

CHAPTER III RESEARCH METHODOLOGY

3.1 Research Method

This study utilizes a qualitative case study as a method to find out the answers to research questions. This study chose a case study because of its characteristics: particularistic, descriptive, and heuristic (Merriam, 1998) that are suitable for the aims of this study. According to Creswell (2003), a case study is chosen to study a case with an obvious boundary. Yin (2009 cited in Malik and Hamied, 2016) and Malik & Hamied (2016) also describes a case study research as an empirical inquiry about the contemporary phenomenon or a case set within a real-world context, especially when the boundaries between phenomenon and context are not evident. Align with that, this study was intended to observe a certain phenomenon in experienced webinar classes to answer and solve the problems as mentioned earlier in chapter I.

3.2 Research site

This research was conducted in an online course that provides services internationally to Chinese, Thailand, Vietnam, and Indonesian adult learners. The reason why the site was selected because it has established classes and has been contributing to online learning for more than ten years. the selection of the research site and participants is based on flexible access to the site since the researcher is a participant of the course itself. The sample was focused on the classes taught by Indonesian teachers teaching adult Indonesian adult learners. To answer the research questions, the observation was conducted in four different classes taught by two Indonesian teachers. It should be done since the bias tends to be more appealing if only one particular participant is observed. However, since there are only twelve sessions in total, the number of adult learners would be changing in each session, depending on adult learners' motivation and enrollment

3.3 Research participant

Participants were in four groups consisting of eight adult learners in total and two teachers. The twelve sessions are part of regular classes with six different topics and two assessments. Although there are only twelve sessions in a month and a half, the goal of fluently speaking should be achieved with theme-based learning in communicative speaking teaching and learning. The criteria of participants are the workers that individually enroll or are ordered by their company to learn English speaking for special purposes via theme-based learning. To strengthen the finding, there would be 108 participants for the second, third, and fourth research questions. The 108 participants were selected as they had played roles in a webinar for teaching and learning purposes and were categorized as adult learners.

Creswell (2003) stated that purposeful sampling in qualitative research is an important point because it can help the researcher to gain demanded data of particular samples. It is also supported by the statement from Malik and Hamied (2016) who believed that in qualitative research, the sample is typically purposive and elected because of who they are and what they know, rather than by chance. Considering those, as well as considering the research promotes the exploratory case study, this study selected participants per group, either individually enrolled or ordered by the company.

3.4 Instrumentation

The Instruments used to collect the data were observation, in-depth interview, and survey. Observation is intended to investigate the utilization of webinars in teaching speaking through adobe connect, as well as observing adult learners' improvement in speaking skills. The observation, later on, would be supported by document analysis which is the checklist boxes (see table 3.1) and transcript of the interview (see table 3.2). Next step, to answer the second question, checklist boxes, in-depth interviews, and surveys (see table 3.3) were utilized to get teachers' and adult learners' suggestions on what should be improved from the webinar. Moreover, to answer the third research question, observation through the checklist box was utilized as well as the transcribed

interview. Last, but not least, in the fourth question, all instruments were utilized to understand adult learner engagement to the speaking classes in the webinar.

In observing the case, the observer played a role as a participant-observer since the observer is part of his community/workplace. According to Creswell (2003), participant-observer is when the researcher involves in the research site as the participant to experience what's going on in the field. To ensure that the observer wouldn't miss the information and provide some shreds of evidence related to the RQs, video recording was utilized as a supportive source to gather the details of behaviors that were not covered through direct observation. According to Hatch (2002), the use of video recording in collecting the data can provide a way of capturing contextualized face-to-face social behavior in greater detail that can be accomplished using other means.

In the next step, the observer would find out participants' perceptions toward the utilization of the webinar. However, the feeling is often difficult to be seen visually and often blurry. Therefore, besides observing, this study also conducted an interview. According to Malik and Hamied (2016) & Seidman (1991) interviews eases observers to find out those things that they are unable to directly observe, like observe feelings, thoughts, and intentions).

The last additional instrumentation method preferred is the survey. The survey is surely used widely and a useful instrument for collecting survey information, providing structured data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze (Wilson and McLean, 1994). Rating scales are chosen to fulfill the need of answering the RQ.

Table 3.1
Checklist boxes

Content	Yes	No	Notes
1. Does the lesson plan have a topic?			
2. Does the lesson plan help teachers in conducting activities?			
3. Does the lesson plan provide the activity that facilitates adult learners in communicating with teachers?			
4. Does the lesson plan have a brainstorm?			
5. Does the lesson plan facilitate adult learners to practice new words?			
6. Does the lesson plan facilitate adult learners to interact with one another?			
7. Does the lesson plan facilitate assessment?			
8. Does the topic match the adult learners?			
PowerPoint Presentation	Yes	No	
1. Does the PowerPoint provide Visual?			
2. Does the PowerPoint provide visible instruction?			
3. Does the visual support the sentences?			
4. Does the PowerPoint provide an effective word structure?			
5. Does the PowerPoint color selection make the words visible?			
Webinar	Yes	No	
1. Does the webinar instruction clear enough?			
2. Do the webinar tools help adult learners? What are they?			
3. Does the webinar support teacher in delivering the material?			
4. Does the webinar support adult learners in optimally understanding the presentation?			
5. Does the webinar provide tools for teacher-adult learner interaction?			
6. Does the webinar provide tools for adult learner-adult learner interaction?			
7. Does the webinar support outside sources like a video?			
8. Does the webinar enhance speaking for an adult learner?			
9. Does the webinar support effective learning?			
10. Is there any webinar tool that repeatedly used? What are they?			
11. Was the connection stable?			

Checklist boxes per adult learner

Adult learner's motivation (per individual)	Yes	No	Notes
1. Does the adult learner look enthusiastic to study?			
2. Does the adult learner come to the sessions 12 times?			
3. Does the adult learner come to the sessions <9 times?			
4. Does the adult learner come to the sessions <6 times?			
5. Does the adult learner come to the sessions <4 times?			
6. Does the adult learner come to the sessions <1 time?			
7. Does the adult learner come to the sessions 0 times?			
8. Does the adult learner try to come back after a lost connection?			
9. Was the adult learner asked to join the sessions by their company?			
10. Was the adult learner individually enrolling in the sessions?			
Adult learner's engagement (Per individual)	Yes	No	
1. Do adult learners understand the lesson well?			
2. Do adult learners often ask if they didn't understand?			
3. Do adult learners try to elaborate on their answers?			
4. Do adult learners answer the questions briefly?			
5. Do adult learners look bored?			

(Adapted from Brown, 2001)

Table 3.2
Interview questions

For Teacher
What is your opinion about the ease of the lesson plan to be taught?
What do you think of the provided lesson plans?
Can you describe the brainstorming activities?
What is your thought on the teacher-adult learner activities?
What is your thought on adult learner-adult learner activities?
What is your opinion on the assessment part in every session?
Can you describe the effectiveness of the words used in the PowerPoint?
What is your thought on the color selection of the PowerPoint?
Which activities are the most enjoyable ones?
Which activity is the hardest to teach?
What is your opinion on the assessment days?
For Adult learners
What is your opinion on the topic selection?
What is your opinion on the visual selection on the PowerPoint?
Are the instructions for every activity clear enough?
Is the brainstorming part help you to be more ready in learning?
Are the main activities joyful and useful for you?
Which activities are the most enjoyable ones?
Which activity is the hardest to practice?
What is your motivation for joining this program?
What makes you motivated after the first learning session?
What things make you get demotivated through the learning sessions?
Both
Did the webinar meet your expectations?
How would you rate your interaction in the webinar?
Was it easy to learn speaking in a webinar?
Was it easy to operate a webinar?
Did you feel comfortable learning speaking through a webinar?
What do you like most about teaching/learning speaking in a webinar?
What do you least like about teaching/learning speaking in a webinar?
Which tool is the most useful one?
Which tool is the least useful one?
Is there anything else you would like us to know about your experience in learning to speak English using a webinar?

(adapted from Brown, Iwashita, and McNamara, 2005)

Table 3.3
Survey questions

Do you think a webinar should have a good design?
Which tools do you think are important in a webinar? (you can select more than one)
Do you reckon the use of a webcam for adult learners is important in the webinar?
Which things that make you feel engaged when learning or teaching in a webinar? (you can select more than one)
What things demotivate or annoy you the most in the middle of the teaching or learning process in a webinar?
If there is a feature that you want to add, what is it? or what are those?
If there is a feature that you want to remove, what would it be?
On a scale of 1-10, how would you rate the webinar session compared to the traditional classroom? Why?
What things should be considered or improved in the future utilization of a webinar in Indonesia?

(The full version of survey questions is attached in the Appendix)

3.5 Data Collection

The procedure of this study started with choosing the sample, instrumentations, and rubric to use. First of all, this study decided to choose virtual classes from one of the English courses. The reason is that they have established classes and have been contributing to online learning for more than ten years and also the researcher has freedom in accessing data. The next step was choosing the right class (according to high attendance percentage) to be observed, to maintain the quality of the data. Furthermore, the length of the observation was 12 meetings. Observation and interviews were provided to both teachers and adult learners, after the final test week. Meanwhile, the survey was spread to 108 extra participants with similar characteristics to the main participants. They are adult learners who have utilized a webinar for learning and teaching purposes.

3.5.1 Webinar with Adobe Connect

Synchronous media, in the specific focus of the webinar called Adobe Connect, was the virtual classroom observed later. Adobe Connect, itself, is a determined platform used consistently by the online course. It surely provides lots of helpful tools, easy control, and facilitating functions (Cappiccie & Desrosiers, 2011; Ditzal & Wheeler, 2017; Englehart, 2015; Hudson, Knight, & Collins, 2012; Longhi, Angelini, & Jakob, 2015; Siltala, 2015). Therefore, it has to be the final product of the course. The skill being taught in the classroom itself turns to be a speaking skill packed with a specific topic at each meeting. The implementation of speaking skills will be further elaborated in the finding for the additional information on the first research question.

3.6 Data Analysis

The first analysis was about the implementation of language learning in the webinar. The data have been analyzed in terms of how is the learning and teaching going, the efficiency of tools used in the classes and adult learners' motivation, and how they engage in the teaching and learning process of speaking skills. To answer the first RQ, this study used the theory from Brown (2001) to see that the lesson plan is fulfilling the need of adult learners and efficient in teaching speaking skills with webinar utilization. The data gathered from the observation through checklist boxes (see table 3.1) would be analyzed to show activities in the speaking classes, the effectiveness of features utilized, and how certain features support the teaching and learning speaking process. Moreover, the result of interview questions (modify from Brown, Iwashita, and McNamara, 2005) (see table 3.2) was analyzed as well to know the effectiveness of the activities and which activity that the participants liked and less liked. However, it has not been sufficient yet to answer the first RQ. Thus, the final product which is a recorded video regarding adult learners' final test performance was analyzed by using the international speaking rubric in 2014 from NPHS World languages (see table 3.4) for finding the enhancement of adult learners' speaking performance. The assessment classes are in the form of regular classes, but with native and other adult learners from different countries. It is believed to give the learner more

exposure (Siltala, 2015). The background of the selection of the rubric, because it covers almost all of the sections in the improvement of adult learners in the language system aspect, specifically speaking.

To answer the second RQ, the data gathered are from the checklist boxes, interviews of the main participants, and additional data from survey results (see table 3.3) from 108 additional participants who are adult learners and have participated in a webinar for teaching and learning process

For the third RQ, Observation through checklist boxes, interviews, and surveys were also utilized to gather the data to answer this question. The observation through checklist boxes showed how enthusiastic the adult learners in the classes. The interview looked for the answer to activities that engage the adult learners or less to engage them. The last one is the survey is used to understand what disengage participants from the teaching and learning process in webinars.

The last one is the fourth RQ. The observation through checklist boxes was used to gather data on the efficiency of webinar features. The interview used to ask the eight adult learners and two teachers as main participants about their opinion of the webinar and what their suggestions for better webinar utilization in teaching and speaking session. The last one is the data from the survey. The data from the survey would help to picture what happens in the utilization of webinars in the teaching and learning process for adult learners in Indonesia and what are proposed improvements needed for a better webinar session, specifically for teaching and learning purposes. However, to contain the data for the second RQ, the User gratification theory (UGT) has been adapted, since UGT is one of the most important theories related to technology and users' satisfaction.

Table 3.4
Rubric for speaking improvement

Interpersonal Speaking Rubric 2014

NHPS World Language

Use for spontaneous conversational tasks. End of Course (EOC) targets on the ACTFL proficiency guidelines.

	EOC Target Novice High	EOC Target Novice Mid/high	EOC Target Novice Mid
Scoring	3	2	1
Comprehension Do you understand others?	The adult learner understood all of the questions that were asked of the adult learner if the adult learner had practiced them before. If asked an unfamiliar question, the adult learner attempted to reply.	The adult learner understood all of the questions that were asked of the adult learner if the adult learner had practiced them before.	The adult learner understood most of the questions that were asked of you. If the adult learner had practiced them before.
Vocabulary use: How much language is the adult learner using?	The adult learner uses a wide variety of vocabulary and expressions to communicate with some detail, on familiar topics, as practiced in class.	Adult learners use a sufficient variety of words, phrases, and simple sentences needed to communicate on very familiar topics.	Adult learners use a few sentences that we have practiced in class. The adult learner was able to ask one or two simple questions.
Language Level: How sophisticated is the adult learner's speech?	The adult learner is beginning to answer mostly in sentences, where appropriate. The adult learner was able to ask a variety of simple questions that the adult learner had practiced in the class.	Adult learners use a few sentences that we have practiced. The adult learner was able to ask more than two questions that we practice in class.	Adult learners use a limited variety of words, phrases, and sentences to minimally communicate.
Communication Strategies: Is the adult learner maintaining the conversation?	Adult learners maintain conversation through expression, longer utterances. And/or some follow-up questions.	The adult learner is communicating and can be understood most of the time. A adult learner may hesitate or have minor pronunciation or grammar errors.	The adult learner is communicating, but it is sometimes difficult to understand the adult learner due to errors in grammar, pronunciation, word choices, or lots of hesitation.

3.7 Triangulation

This study used data triangulation as the most achievable type among other triangulation methods. As stated by Thurmond (2001), data triangulation relies on different sources of data. It is the most famous type of triangulation for its ease to access and less time-consuming. The utilization of observation in the classroom is supported by the interview from ten main participants and survey from additional 108 participants to increase the validity of the data taken.

To see how the implementation was carried out, an observation method was required. The observer played a role as a participant-observer since the observer is part of the community/workplace. Furthermore, observation could help the observer to enrich the data and provide some shreds of evidence related to the RQs. However, there was difficulty in carrying out the observation result. It was true that several behaviors of interest occur rapidly in an educational setting. Furthermore, this kind of behavior might be missed by the observer while doing the observation. Therefore, video-recording was utilized as a source in this research to get the details of behaviors that were not covered through direct observation based on Hatch (2002), the use of video recording in collecting the data can provide a way of capturing contextualized face-to-face social behavior in greater detail that can be accomplished using other means.

As a matter of the fact that feeling, thoughts are not able to be discovered visually, an interview is needed. Interviewing qualitative research is surely one of the important steps in collecting data. As we know that we interview people to find out from them those things we cannot directly observe, like observe feelings, thoughts, and intentions. We cannot observe behaviors that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things. The purpose of interviewing, then, is to allow us to enter into the other person's perspective. (Patton, 2002). Some questions are better asked orally so that manipulation is avoided. According to Malik and Hamied (2016), an interview is a purposeful interaction where a researcher tries to obtain information from the subjects who agree to participate in research. Interviewing in grounded theory has the specific intention of exploring participants' experiences and placing them to obtain depth and details of the experience (Seidman, 1991).

The last additional instrumentation method that would be preferred is a survey. the survey is surely used widely and a useful instrument for collecting survey information, providing structured data, being able to be administered without the presence of the

researcher, and often being comparatively straightforward to analyze (Wilson and McLean, 1994). The data from the survey would help to strengthen the findings from the observation and interview.

