

CHAPTER 3

RESEARCH PROCEDURES

3.1. Method of the Research

The qualitative research method was applied in this study to investigate the social phenomenon of comprehending human behavior and attitudes and explore their real-life experiences (Ahmad et al., 2019). There are several categories of qualitative research methods. The case study is used in this study. It is suitable for an in-depth investigation to describe natural phenomena that occur in the participant's daily lives (Alam, 2021). The case study emphasizes "what" phenomena that happen with the issue and depends on the participant's experiences as the primary source in their daily life. Thus, this study investigated students' motivation in online learning with *Sekolah Pintar Indonesia*.

3.2. Focus of the Research

This study focuses on students' English language motivation learning with *Sekolah Pintar Indonesia* as the main learning management system for distance learning. In this research, the descriptive case studies method is used to describe the experience of senior high school EFL students as accurately and honestly as possible by involving the participants in the course and encouraging them to describe the EFL students' motivation in an online class. This research prioritized participants' responses to provide detailed information about their exposure to their condition to shed light on the EFL students' motivation with *Sekolah Pintar Indonesia*.

3.3. Setting and Participants

The data sources were three students from one of Senior High School in Tasikmalaya. Purposive sampling was used by the researcher in this study, which allowed the researcher to select respondents who were capable providing detailed information about the topic issues (Campbell et al., 2020). There are 3 students involved in this study 1 female and 2 males' students around 17 to 18 years old. All

participants are from second grade who have learning English language using *Sekolah Pintar Indonesia*.

This platform became the primary media in the schools. The teachers and students mostly use *Sekolah Pintar Indonesia* for online learning activities like accessing the course material, filling out attendance lists, attending online classes in virtual meetings, collecting assignments or homework, getting feedback from the teacher, taking exams and get report card.

The characteristics of the participant were chosen based on their average grade in the English language course because each student motivation may vary in online learning activities so that each student has a different level of engagement in online learning activities, there can be no generalization in this study. Each individual has their own uniqueness when participating in online learning activities. One of the participants was actively engage in online learning activities both in online and offline learning, she is always trying her best to answer the teacher's questions and submit their assignment and homework on time also she is entrusted to always be the leader of the group to help her classmates in group task. The other is that this participant is interested in English language lesson, but he prefers offline learning activities. Despite this, he still engages in the online learning activities that are need to be done for him. And the last one is the passive one, he frequently exhibits signs of anxiety and trepidation when studying and did not actively engage in online learning activities. However, all of the participants have one thing in common: despite having varied personalities, they all signed up for the online learning activities.

3.4. Technique(s) of Collecting the Data

In this study, the researcher employed semi-structured interviews for obtained the data. Semi structured interview offers the researcher to get detailed information from the interviews through open-ended questions (Mashuri et al., 2022). EFL students' motivation in online learning will be the main topic of the interview questions so there are three types of question based on self-determination theory including intrinsic motivation, extrinsic motivation, demotivation. The

duration of each interview session with each participant was estimated to be between 15 and 30 minutes, and it was audio-recorded. Depending on the participant data provided, it can be more or even less. The researcher advised participants to select an interview venue that they would feel most at ease in, so that they would experience less pressure throughout the interview.

3.5. Technique of Analyzing the Data

The interview data were transcribed from the participant's responses and recorded by the researcher while interviewing the participant. The data collected from the interview was analyzed using thematic analysis by Braun and Clarke (2006). The thematic analysis identifies and analyzes any emerging patterns of meaning referred to as themes. It consists of several steps, as follow:

3.5.1. Familiarization with the Data

After transcribing the data, the researcher has to immerse himself in it. The researcher must be intimate with the information data before proceeding with it. So, then the researcher must re-study the facts by listening to audio-recorded points and re-reading the transcript.

3.5.2. Coding

This phase includes generating pithy labels for the analysis. It is an analytic system, and the researcher organizes the data. The researcher did this phase by underlining phrases from the data that apply to the studies question and also did not code every piece of text.

Table 1. Coding

Transcriptions	Initial Code(s)	Sub-Theme
" <i>Iya, saya menyukai belajar Bahasa Inggris maupun berbicara Bahasa Inggris pas bersama dengan teman... "</i>	Interest	Intrinsic Motivation

<p>"Hmm... waktu itu sih saya pake YouTube buat ngeliat orang yang ngepresentasiin lebih detail Bahasa Inggris jadi saya lebih sedikit paham pas lagi daring."</p>	<p>Curiosity</p>	<p>Intrinsic Motivation</p>
<p>"Kalau pas daring itu saya lebih takut ke cara guru ngasih nilai ke kita jadi kalau pas daring itu kita tugasnya bener atau salahnya itu ngga diliat tapi diliat dari tanggal pengumpulan tugasnya..."</p>	<p>Avoiding Problem</p>	<p>Extrinsic Motivation</p>
<p>"Jujur pasti seneng banget, karena dengan guru ngasih reward ke murid yang aktif itu adalah salah satu bentuk apresiasi dan buat si muridnya juga bisa bikin lebih hmm... termotivasi gitu ya untuk belajar lebih giat lagi dan lebih aktif lagi dari sebelum-sebelumnya."</p>	<p>Reward</p>	<p>Extrinsic Motivation</p>
<p>"Itu sudah pasti saya berusaha lebih aktif dikelas terutama pada saat pelajaran Bahasa Inggris demi untuk mendapatkan</p>	<p>Learning Objective</p>	<p>Extrinsic Motivation</p>

<p><i>nilai yang lebih bagus karena nilai sangat berpengaruh pada saat nanti saya akan mendaftar di universitas yang saya inginkan."</i></p>		
<p><i>"Guru cuman ngasih tugas dan tugas-tugas, kalau tugas udah beres dikumpulin lagi di SPI."</i></p>	<p>Unsuitable Teaching Method</p>	<p>Demotivation</p>
<p><i>"Nah yang kurang fleksibel itu SPI teh kalau kan dulu itu pas daring teh jam pelajaran disamain dari kelas lain nah otomatis SPI itu banyak yang masuk ya nah SPI itu kalau udah banyak yang masuk itu jadi lelet atau diservernya ngga bakalan ngerespon jadi kita teh ngga bisa masuk terus kalau mau absen juga kadang suka ngga kerecord karena ya itu susah masuknya jadi kurang fleksibel aja sih tapi kalau buat penyerahan tugas mah sih oke aja... "</i></p>	<p>Inadequate Devices</p>	<p>Demotivation</p>

3.5.3. Searching for Themes

In this step, the researcher compiled all the data related to each theme. The researcher then analyzed the codes on the list and identified a theme for each one.

Table 2. Searching for Themes

Theme	Sub-Theme	Total
Intrinsic Motivation	Interest	3
	Curiosity	3
Extrinsic Motivation	Avoiding Sanction	1
	Reward	2
	Learning Objective	7
Demotivation	Unsuitable Teaching Method	10
	Inadequate Devices	8

3.5.4. Reviewing Themes

This process entailed checking, modifying, and developing the themes in terms of both the code extracts and the entire fact collection.

3.5.5. Defining and Naming Themes

This step is the final refinement of the themes, identifying the essence of each theme and constructing a concise, punchy, and informative name for each theme.

Table 3. Defining and Naming Themes

Intrinsic Motivation
Extrinsic Motivation
Amotivation

3.5.6. Producing the Report

In this phase the researcher brings the analytic narrative and data together to tell reader a coherent and convincing the reader about the data in relation to existing literature.

3.6. Step of Research

There are several steps to conduct this study as follows:

3.6.1. Determining a Research Problem

The first step in conducting research is to identify a problem that needs to be investigated. For this study, the researcher was interested in exploring the current phenomenon of EFL students' motivation to learn English online and the issue of how *Sekolah Pintar Indonesia* an online learning platform influenced the student's motivation. The researcher chose to focus on Senior High School students in Tasikmalaya city, West Java, Indonesia, as the target population.

3.6.2. Formulating the Research Problem and Aim of the Research

The research problem for this study was derived from the phenomenon and the issue identified in the previous phase. The researcher formulated the problem as follows: "What is the students' motivation in learning English language using *Sekolah Pintar Indonesia*?" the aim of the study was to examine the students' English language motivation and the factors that influenced it when using *Sekolah Pintar Indonesia* as an online learning platform.

3.6.3. Determining the Data and Data Sources

In this phase, the Researcher selected the type of data and the source of data for the study. The researcher decided to use interviews as the main data collection methods, because interviews allow the researcher to explore the participants' motivation, perspectives, experiences, and feeling in depth. The data source for this study was the students' who used *Sekolah Pintar Indonesia* as an online learning platform to learn English online.

