

CHAPTER III

RESEARCH DESIGN

3.1 Methods of The Research

This research uses narrative inquiry. According to Clandinin and Connelly (2000), the method of narrative inquiry incorporates "collaboration between researcher and participants, over time, in a place or series of places, and social interaction with environments' in order to comprehend and explain the experience. According to Labov (2006), narrative frameworks produce recurrent chain events aimed at a specific objective. It was a strategy that looked at an experience's fullness in the context of its life and actuality. It used a story to share one person's experience with a broad audience (Connelly & Clandinin, 2006). Briefly stated, Barkhuizen, Benson, and Chik (2014) concluded that the main focus of narrative inquiry lies in how people used stories to make sense of their experiences in fields of inquiry where it was crucial to take phenomena into account from the viewpoint of those who experienced them.

The study reflects the participant's experience in English language learning which are recognized from his diary and semi-structured interview result. Thus, I chose narrative inquiry as my research design.

3.2 Focus of The Research

This research focuses on finding the demotivating factors experienced by a student and the solutions he takes to reduce and fight the demotivation experiences during his studies in the English Education major.

3.3 Setting and Participant

My participant is a male student (24 years old) in the English Education Department major at Siliwangi University. He kept a diary while learning English to tell his problems when he lost motivation. I, as a researcher, collected 11 diaries yang ia tulis dalam bentuk dokumen word for the data and analyzed them along with interview recordings.

The researcher interviewed him on November 29, 2022, using a semi-structured framework. The researcher also highlights and takes some data from his diary, since he learns English at Siliwangi University. In this study, the researcher interviewed one participant. The researcher focused on talking about his problem while learning English at Siliwangi University, Tasikmalaya, Indonesia.

The researcher analyzed his experiences from the beginning when he enrolled in the English Education Department. Thus, we say that people by nature lead storied lives and tell stories of those lives, whereas narrative researchers describe such lives, collect and tell stories of them, and write narratives of experience (Connelly and Clandinin, 1990, p. 2).

3.4 Technique of Collecting the Data

3.4.1 Diary

A diary is a document written to commemorate interesting events that are experienced every day by someone. A diary can also be a place for someone to express their experiences, thoughts, and feelings using language that is easily understood by the author himself. In addition, a diary is also a

record of a person's past that contains activities or actions that have been carried out. According to Radcliffe (2013), a diary follows events as they occur over time through the observations and recordings of the diarists themselves. A diary is an adaptable research method for recording time-sensitive and context-specific phenomena (Christine and Kate, 2022). According to Milligan (2005), the diary method provides the opportunity for participants—or diarists in this case—to record and reflect on their actions. Another researcher also said a diary is a flexible tool for researchers to "capture phenomena of interest regularly, in context, and over time" (Hyers, 2018). In this thesis, the researcher will use a diary as data collection for my participant's stories during his study in the English Education Department (August 2017) until the researcher writes this thesis (December 2022).

3.4.2 Semi-structured Interview

The researcher used semi-structured interviews with the participant. According to Clandinin Connelly (1990, p. 5), another data collection tool in narrative inquiry is the unstructured interview. Interviews are conducted between researcher and participant, transcripts are made, the meetings are made available for further discussion, and they become part of the ongoing narrative record. Moreover, according to Bryne (2004), interviews can provide a level of depth and complexity that allows researchers to gain access to respondents' inner worlds so they can experience the world as respondents do (citation by Poele, 2020). Another citation by Poele (2020)

said interviews can also generate ‘thick description’ (Geertz, 1973), which can make participants’ inner worlds more vivid for the researchers.

I conducted a semi-structured interview with my participant, who felt demotivated in his English learning. Referring to the factors making him get motivated and the solutions he undertook to solve them

There were some steps in completing the semi-structured interview (Adams, 2015):

a) Selecting respondents and arranging interviews

This phase focused on the issues that must be addressed while conducting the study. Here, the interview was limited to one interviewee, i.e., my participant. In addition, I contacted her to ask for her agreement by providing peer interviewer consent. After that, I communicated with her to request and schedule the time for the interview.

b) Drafting questions and the interview guide

I adopted the interview protocol framework from Castillo-Montoya (2016), which consists of four phases:

- 1) Ensuring interview questions align with research questions
- 2) Constructing an inquiry-based conversation
- 3) Receiving feedback on interview protocols
- 4) Piloting the interview protocol.

I prepared a list of interview questions for the guidelines so that I could ask the interviewee the right questions. Further, interview guidelines were sent in advance online after discussing several topics related to the data results that I wanted to confirm to strengthen the objectivity of the data.

c) Starting the interview

In this phase, the first thing I did was ask permission for this interview to be recorded. In this method, I used the Zoom meeting application to record the conversations that occurred. I asked the interviewee to talk freely. Also, I should consider the length of the interview. Afterwards, it started with a question according to the question list.

d) Analyzing and reporting the semi-structured interview

This stage was about exploring the result. Here, I revisited the interview results for accuracy from the recording. Furthermore, the interview results were transcribed and translated.

3.5 Technique of Analyzing the Data

The data collection was analyzed using Thematic. Thematic analysis is a way to analyze data to identify patterns or themes through the data that has been collected by researchers (Braun and Clarke, 2006). These steps of thematic analysis:

3.5.1 Familiarizing with the data

The researcher read and reread the diary written by the participant in order to comprehend the data.

3.5.2 Generating initial codes

In this phase, the researcher coded the data by using a highlight color for the interesting content and giving a code for it beside the text. I named the code after the kind of sentence in a diary and thought that I would answer research questions.

Data Item (sentence from Diary)	Generating Initial Codes
<ul style="list-style-type: none"> TBH, I don't like speaking even I have won so many grand prize about my speech. You may know me as a talk active person. But, honestly I feel so terrible while I'm speaking in front of people! 	Overthinking
<ul style="list-style-type: none"> I just write this piece of shit on my Facebook! I hate when my parents trying to commands me with his rules and I just pretends to obey! Father? Mother? You know what? If only you are a teacher. Please! Don't willing me as a teacher! I JUST BLOW OFF STREAM, YOU RECKONS IT? 	Strict parent
<ul style="list-style-type: none"> Fuck this shit Man! Now I know who my best friends is and who my Fake, fucking, assholes friends are. Due this month, after facing a Final Examination in the 1st semester! I just teased by my classmates and it ruin into 16th Generation in our Department. I just knew that A is my fake friend. I just feel weird since November after facing SIEC. My classmates started to have a GAP with me. 	Bullying

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- Here, I join a first speakers who is really marvelous. He's Alistair Wood from Brunei University (He's originally from UK but he teaches in Brunei). He is presenting about Teaching Grammar by Application. Then, after I ask him a question how is the simply way to learn grammar and he answer me with very amazing statements which make me want to gain my Grammatical Skill. Role models
inspiration

- This is unique because I'm not chosen due of my smartass! I just chosen due of my discipline! Here means I never attends my class which I already contract. Cognitive
motivation

- But after a year I got depressed. I received a prod from the late Pak Dian's wife as if I should be enthusiastic because one thing that made the deceased proud of me was "Finish College." That's where my spirit rises. Extrinsic
Motivation

Data Item (sentence from Interviewed)

Generating Initial
Codes

- *At the beginning of college, I was really, really, really fake to be that kind of person. I really became a person who really wasn't who I really was. Yes...so when I first entered college, I* Overthinking

became a fairly competent student. Competent in the sense of the word, I can answer every question raised by the lecturer. But there I felt that, This is not me. This is not me and at that time I didn't make many friends either. Yes just like that.

- *However, err... my parents insisted that I have to study teacher training, and indeed the only support from my parents was support where I had to become a teacher and because of my parents. I also know that I am a language hobbyist, therefore I was forced to study English. Even though my wish was that when I graduated from high school, I had 2 options if I didn't become a police officer I want to study in H.I major. But because at that time when I want to apply as a police officer, my eyes were already damaged (minus). So I wanted to study at H.I., like that. But right after I graduated I went to college for a while, there was no support whatsoever, so I ended up studying in English major.*

Strict parent

- *Obviously... obviously, because... He spread some of my internal problems with him to many people and as a result I was not accepted at the organization*

Bullying

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- *And also yes and also, there already is....What is it...the evaluations that are true...they judge me as an arrogant person. Even though yes... I am indeed that closed person and indeed those who know me, the process takes a very long time.*
 - *When i was at SiEC, I actually met 3 people who i thought were inspiring. The first time I met someone whose name was professor Dr. Alistair Wood. The first is why I feel motivated when I meet Professor Dr. Alistair Wood, because he was the one who shared about the problem of 'foreigners learning grammar' and he was also the one who gave me a platform to learn grammar independently.*

Role models
inspiration
 - *That's where I started to feel so motivated that "wow" those who used to insult me, those who used to mock me and those who used to shun me, I'm already one level above them. Because I was the only student invited to Cambodia.*

Cognitive
Motivation
 - *But after Mr. Dian died... I didn't do anything for 8 months until I felt that I was no longer interested in studying. But at that time Pak Dian's wife chatted that I had to be able to face all of this.*

Extrinsic
Motivation
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3.5.3 Searching for Themes

The researcher grouped the potential codes which belong to the potential themes in order to make it easier to analyze.

Overthinking	Result	Strict parent	Result
• Feel terrible	1	• Commands	1
• Feel alone	6	• Don't pretend to be	3
• A loner	2	• Forced	2
• Fake	1	• Not supported	2
• This is not me	2	• Fighting	1
• Failure	2		
• Useless	1		
• Lost someone	3		
• Feel anxiety	2		
Bullying	Result	Role Models Inspiration	Result
• Fake Friends	1	• Very Amazing	1
• Gap	1	• Biggest inspiration	1
• False	1	• Always been proud	1
• Play victims	1	• Always Wanted to meet	1
• Problem	3	• Inspiring	1
• Judge	1	• Feel Motivated	1
• Bad	1	• Motivate myself	1
• Insult	1	• Confide directly	1

Overthinking	Result	Strict parent	Result
• Mock	1	• Inherited	2
• Shun	1		
Cognitive Motivation	Result	Extrinsic Motivation	Result
• Student always paying attention	1	• Must be able to face all of this	1
• Always curious	1	• I need to be strong	1
• Demotivation reduced due to student respect's	1	• I have to be able to approve	1
• Discipline	1	• I have to be successful	1
• So happy	2	• Be enthusiastic	1
• Best of the best	1	• Proud of me	1
• Above you	2		
• Something to proot	1		
• Above them	1		

3.5.4 Reviewing the themes

The researcher reviewed the following themes to determine whether they were most appropriate.

Overthinking	Strict parent
Literally thinking too much on significance, cause, and effects of	Where parents tend to forces their will on their children without reason.

Overthinking**Strict parent**

the feeling one has had as well as the issue they led to.

Bullying**Role models Inspiration**

Inappropriate behavior that is carried out by people around and can make the victim feel low self-confidence, mental health issue, etc.

Role modeling drives a process whereby the role candidate is inspired to be more like a role model and sets goals accordingly and engenders the role candidate's motivation to strive towards something new or something better than before.

Cognitive Motivation**Extrinsic Motivation**

Is a motive regarding individual satisfaction with the intellectual development that has been achieved.

Type of motivation in which learning activities are initiated and sustained depending on external encouragement that is unrelated to learning activities.

3.3.5 Defining the themes

The researcher concluded that three subtitles will appear, each with a theme that represents the features noticed in the diary and interview participant. The themes were as follows: (1) factors causing demotivation and (2) solutions experienced by the participants.

3.5.6 Producing the Report

In subsequent chapters, researchers discuss the findings of this investigation and reconcile these findings by comparing and contrasting them with results from earlier studies.

3.6 Step of the Research

To be more effective and efficient in conducting this study, I make a research schedule as follows:

Table 3.1 Research Schedule

No	Activities	Jun - Aug 2022	Sep 2022	Oct -Nov 2022	Dec- Feb 2022-2023	Mar- June 2023	July 2023
1.	Research Writing						
2.	Research Examination						
3.	Data Collection						
4.	Data Analysis						
5.	Report						
6.	Final Thesis Examination						