

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1 Method of the Research**

The researcher utilized a descriptive case study that was defined by Yin (2018) which involves a description of a specific case within its real-world context. The reason for choosing a case study was due to its effectiveness in constructing a comprehensive and in-depth understanding of the subject that was studied. Creswell (2017) claimed that conducting a case study is to investigate a problem to gain a deeper understanding of one or more individuals through specific events, activities, or processes. In addition, the present study aimed to explore the students' attitudes toward learning English in the classroom.

#### **3.2 Focus of the Research**

This study focused on exploring the high school students' attitudes toward English language learning activities in the classroom.

#### **3.3 Setting and Participants**

This research was conducted in a high school located in a small village in Tasikmalaya district, West Java, Indonesia. The researcher found the diversity of students' learning responses toward English language learning activities in the classroom, including material delivery sessions by the teacher, classroom discussions with the teacher and peers, and educational games sessions aimed at assessing students' understanding of the material. Additionally, the researcher intended to gain a deeper understanding of the diversity of students' learning responses that could reflect their attitudes toward learning English in the classroom.

To achieve the research objective, two students were recruited consisting of one male student and one female student who used Sundanese as their L1, and Indonesian as their L2. They were 12th-grade students whose age range was

about 18 years. They were recruited based on their English teacher's recommendation, who observed and assessed their English learning responses in the classroom. Furthermore, they signed the consent form provided by the researcher as a sign of their agreement to be involved in this study.

### **3.4 Technique of Collecting the Data**

The researcher employed semi-structured interviews, to attain richer and more detailed qualitative data to understand the participants' experiences in describing and making sense of those events (Rubin and Rubin, 2012). As a result, conducting semi-structured interviews will probably offer more flexibility and provide more informative details about the students' attitudes in the classroom. In conducting a semi-structured interview, the researcher adopted the approach outlined by Adams (2015):

1. Selecting participants and setting up interviews

This stage focused on matters that needed to be considered in conducting research. The interview was conducted with two students who had different learning English responses in the classroom. In addition, the researcher contacted them to schedule interview times.

2. Drafting questions and the interview guides

The interview questions were designed based on the three components of language learning attitudes proposed by Zulfikar et al. (2019): affective (students' feelings), cognitive (students' reasons for learning, students' English language ability, and students' thoughts about the importance of learning English), and behavioral (students' attention and student participation). These questions have been developed to the needs of this research. The framework for the interview protocol from Castillo and Montoya (2016) was used by the researcher because it was an appropriate method for refining semi-structured interviews which consist of:

- 1) Ensuring the interview questions match the research questions;
- 2) Constructing an inquiry-based interaction;
- 3) Obtaining feedback on the interviewing procedure;

4) Assessing the interviewing procedure.

3. Starting the interview

In this section, the researcher asked permission to record audio during data collection. Then, participants were encouraged to speak freely, with each interview session lasting between 10-20 minutes. The interviews were conducted in Indonesian to ensure clear communication between the researcher and participants, and questions were asked according to a predetermined list.

4. Establishing interview strategies

In this section, the researcher asked clear and structured questions to get relevant answers. Additionally, the researcher listened attentively, responded appropriately to the participants' answers, and handled any situation that may arise to ensure a seamless interview flow.

5. Analyzing and reporting interview results

This section delved into the results by checking the data accuracy that the researcher had gathered. Subsequently, the collected data was transcribed, translated, and analyzed using thematic analysis.

### **3.5 Technique of Analyzing the Data**

The researcher conducted a thematic analysis for analyzing research data. Braun and Clarke (2006) assumed that thematic analysis is an analytical procedure for analyzing, managing, representing, and informing themes in a data set. The thematic analysis provided flexibility in interpreting data and facilitated the researcher to get huge data sets more easily by organizing them into themes. In conducting the thematic analysis, there are six steps as follows:

1. Familiarizing the data

The researcher carefully examined the data being transcribed to determine its meaning, patterns, and themes.

2. Making initial codes (Coding)

The researcher organized all relevant data within the entire data set to answer the research question and created an initial set of codes representing

the data results' meaning and pattern. Subsequently, the colored data that had been identified as codes related to the present research aim.

**Table 3.1 Making Initial Codes**

Transcriptions	Codes
<p>P2: <i>Saya suka banget belajar bahasa Inggris karena pengalaman saya belajar bahasa Inggris itu selalu seru. Semakin tau, semakin seru juga. Itulah yang membuat saya semakin excited mempelajari bahasa Inggris karena penasaran makin jauh bahasa Inggris seseru apa ya.</i></p>	<p>Interest in English</p>
<p>P1: <i>Menurut saya Bahasa Inggris penting zaman kan semakin maju, terus bahasa Inggris masuk dalam segala aspek kehidupan.</i></p>	<p>Recognizing the Importance of English</p>
<p>P2: <i>Aku kan sudah terbiasa mempelajari materi terlebih dahulu sebelum datang ke kelas jadi apa yang diajarkan di kelas saya cenderung sudah memahaminya.</i></p>	<p>Assessing Ease of English Learning</p>
<p>P2: <i>Biasanya aku dari awal pelajaran suka mencatat hal - hal penting dari yang guru jelaskan. Kalau aku menyibukkan diri seperti itu maka aku akan fokus ketimbang hanya mendengarkan.</i></p>	<p>Engaged Note-Taking</p>
<p>P2: <i>Mempelajarinya karena ingin masuk ke perguruan tinggi jurusan bahasa Inggris, pengen jalan - jalan ke luar negeri, dan harapan terbesarnya jika ada peluang aku akan melanjutkan S2 di luar negeri.</i></p>	<p>Future Orientation</p>
<p>P2: <i>Apa yang diajarkan di kelas, saya cenderung sudah mempelajarinya secara mandiri bersumber dari media sosial dan platform lainnya</i></p>	<p>Self-directed Learning</p>

P2: Semua kegiatan di dalam kelas pokoknya harus dicoba misalnya membaca teks, menjawab pertanyaan, berbicara depan kelas atau menjelaskan pemahaman.	Active Engagement in Classroom Activities
P2: Ketika guru meminta saya speaking, saya merasa lama kelamaan akan melatih fluency dan pronunciation saya. Saya yakin jika nanti saya dapat berbicara seperti native speaker, nanti saya bisa berkomunikasi dengan orang dari berbagai negara dengan lebih percaya diri.	Learning Benefits
P1: Biasanya sih kalau bosan saya suka ketiduran, meskipun awalnya udah nyoba menahan diri.	Inability to Sustain Attention
P1: Saya nyimak teman yang lain aja sih soalnya gak bisa. Biasanya sih teman saya yang jago bahasa Inggrisnya yang mau berpartisipasi, jadi saya biarkan saja.	Dependency on Peers for Learning
P1: Kalau guru menyuruh saya berpartisipasi saya mau, biasanya kalau disuruh membaca teks aja sih, tidak untuk aktivitas lain.	Lack of Participation
P1: Saya sering merasa cemas, takut ditanya atau disuruh buat mengerjakan soal karena saya gak tau jawaban yang benar seperti apa.	Uncertainty and Reluctance in English
P1: Materi yang diajarkan di kelas itu sulit karena saya gak paham artinya tapi kadang sedikit paham.	Lack of Understanding
P1: Saya tidak menyukai bahasa Inggris.	Disinterest in English
P1: Saya gak akan masuk ke jurusan bahasa Inggris jadi gak terlalu mempelajarinya. Selain gak suka bahasa Inggris, saya rasa di kehidupan	Appraising Irrelevance

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*sehari-hari tidak akan menggunakannya untuk berkomunikasi*

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In the interview transcription, 15 initial codes represented various aspects that were demonstrated by participants' answers. The list of initial codes and their frequencies are shown below.

**Table 3.2 List of Initial Codes and Their Frequencies**

Initial Codes	Total
Interest in English	4
Recognizing the Importance of English	3
Assessing Ease of English Learning	4
Engaged Note-Taking	1
Future Orientation	1
Self-Directed Learning	1
Active Engagement in Classroom Activities	3
Learning Benefits	10
Inability to Sustain Attention	2
Dependency on Peers for Learning	4
Lack of Participation	6
Uncertainty and Reluctance in English	5
Lack of Understanding	3
Disinterest in English	3
Appraising Irrelevance	1

### 3. Searching for themes

In this step, by compiling all relevant coded data extracts, the researcher sorted the initial codes into potential themes.

**Table 3.3 Process of Searching for Theme**

No.	Initial Codes	Potential Themes
1.	Interest in English	
2.	Realizing the Importance of English	The Student's High
3.	Justifying Ease of English Learning	Dedication in English
4.	Having Future Orientation	Learning
5.	Earning Learning Benefits	
6.	Active Participation during Classroom Activities	The Student's Engagement in English Learning
7.	Engaged Note-Taking	
8.	Inability to Sustain Attention	The Student's Insufficient
9.	Dependency on Peers for Learning	English Learning
10.	Lack of Participation	Performances
11.	Lack of Understanding	The Student's Inadequate
12.	Uncertainty and Reluctance in English	English Learning Competences
14.	Disinterest in English	The Student's Low
15.	Justifying Irrelevance	Dedication in English Learning

#### 4. Reviewing themes

In this step, the identified themes were developed or modified. To ascertain which ones were most appropriate, the researcher examined the following themes.

**Table 3.4 Reviewing Themes**

Potential Themes	Themes
The Student's High Dedication in English Learning	The Students' English Language Learning
The Student's Low Dedication in English Learning	Dedication

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The Student's Active Participation in English Learning			
The Student's Insufficient English Learning Performances			The Students' English Language Learning Engagement
The Student's Inadequate English Learning Competences			

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### 5. Defining and naming themes

In this step, each theme was given precise names and definitions.

**Table 3.5 Defining and Naming Themes**

<b>Themes</b>	<b>Potential Themes</b>	<b>Definition</b>
The Students' English Language Learning Dedication	The Student's High Dedication in English Learning	The student's strong dedication, motivation, and desire to learn English, determined by the student's interest and enthusiasm for learning English, driven by the student's awareness of the urgency of English to achieve the student's goals.
	The Student's Low Dedication in English Learning	The student's lack of dedication and desire to learn English is caused by a lack of interest in learning English, along with irrelevance in student life.
The Students' English Language Learning Engagement	The Student's Active Participation in English Learning	The student's active participation in various English language learning activities in the classroom.

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The Student's Lack of Participation in English Learning	The student's passive participation in various English language learning activities in the classroom is attributed to inadequate competence and insufficient performance.
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#### 6. Producing the report

The researcher presented the findings of this research as the final analytical opportunity.

### 3.6 Steps of the Research

The researcher conducted the following stages to finish the present study:

**Table 3.6 Steps of the Research**

Stages	Description
<b>Identifying the Problem</b>	The researcher identified the phenomena that occur in the classroom related to the attitude of Indonesian high school students toward learning English in the classroom.
<b>Reviewing the Literature</b>	The researcher examined the significance of the critical points of the study to extend the importance and the purpose of the study.
<b>Specifying the Purpose of Research</b>	The researcher determined the research objective to focus on the research statement, set the research scope, and get a better research objective based on the identified problem.
<b>Collecting the Data</b>	The researcher employed semi-structured interviews to attain its flexibility and provided more informative data about students' responses to questions. It helped the researcher to conclude students' learning English attitudes in the classroom.

<b>Analyzing and Interpreting the Data</b>	Thematic analysis was applied to interpret and examine all data gathered.
<b>Reporting and Evaluating the Research</b>	The researcher reported and evaluated the research beginning with writing the research as the new findings or the extension of previous research. Subsequently, the results of the study were evaluated.

### 3.7 Time and Place of the Research

This research was conducted in a high school located in a small village in Tasikmalaya district. The researcher established a research schedule as follows:

**Table 3.7 Research Schedule**

Activities	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
	2023										
Writing a research proposal.											
Research proposal examination.											
Collecting the data.											
Analyzing the data.											
<i>Seminar hasil.</i>											
Final thesis examination											