermediate level. The best method is only one; it is practice. She tries to speak and invites his friends to communicate in English, especially his classmates. In the Speaking class, she is pretty active in speaking. But sometimes, she still has a slight fear of her English teacher. For example, he fears being criticized if he is wrong. So she will usually be very active if he practices speaking first before entering class. Apart from studying in class, she also enjoys studying alone at home or joining learning communities such as the English Club to communicate.

3.3.5 Participant 5 (P5)

She was a fifth-semester student. P5 grew up in a coastal area. Her family was hard-working, and his upbringing involved participating in many community activities. Her parents were fishermen. She spent her senior high school in one of the state high schools in her area, majoring in Natural Sciences, and was also actively involved in school organizations. Her first encounter with English was when she was in elementary school. At that time, a male teacher introduced them to some English vocabulary related to objects in school. But that only happens in grade 5 because they do not learn English at the next level anymore. However, she returned to learning English in junior high school. At this level, her English learning is better than before.

She joined an English Language Course Institute when she entered senior high school. From there, she was formed to like English because she knows the uniqueness of the language. While joining this particular institution, she also took part in an event which is held as an annual event, namely a webinar on the use of

the English language, where her English tutor invited several great people from outside the region as speakers at the event.

However, in her area, many people still regard English as a language used for style, in the sense that it is considered a language only used by classy people. So, often beginners in learning English get only from their environment. But that changed over time, as now she sees that people are starting to take an interest in the use of English, and there is less ridicule towards children who learn English. Meanwhile, her parents responded neutrally when she learned English at the beginning. However, when she started to show interest in learning English and asked to join a Course Institute, her parents slowly began to support P5 in developing her skills in this language. This might indicate that her parents have positive thoughts about English for education.

Upon graduation, she decided to take English as her major. She chose this major because she wanted to provide language teaching to children in her area who currently rarely interact with this language in the real world. Besides, she also sees English education as a major that has a potential to get a good job after completing her education. Because of that, she wants to deepen her language skills in this major. She joined many communities such as Reading Club, English Intensive courses, and English classes during her educational process. In this community, she acts as a participant and tutor. Joining a community is very beneficial for her to develop English skills because from this community, we can build relationships, and he can find partners to speak English so that we can always practice whether we are a participant or a tutor.

As regards English skills, Her advantage is she has a pretty good pronunciation. Meanwhile, she is lacking in listening skills. It is challenging for her to catch what other people are saying, especially if it is a native speaker who speaks at a fast enough speed. Meanwhile, she feels that her speaking skills are currently at the intermediate level. She can communicate well. In this case, she can respond to the words of other people, and other people can understand what she conveys. In the process of learning to speak, she often applies self-talk methods. In this method, she usually creates an interesting topic and then practices presenting the topic based on the references she has found on the internet using English.

In speaking class, she tends to be active in answering questions, giving opinions, and discussing with her friends. As activities often carried out in class are telling daily life and discussing specific topics, she tries to be involved in these activities to express her opinion. Her desire to communicate is due to her considering that the essence of speaking class is to practice. So, she always took the opportunity to communicate. In addition, it is also an assessment, so she is encouraged to be involved. She feels that the teacher always pays close attention to the students so that they can see the development of their speaking skills through this opportunity.

3.4 Instrument of the study

Reflection was the instrument used to obtain the data of this present study. The choice of reflection as a research instrument was decided after considering that its use seemed easier for both participants and researchers. It contained

questions to ask participants to investigate their willingness to communicate, influenced by the teacher's encouragement factors based on their experiences in speaking class. In designing these questions, the researcher adapted the concepts of the previous relevant research theme about the teacher's effect on learners' willingness to communicate (Zarrinabadi, 2013).

As a first step, the researcher reads, observes, and analyzes all the themes or a concept used by Zarrinabadi (2013) and decides to choose three of them that best suit the needs of the scope of this research as a guide in preparing reflection questions. Furthermore, the questions are designed in a Google Form according to the chosen theme and consulted with the supervisor. Through several revisions and consultations, the reflection questions that have been made are successful and agreed to be given to participants. The reflection consisted of indicators related to willingness to communicate in terms of these questions in six numbers, includes of the reasons they want to communicate, the teacher's factors encourage WTC or not, the form of teacher support, the strategies used by the teacher in the speaking class, the use of teacher-wait time and their response to corrections given by their teacher.

3.5 Data Collection

To obtain qualitative data in this study, reflection was carried out on the participants. It is used to gain insight into how teachers' encouragement factors affect their willingness to communicate based on their preferences. Through this reflection, the researcher designed questions without answer choices so that

participants could provide in-depth information regarding the research problem by using the answers they provided.

Furthermore, the above data collection technique was carried out online in Indonesian to make it easier for participants to understand. Meanwhile, collecting data through reflection is typed through a Google form using the Indonesian language to be distributed to participants online via WhatsApp. Using Indonesian in the reflection is intended to avoid misunderstanding in interpreting each question posed by the researcher in the reflection. In addition, it can also help participants to express their ideas freely and more broadly in writing reflections. So, they no longer worry about the limits of vocabulary knowledge and grammatical structures determined in English writing skills.

Meanwhile, the researcher did not give a time limit for filling out reflections to participants. However, about 60% of the participants completed the reflection after the researcher shared it. Next, the researcher again contacted the participants who had not filled in and negotiated by giving a time limit of 2 days to fill in the reflection given to them. However, from a total of 20 selected participant candidates, there were only 16 students who responded. The researcher then consulted with the supervisor. After that, it was agreed that the number of participants would be reduced to 16 according to the number of participants who had completed the reflection.

After that, the researcher downloaded the reflection answers from all participants in a Google form in the form of Microsoft excel. Furthermore, the researcher reads and observes the participants' answers to each question. However, many researchers got answers that were not following the answers

requested and were also unclear. For this reason, based on the direction of the supervisor, the researcher then contacted all the participants. Of the total 16 available participants, only five students were willing to give their responses. The researcher then conducted online interviews as a second instrument. Several questions related to less in-depth answers finally got answers as expected by the researcher. Next, the answers are combined into a Microsoft Excel document for coding.

3.6 Data Analysis

In this case study, the data were analyzed using a procedure referred to as thematic analysis through several stages (Cresswell, 2010), i.e., collecting data, preparing the data for analyzing, reading through the data, coding the data, and coding the text for themes and description to be presented in the finding section. Therefore, the researcher used the thematic analysis method discussed in a study (Braun & Clarke, 2006) and then color-coding (Bianco, Schettini, & Gasparini, 2014). From the six questions on student reflection data, the researcher chose four questions that contained the most relevant and needed responses for analysis. The other two questions become new findings in this study.

In coding the data, the researcher summarized the main idea within each reflection using color coding. The summary data codes were compiled and collated into some themes to provide insight and a deeper understanding of how the teacher factor can influence EFL students' willingness to communicate during the speaking class. Moreover, the willingness to communicate (WTC) framework, which includes the theory about teacher's wait time, error correction, and teacher

support by Zarrinabadi (2014), and the teacher's strategy by Vongsila (2016) were used in analyzing the data when categorized the data. The data was coded using six colors. The purple color represents the teacher's wait time, the blue color represents the error correction, the green color represents the teacher's support, and the yellow color represents the teacher's strategy. However, the gray represents other new findings from this study, such as self-encouragement that is not included in the teacher factor.

After categorization and color coding, the data is then reduced. Furthermore, the data is presented through a narrative description by displaying a representation of each theme. Then the data is given a narration. As a final step, drawing conclusions and verifying, all of this data was shown to each participant for validation as proof that there was no addition or subtraction to the data.

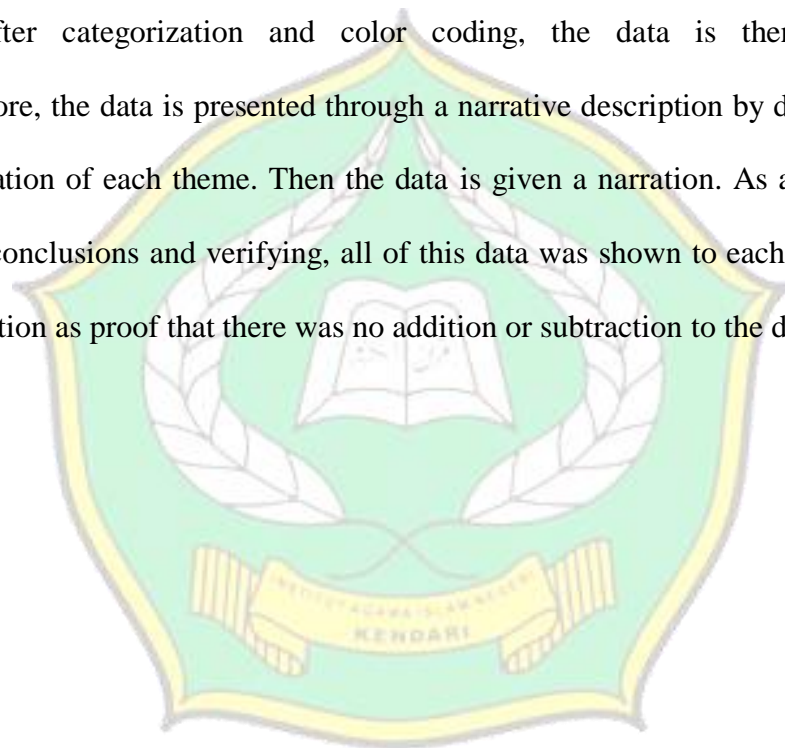


Table 3.1 Example Prosedur Data Analyses Conducted By Thematic

Name	Raw Data	Coding	Categorization	Theme & Interpretation	Theme
P2	For situations like this, the wait time to answer questions is undoubtedly more beneficial for students. So, usually, I am better able to compose words or make essential points (take notes) before speaking or responding to questions posed by the teacher. However, that does not mean that it is impossible to speak when the response time is not so long. I can still speak and respond well to questions asked. This is due to prior preparation before the class or the "just because you have to do it" factor.	For situations like this, the wait time to answer questions is undoubtedly more beneficial for students. So, usually, I am better able to compose words or make essential points (take notes) before speaking or responding to questions posed by the teacher. However, that does not mean that it is impossible to speak when the response time is not so long. I can still speak and respond well to questions asked. This is due to prior preparation before the class or the "just because you have to do it" factor.	Prepare sentence	Teacher's wait time to prepare a sentence	Teacher's wait time
P1	Feedback is part of my academic life. I am always given criticism of my speech which is always fast when I want to speak in front of the teacher. He always said that speaking fast did not guarantee passing his course. It made me very worried and sad. But it doesn't stop my enthusiasm to learn and explore my potential in developing my understanding of speaking English. Sometimes when he gives corrections from the results of speaking, he also gives advice that builds enthusiasm, without hurting my feelings and hopes in speaking English. I always remember that by writing down all his feedback, I can read and elaborate by continuing to learn by understanding that my potential and ability to speak English is enormous. The	Feedback is part of my academic life. I am always given criticism of my speech which is always fast when I want to speak in front of the teacher. He always said that speaking fast did not guarantee passing his course. It made me very worried and sad. But it doesn't stop my enthusiasm to learn and explore my potential in developing my understanding of speaking English. Sometimes when he gives corrections from the results of speaking, he also gives advice that builds enthusiasm, without hurting my feelings and hopes in speaking English. I always remember that by writing down all his feedback, I can read and elaborate by continuing to learn by understanding that my potential and ability to speak English is enormous. The feedback helped me in my speaking journey during college, from being ignorant to being someone I could rely on and	Happy with the feedback	Error correction affects student's WTC	Error Correction

	feedback helped me in my speaking journey during college, from being ignorant to being someone I could rely on and setting a good example for people who saw and heard.	setting a good example for people who saw and heard.			
P2	The teacher gives motivational words. The words used are "come on, don't be afraid to talk, sir won't be angry," or "let it be the wrong sir will still love." However, this only makes me feel proud of myself. So, praise or motivation from the teacher did not affect my willingness to speak.	The teacher gives motivational words. The words used are "come on, don't be afraid to talk, sir won't be angry," or "let it be the wrong sir will still love." However, this only makes me feel proud of myself. So, praise or motivation from the teacher did not affect my willingness to speak.	Teacher's motivation	The teacher gives some word motivation	Teacher's Support
P4	The strategies used by the teachers in encouraging me to speak up when the class took place, there were several things, including: 1. Watch videos; Usually, before the material is given, the teacher will play a short video in English or with English subtitles. Then, the teacher will ask some questions about the video. In these situations, I'm usually compelled to speak up and reveal what I know (even if it's a little). This was very exciting, especially when all the students present at that time were required to speak or comment on the video. 2. Report the results of the reading; On other occasions, teachers will also usually ask questions related to books, articles/journals, magazines, or anything related to student reading. So on this occasion, I am always compelled to talk (Ready or not). 3. Telling about a thing; Sometimes, the teacher starts the class by provoking students to talk about their	The strategies used by the teachers in encouraging me to speak up when the class took place, there were several things, including: 1. Watch videos; Usually, before the material is given, the teacher will play a short video in English or with English subtitles. Then, the teacher will ask some questions about the video. In these situations, I'm usually compelled to speak up and reveal what I know (even if it's a little). This was very exciting, especially when all the students present at that time were required to speak or comment on the video. 2. Report the results of the reading; On other occasions, teachers will also usually ask questions related to books, articles/journals, magazines, or anything related to student reading. So on this occasion, I am always compelled to talk (Ready or not). 3. Telling about a thing; Sometimes, the teacher starts the class by provoking students to talk about their activities, hobbies, hobbies, or anything that can make students talk; we call this a sharing session before class. In situations like this, I usually take the opportunity to talk about my activities at night or	1. Selection of Task Type 2. Topic Familiarity 3. Class atmosphere	1. Watching the video and discussing or conversation 2. Give a topic to read and the reporting 3. Build a friendly class atmosphere	Teacher's Strategy

<p>activities, hobbies, hobbies, or anything that can make students talk. We call this a sharing session before class. In situations like this, I usually take the opportunity to talk about my activities at night or the preparations before going to class. This makes me more excited to tell stories because they are still related to my personal life/activities.</p>	<p>the preparations before going to class. This makes me more excited to tell stories because they are still related to my personal life/activities.</p>			
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