

## **CHAPTER III**

### **RESEARCH PROCEDURE**

#### **A. Research Method**

This research used a case study because it concerned a present detailed, contextualized picture of a particular phenomenon without doing any action to change something. This approach is relevant as (Yin 2013 p.323) asserted that case study is used to describe a detailed phenomenon in the real-life context in which it occurred. In other words, by taking a case study, was expected to offer detailed information and descriptions to accurately explain the students' perception of English learning in an Islamic senior high school in Tasikmalaya, Indonesia.

#### **B. Participants and Setting**

There are 4 male students as participants in this research. They are S1, S2, S3, and S4. They are 16-17 years old and students of XI grades in one of the Islamic senior high schools, Tasikmalaya, Indonesia. They were chosen to be the participants based on the observations when the researcher was a pre-service teacher in one of the Islamic Senior High Schools. Several considerations to recruit them as participants (1) they were involved as members of the English club at the school. (2) their involvement during the learning process, two students learned English more enthusiastically and actively participated during the learning English process while two students had less attention during the English learning process. (3) they are willing

to be participants in the research. This study was conducted in one of the Islamic senior high schools in Tasikmalaya, Indonesia.

### **C. Data Collection**

This research uses semi-structured interviews because it is relevant to the case study research method where it was expected to offer detailed information. The semi-structured interview was chosen to allow the participants to have the freedom to explain their thoughts and during the session to extract more in-depth information (Horton, Macve & Struyven 2004 p.340). The interview was conducted twice at different times with the participants and used in Bahasa Indonesia to avoid misunderstanding and misinterpretation. The questions related to investigating the students' perceptions of English learning.

### **D. Data Analysis**

The data collected from interviews be analyzed qualitatively by using Thematic Analysis (Braun & Clarke, 2006) through six phases, as followed:

## 1. Familiarizing the data

Interview recordings were transcribed and converted into written form before being analyzed. The researcher was really actively involved in the data by reading the data repeatedly.

Figure 3.1 Data Transcription

00:00 – 00:06	I	Halo adek gimana kabarnya?
00:06– 00:09	S	Alhamdulillah baik bu...
00:20 – 00:35	I	Nah... Ibu mau tanya sejak kapan ade belajar bahasa inggris? Dari mulai SMA sekarang, atau sudah mempelajari sebelumnya ?
00:379– 00:49	S	Sejak kelas 1 SMP sih bu
00:49- 00:57	I	Baik, jadi sudah dari SMP ya
00:57- 01:00	S	Iya bu dari kls 7
01:04 – 01:10	I	Iya baik, untuk pengalaman ade belajar selama itu, apa persepsi atau tanggapan ade terhadap pelajaran bahasa inggris ? Apakah bahasa inggris itu menyenangkan misalnya atau membosankan atau ada rasa lainnya ? Jelaskan

## 2. Generating Initial Codes

The researcher coded the data that occurred on the data related to the purpose of this study (students' perceptions toward English learning) by underlining the transcribed interviews to produce the codes. This process helped make it easier for researchers to analyze the data at a later stage.

Figure 3.2 Coding the Data

01:30 - 01:37	S	iya jelas bu saya menyukai Bahasa Inggris karna kan udah lama belajar jadi suka	Interest on English
01:37- 01:42	I	Iya alasan suka nya kenapa? Apakah menurut ade b.inggris itu menyenangkan atau apa gitu misalnya?	
01:42-01:45	S	Iya bu suka pelajaran bahasa inggris itu menyenangkan aja ibu saat belajar.	English is a fun subject

### 3. Searching for themes

The researcher collected possible codes that have the same theme by cutting and pasting different excerpts for easy analysis.

Figure 3.3 Searching for Themes

Transcription	Code	Potential theme
<p>Iya bu suka pelajarannya alasan nya vaaa... emang suka sih dari dulu gitu</p> <p>Iya suka bu karena pelajarannya menyenangkan dan aku juga menikmati saat belajarnya juga bu gitu bu.</p>	<p>Interest on English learning</p> <p>English as fun subject</p>	
<p>Nah iya untuk pekerjaan bu kan bahasa inggris sekarang bisa buat kerja misalnya bisa jadi tourguide gitu atau penerjemah apalah gitu masih banyak</p> <p>Iya disisi lain suka pelajarannya pengen dapet nilai juga bu hehe</p> <p>Guru yang memahami materi dengan baik. Bu. Jadi ketika saya engga tahu arti kata itu jadi bisa bertanya apa artinya trus dijawab guru dan langsung membahasnya</p> <p>Iya yang bikin aku tambah semangat dan kondusif paling gurunya yang sering asak diskusi gitu suka tanya-tanya gitu misalnya ini udah faham ana belum terus guru yang suka ngebahas materi atau PR bareng gitu</p>	<p>Future job</p> <p>To receive a good score</p> <p>Teacher's mastering material</p> <p>Communicative teacher</p>	

#### 4. Reviewing the themes

The researcher reviewed themes to ascertain whether they were most appropriate and coherent with a clear organizational concept. Then, the process concludes with a final series of themes.

Figure 3.4 Coding the Data

CODE	Potential Theme
-Interest on English learning (3) - English as fun subject (4)	English is fun and interesting
- To receive a good score (4) - Future job (4)	receive good grades and future job opportunities
-Teacher's mastering material (4) -Communicative teacher (4)	Students' expectation

#### 5. Defining and naming the themes

The themes were named as the representation of their following sub-themes. Those became the findings of this study.

CODE	Theme
-Interest on English learning (3) - English as fun subject (4)	English is fun and interesting
- To receive a good score (4) - Future job (4)	English is beneficial for the students to receive good grades and future job opportunities
-Teacher's mastering material (4)	Students' expectation in

Communicative teacher (4)	English learning
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## 6. Producing the report

The researcher reported what had been gained from this study. This included the themes occurring in the students' perceptions of English learning at the Islamic Senior High Schools in Tasikmalaya, Indonesia.

### E. Research Schedule

No	Activities	Mei '19	Jun '19	Jul '19	Sept '19	Nov '19	Jan '20	April '22	June '22
1	Submission of Research								
2	Research Topic Approval								
3	Chapter 1								
4	Chapter 2 & 3								
5	Seminar Proposal Examination								
6	Revising the proposal								
7	Chapter 4								
8	Chapter 5								
9	Final Thesis Examination								

**Table 1.** *Research Schedule.*