CHAPTER 3
RESEARCH PROCEDURES

3.1 Method of the Research

The research method in this study used a descriptive case study. The purpose of a descriptive case study is to describe a phenomenon and its characteristics in real life (Yin, 2018). This descriptive research seeks to answer the researcher's questions by showing the aspects obtained from a lot of research data so that it can describe a specific condition, event, or phenomenon. In this case study research, the researcher looked for data directly in the field by meeting participants and then obtaining data through interviews. This descriptive case study method makes it easier for researchers to research because they directly get data from real life.

3.2 Focus of the Research

The research focused on the motivation of a junior high school student in online English learning during the Covid-19 pandemic. The context of this research is a junior high school student who is taking an English subject.

3.3 Setting and Participants

In obtaining all the data for this research, this study was conducted in one of the junior high schools in Tasikmalaya in July 2022. The aim is to determine the motivation of a junior high school student in online English learning during the Covid-19 pandemic. The researcher chose participants from one of the junior high schools because the focus of this study was on the motivation of junior high school students. Where motivation is the most important thing in humans to achieve certain goals and can be done continuously so that there will be an increase or good achievement in a person. The participant is a male student who studied English lessons online starting in 2020. My reason that made him special so that I chose this participant because he encountered difficulties and challenges that created gaps in learning English online during the pandemic. Therefore, it

interested me to research what are the causes and how the solution is to overcome the problems of this participant. He has studied English online for two years. Then, the school that the researcher chose also implemented an online learning system for their students, especially in English lessons. Here, the English teacher only shares book pages, learning materials, and sections that students must work on via WhatsApp messages. Besides that, the teachers never do face-to-face meetings with their students via Zoom, Google Meet, or so on.

Interviews conducted directly (direct interviews) for participants are determined based on the following criteria: (1) His gender is male, (2) He is a student in junior high school, (3) His age is 15 years old, (4) He lives in Tasikmalaya, (5) His graduated from the Sukamanah 4 elementary school, where the school does not implement English language learning for its students starting from grade one until grade six, (6) In daily life he speaks Indonesian and Sundanese, (7) He has motivational problems in online English learning such as he does not assignments from the teacher because there are a lot of assignments given while the English teacher also does not explain the material, and (8) Rarely attended in online classes. Based on this, one participant was selected according to the above criteria. Then, the researcher asked the participant's willingness to become a research participant by filling out the form provided.

3.4 Techniques of Collecting Data

The data was obtained through a semi-structured interview. The interview conducted one or two interviews with respondents. According to Mann (2016), semi-structured interviews are where the researcher asks a set of predetermined and usually more open-ended questions, which are written as an interview guide. Semi-structured interviews can provide space for discussion, negotiation, and expansion of the interviewee's responses. Researchers conducted interviews by asking several questions related to intrinsic motivation and extrinsic motivation to the participants in online English learning during the pandemic, such as: *What do you think about online learning?"; How does the teacher motivate the students during online learning?"; What do you think about the availability of learning*

tools during online English learning? and so on. Data is recorded in audio form as an instrument of data collection. According to Castilo-Montoya (2016), there are four phases to an interview. Ensuring interview questions align with research questions:

1. Constructing an Inquiry-Based Conversation
2. Receiving feedback on interview protocols
3. Piloting the interview protocol

3.5 Technique of Analyzing Data

The data analyzed used thematic analysis. According to Braun and Clarke (2006), thematic analysis is a method for qualitatively analyzing data that requires searching across data sets to identify, analyze, and report recurring patterns. In this case, the researcher used six stages in this thematic analysis, which are as follows:

a. Familiarizing data

In this first step, the researcher must read and continue to read all the data obtained in order to understand the data well. Such data sets may include interviews, recorded observations, focus groups, field notes, journal entries, or other media such as photographs or videos (Thorne 2000; Nowell et al. 2017).

b. Generating Initial Codes

In this step, the code is generated from the data that has been understood. This code is a short picture of data or an important point. The results of the interview were then emphasized using color code coding, and the data will be obtained from intrinsic and extrinsic motivation. After the researcher has encoded the entire data set, the researcher can arrange the data with the code in preparation for step 3: searching for themes.

Table 3. 1 Highlighted Codes

Code	Text	Source
Disinterest in English lessons	*I think online learning is not fun; I am bored and too lazy to join in the class because I do not understand and then sleepy the teacher. What is it? The teacher did not care when giving the material, so he just gave it in the* WhatsApp *group, but he did not explain it, so I am confused, miss.*	Participant
English is considered as a difficult subject	*Ee honestly I do not like English lessons because English is not my daily language. So, for me English it's difficult miss and I also cannot do the English assignments that my teacher gave me because I do not understand. Added to that, there are a lot of English assignments that make me very difficult and confused. And because all this make me feel heavy and becomes a burden for me, I become a lazy person and procrastinate.*	Participant
Inappropriate English teaching method	*When the teacher gives the material, he does not explain it, so what is it? The teacher did not have much interaction with the students in* the Zoom *or* WhatsApp *groups; even the teacher only gave us the material without explanation.*	Participant
Low self-confidence	*I'm shy, miss. I'm afraid I am wrong when I ask the questions, then I'm really rarely active in a* WhatsApp *group. The point is that*	Participant

	I am not confident in my English skills, *starting with writing, speaking, and so on.*	
Incomprehensible delivered English teaching materials	*The teacher gave the material, but he did not explain it. The teacher does not have much interaction with the students in the WhatsApp group, even though the teacher only gave us the material.*	Participant
Utilizing Online teaching tools to learn English	*Then, during the pandemic, the teacher never gave ee. I mean, in English teaching, the teacher never did* Zoom; *even on the internet, there's no face-to-face. So, in my opinion, the teacher should use Zoom for face-to-face learning so that students can more easily understand the material provided.*	Participant
Rewards	*Then the teacher also never gave praise to students who were active in the WhatsApp group, actively asked questions, always sent assignments, and so on, so the teacher does not care, or, for example, gave rewards like points plus to encourage the students or whatever. Although praise from the teacher can make the students more enthusiastic about learning because rewards can make them happy.*	Participant
Increasing students' confidence to learn English	*Yes Miss I'm just afraid I'm wrong, embarrassed, and do not dare ask about English material that I do not understand. I just need to increase my self-confidence again to be bolder and more active.*	Participant

c. Searching for Themes

Braun and Clarke (2006) stated in this third step involving the examination of data extracted, encoded, and collected to find a broader potential theme. In this step, the researcher will check the data that has been encoded and categorize the data according to the same theme.

d. Reviewing Themes

In this step, the researcher will review the theme that has been formed to ensure whether the initial theme is appropriate or not.

e. Defining and Naming Themes

This step by the researcher will define the last theme to be used. That is, by giving the proper name. The theme is made and named to represent the entire subtheme after the reviews are completed. The theme names are included in the final report and will be reviewed to ensure they are short and adequately descriptive (Braun and Clarke 2006).

Table 3. 2 Defining and Naming Themes

Themes		Sub Themes
Theme 1	The causes of students demotivation in online English learning	- Disinterest in English lessons - English is considered as a difficult subject - Inappropriate English teaching method - Low self-confidence - Incomprehensible delivered English teaching materials

Theme 2	The solutions to increasing students' motivation in online English learning	- Online English learning tools - Rewards - Increasing students' confidence to learn English

f. Producing the Report/Manuscript

In this step the researcher reports data based on analysis and provides an interesting explanation and data presentation must be logically and significantly.

3.5 Steps of the research

In conducting research, the researchers took several steps to collect data as follows:

1. Prepare a set of questions, interview tools or recording such as smart phone, book and pen
2. Asking for the willingness and participant time to be prepared to be interviewed
3. Conducting participant interviews
4. Researcher record the voice during interviews and noted too
5. Copy and interpret the results of interviews to get data
6. Researchers will re-examine the results of the study

3.6 Research Schedule

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

Table 4. Research Schedule

NO	Activities	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	June 2023	July 2023	August 2023
1	Research Proposal Writing	▓	▓	▓	▓				
2	Research Proposal Examination					▓			
3	Data Collection						▓		
4	Data Analysis						▓	▓	
5.	Report							▓	
6.	Thesis Examination								▓