

CHAPTER 3

RESEARCH PROCEDURES

This chapter discusses the methodology that was used to conduct the research. It covers the method, focus, settings and participants, the technique of collecting and analyzing the data, the research steps, and the research schedule.

3.1 Research Method

This study was conducted using a descriptive case study design. According to Zainal (2007), a descriptive case study describes the natural phenomena that occur within the data in question, and the goal set by the researcher is to describe the data as they occur. In other words, it aims to comprehensively describe a phenomenon within its context. Yin (2003) also stated that a descriptive case study mainly focuses on “what” questions. Therefore, the descriptive case study was chosen for this study in order to describe learners’ motivation to speak English in the classroom.

3.2 Focus of the Research

This study focused on the students’ motivation to speak English in the classroom from the viewpoint of self-determination theory. The description was taken from the interviews with students who were purposely chosen based on some characteristics. Besides, the students have never studied English at their elementary school.

3.3 Setting and Participants

The setting of this study was at one of the junior high schools in Tasikmalaya, Indonesia, where there were found differences in students’ motivation to speak English in the classroom. During the teaching and learning process, the teacher always creates interactions by asking questions about the material being discussed. Some students are highly motivated to speak in the classroom, which was indicated by the students’ active participation in the learning activities. When the teacher asked a question, the students always responded to the teacher’s questions by speaking in English. Moreover, when the teacher asked the students to

present their assignments or do a role play voluntarily, the highly motivated students always proposed themselves. Meanwhile, some low-motivated students tended to be more passive in learning and reluctant to speak English. Instead of voluntarily answering the teacher's questions, the students did not want to speak and chose to be silent even when the teacher appointed them to answer. However, not only the level of student motivation but also the types of students' motivation are essential in the learning process. Therefore, based on this phenomenon, the researcher is fascinated to investigate the motivation of both high-motivated and low-motivated students to speak English in the classroom.

Three participants were involved in this study, which has been chosen based on some characteristics. Regarding participants' general characteristics, all were eighth-grade students from one of the junior high schools in Tasikmalaya, West Java, Indonesia. They were two boys and one girl, around 14 years old. Participants were chosen based on their level of motivation, as indicated by the frequency with which they spoke and participated in classroom activities and also based on the teacher's recommendation.

One participant was an active student who always responded by speaking English when the teacher asked a question. He always proposed himself when the teacher asked the students to present voluntarily. The other one was a female student who rarely spoke in the classroom, and the last one was a passive student who was reluctant to speak English in the classroom and tended to be silent even when the teacher asked him to answer a question verbally.

3.4 Data Collection Technique

The data were collected using a semi-structured interview with the participants. A semi-structured interview is a conversation in which the interviewer uses questions to elicit information from the interviewee (Longhurst, 2003). Therefore, the purpose of applying semi-structured interviews in collecting data was to obtain detailed information because this technique enabled the researcher to ask insightful, open-ended questions and learn about each participant's unique perspectives.

There were three steps in conducting semi-structured interviews proposed by Adams (2015):

1) Selecting respondents and arranging an interview

In this step, the researcher identified the appropriate participants for this study, made an appointment with them, and invited them to choose a convenient time, place, or platform to interview them.

2) Drafting question and interview guide

In this step, the researcher created the agenda for the interview guide, the outline of planned topics, and the questions to be addressed. The interview questions in this study were based on the SDT by Ryan and Deci (2000).

3) Starting the interview

In this step, the researcher should establish a positive first impression and make the participants feel comfortable during the interview. In this study, the duration of each interview session with participants was 15-20 minutes and recorded using an audio recording device. It was more or even less depending on the data information obtained from the participants. The interview sessions for each participant were conducted three times synchronously and asynchronously, via WhatsApp messages, with the following information: in the first interview, the data obtained was still insufficient, so the second interview was carried out to explore more detailed information, and the third interview was to check the consistency of each participant's answers. Besides, the language used during the interview session was the participants' native language, which was *Bahasa Indonesia*.

3.5 Data Analysis Technique

The data analysis technique used in this study was thematic analysis. According to Braun and Clarke (2006), thematic analysis is a technique for finding, examining, and summarising patterns (themes) in the data. Thus, the researcher used codification and themes toward the data taken from interview transcripts. Thematic analysis is considered the most appropriate for any study that seeks to find using interpretation (Alhojailan, 2012). This study used the six-phase approach to thematic analysis by Braun and Clarke (2006):

1. Familiarizing with the Data

In this phase, the researcher familiarized with the data by reading and re-reading the transcripts several times. It is done to ensure no errors in the subsequent research process. While reading the transcript, the researcher began to think about what was happening in the data.

2. Generating Initial Codes

Several meanings or codes emerged after the researcher became familiar with the data. In this phase, the researcher started to organize the data meaningfully and systematically and then determined which ones were relevant to the research. Therefore, the researcher used a highlighter to identify the codes related to the students' motivation to speak English in the classroom.

Table 3.1 Generating Initial Codes

Transcriptions	Codes
<p>P1: <i>Iya kalo dikasih hadiah atau tambahan point tuh jadi lebih semangat kan lumayan itu buat nambah nilai juga</i></p> <p>P2: <i>Kalo aku sih lebih ke poin tambahan itu ya Miss kan lumayan buat tambahan nilai soalnya nilai aku pas – pasan he... kalo masalah pujian atau hadiah mah biasa aja gak terlalu pengen tapi kalo dapet ya alhamdulillah</i></p>	External regulation
<p>P1: <i>Sebenarnya ibu enggak pernah nuntut sih cuma aku ngerasa bakal malu sama temen - temen kalo nilai inggrisnya jelek</i></p>	Introjected regulation
<p>P1: <i>Aku pengen bisa Bahasa Inggris karena penting buat masa depan siapa tau gitu aku bisa kuliah atau kerja di luar negeri kan harus bisa bahasa inggris atuh</i></p>	Identified regulation

<p>P2: Kalo dipaksa sih enggak ya Miss, karena aku juga pengen bisa Bahasa Inggris biar bisa ngobrol sama idola aku</p> <p>P3: Ya penting sih soalnya kan Bahasa Inggris itu kan bahasa internasional ya Miss, jadi kalau kita bisa ngomong Inggris mah kita teh bakal gampang gitu berkomunikasi sama orang luar negeri</p>	
<p>P1: Karena menurut aku seru aja gitu ngobrol pake bahasa inggris vibesnya kaya di luar negeri, terus aku pribadi juga emang seneng aja belajar bahasa inggris</p>	Intrinsic regulation
<p>P2: Jujur sebenarnya enggak (suka) apalagi interaksi sama guru ya karena aku mudah gugup jadi kalo gak penting – penting banget mah mending diem aja</p> <p>P3: Enggak Miss ah paling gak suka sama Bahasa Inggris</p>	Non-regulation

Five initial codes represented different aspects shown by participants' interview transcription. Here is the list of initial codes and their frequency.

Table 3.2 List of Initial Codes

No	Initial Codes	Frequency
1.	External regulation	6
2.	Introjected regulation	6
3.	Identified regulation	8
4.	Intrinsic regulation	13
5.	Non-regulation	19

3. Searching for Themes

After getting the initial codes, this phase turned the data into themes. The researcher sorted them into potential themes and collated all the relevant coded data excerpts within the identified themes.

Table 3.3 Searching for Themes

Students' External Motivation to Speak English	Students' Internal Motivation to Speak English	Lack of Motivation to Speak English
External regulation	Intrinsic regulation	Non-regulation
Introjected regulation		
Identified regulation		

4. *Reviewing Themes*

During this phase, the researcher reviewed the existing themes based on the SDT, which are then organized into a coherent pattern for the research to be structured systematically. If some unrelated themes remain, the researcher can discard them and replace them with new ones.

5. *Defining and Naming Themes*

This phase is the final refinement of the themes, and the aim is to identify the essence of each theme. The researcher determined which aspects of the data are related to a theme. Also, the researcher compared the results of the data analysis to the theme and looked for consistency or inconsistency.

Table 3.4 Defining and Naming Themes

Sub-theme	Theme
External regulation	Students' External Motivation to Speak English
Introjected regulation	
Identified regulation	
	Students' Internal Motivation to Speak English
	Lack of Motivation to Speak English

6. *Producing the Report*

In the last phase, the researcher concluded the analysis and wrote a report on the findings. Researchers should make their reports interesting, coherent, and simple for readers to understand. Therefore, the researcher reported the result of this research on the students' motivation to speak English in the classroom.

3.6 Steps of the Research

In conducting this study, the researcher carried out several steps to complete the research. These were the researcher's steps in this study, as shown in Table 3.5.

Table 3.5 Steps of the Research

Steps	Description
1	Identifying and describing an issue/problem/phenomenon at one of the junior high schools in Tasikmalaya.
2	Exploring current research that is relevant to the research topic.
3	Finding the research gap and formulating the research question.
4	Writing research proposal, starting from the background, literature review, and research procedures.
5	Examining the research proposal in front of the examiners and the supervisors.
6	Starting to collect the data from the participants by conducting a semi-structured interview.
7	Transcribing the data collected.
8	Analyzing the data using thematic analysis by Braun & Clarke (2006).
9	Writing a report on the thesis.
10	Examining the thesis in front of the examiners and supervisors.

3.7 Research Schedule

This study was conducted in one of the junior high schools in Tasikmalaya, West Java, Indonesia, with the research schedule as shown in Table 3.6.

Table 3.6 Research Schedule

No	Activities	Jan -	Apr	May	Jul -	Sept	Oct	Nov	Dec
		Mar		- Jun	Aug				
		2023							
1.	Research proposal writing								
2.	Research proposal examination								
3.	Revision								
4.	Data collection								
5.	Data analysis								
6.	Report								
7.	<i>Telaah komprehensif</i> examination								
8.	Thesis examination								