

CHAPTER 3

RESEARCH PROCEDURES

This chapter provides the methodology utilized to conduct the study. The research method, setting and participants, data collection, data analysis, steps of the research and research timetable are the seven components of research procedures that are described.

3.1. Research Method

The research design used a descriptive qualitative case study method. Case study facilitates exploration of a phenomenon using various data sources also provide multiple point of views (Baxter & Jack, 2008; Aspers & Corte, 2021). Case study will aim into the fact of a phenomenon (Yin, 2018). Case study sets a standard for good teaching practices in development and implementation of policy, then gaining experience through a phenomenon. Therefore, with the research designed, it is suited to the study conducted to describe rural area students' voices of their motivation in learning English.

3.2. Research Focus

Focus on this research is to show rural area students' perspective about their motivation in English language learning motivation. The description was taken from the data of the interview with two classroom students involved in this research who had been specifically picked based on some qualifications.

3.3. Setting and Participants

The research was held in October 2023 in one of junior high school located in Majenang, Cilacap, Central Java, Indonesia. This school is a kind of rural school which located in rural area that affected by government zoning system and managed using the *Satu Atap* school system, where this school is a junior high school whose management and organizational structure are combined with elementary schools so that it can provide access to secondary level education

to students in rural areas. which means the students mostly from around the school which this condition allows student life to have the same characteristics because they live in the same area.

In this research, the participant involved are two students from 8th grade middle school who have experienced English lessons in grade 7 before and with the highest and lowest motivation to learn English taken from the motivational test piloting in pre-observation research. Furthermore, the 8th grade students have also implemented the *Assessment Nasional Berbasis Komputer (ANBK)* where *ANBK* has an important role in measuring student achievement, evaluating the education system, and developing educational policies at the junior high school level. Therefore, participants already have an overview of learning English at school so that they can objectively explain their experiences regarding English subjects at their school.

3.4. Data Collection

The data in this study is collected through semi-structured interviews (SSI). It is an interview that can be conducted based on the guidelines or planning.). Rich, in-depth qualitative information from semi- structured interviews can be used to understand participants' experiences as well as how they characterized and interpret those experiences (Rubin, 2011). It gives the interviewees a degree of freedom to explain their thoughts and draw attention to areas of particular interest and expertise they believed they possessed.

The research that was used in this study involved a closed questionnaire to filter students' motivation in learning English in order to select students who had the highest and lowest motivation in learning English. Then, the two students who met these criteria were involved in interview activities. The student testing procedure had three steps. The first step involved the researcher distributing a paper containing a questionnaire about motivation to learn English. In the second step, the students answered the questions that had been distributed, which took around

30 minutes. In the third step, after the students had answered the questions, the survey results were grouped based on their motivation in English learning level.

3.5. Data Analysis

In this stage, the researcher uses thematic analysis (TA) as its analysis method. This technique focuses on finding recurring themes in a dataset, it is an analytical tool “for identifying, analysing, and reporting patterns (themes) with data” (Braun & Clarke, 2006) which aims to classify meanings based on themes. It enables the researcher’s choice of theoretical framework to be flexible. Moreover, the application of thematic analysis (TA) is made possible by its flexibility in data interpretation and its ability to organize large data sets into manageable themes for the researcher. Therefore, thematic analysis (TA) enables the data description to be rich, detailed, and complicated. In practice, thematic analysis (TA) can be conducted in several steps that assisted the researcher in examining and finding the data which included as follows:

3.5.1. Familiarizing the data

The procedure entails data transcription, data reading several times, and the interview’s data transcription. In this initial step, the researcher reads all the interview data from the interview transcripts related to students’ motivation in learning English to comprehend its significance and identify any patterns or overarching themes.

3.5.2. Generating Initial Codes (Coding)

Finding all pertinent data from the complete dataset that can be used to address the research question is this second step. The codes that are linked to the goal of this study were emphasized by the researcher by colouring the data (red, blue, green, navy, grey, orange, yellow, etc). It aims to differentiate each aspect indicated by participant. Moreover, the codes needed to be

simplified to find the themes that highlight the rural student's perception about their motivation in learning English.

Table 3.1 Generating Initial Codes

Codes	Initial codes
Sedikit, A. Karena saya dari SD pun sebenarnya tidak suka belajar Bahasa Inggris. Saya anak yang suka malas apabila dihadapkan dengan Bahasa asing. Contohnya, saya waktu itu pernah memiliki keinginan untuk membaca artikel tentang sepakbola, tetapi artikel tersebut hanya tersedia dalam Bahasa Inggris, saya secara spontan langsung menutup artikel tersebut karena minimnya motivasi saya belajar Bahasa Inggris.	Demotivation in Learning English Learning Interest Student Objective
iya, paling biar bisa ngomong sama bule, karena pas jalan jalan ketempat wisata di luar kota	Confident in Speaking English
Ya untuk ke dunia kerja mungkin a. karena saya pikir kalo bisa Bahasa Inggris peluang buat dapet kerjaan bagus jadi semakin luas ya, karena bisa jadi guru Bahasa Inggris misal, atau kerja di luar negeri	Finding job
Emmm. Tidak, yaaa.. kurang aja gitu. Karena saya ingin nilai Bahasa Inggris saya cukup tinggi di	Satisfaction in Exam result

rapot jadi nilai yang saya dapet di kelas 7 saya pikir masih kurang tinggi.

Tidak, tidak paham sama sekali. Understanding the Lesson
 karena saya juga tidak tau artinya kalo suruh ngomong Bahasa inggris, kadang juga kalo buguru jelasin pake Bahasa inggris sayamah gatau harus ngapain, sama sekali gatau sayamah.

Tidak ada, gaboleh buka hp, Cuma Learning environment support
 buku paket aja. Lagian juga Autonomous Learning
 bingung mau buka apa kalo boleh Development
 buka hp soalnya saya gatau apa Understanding the lesson
 yang dijelasin sama guru.

Emmm.. seinget saya sih bu guru Teacher Reaction
 pernah bilang pas dikelas kalo saya harus lebih teliti kalo lagi kalo lagi ngerjain soal Bahasa inggris,

Jadi menurutku kalo dikelas yang Learning Method
 saya suka tu kalo ada tugas nerjemahin teks aja materinya biar lebih membantu untuk tau kata kata dalam Bahasa inggris lebih banyak lagi biar pas ujian saya tu ga harus buka kamus terus kalo lagi baca teks yang berbahasa inggris.

Table 3.2 List of Initial Codes and Their Frequency

No	Initial codes	Total
1	Demotivation in Learning English	7
2	Learning Interest	11
3	Student Objective	5
4	Confident in Speaking English	4
5	Finding job	4
6	Satisfaction in Exam result	3
7	Understanding the Lesson	7
8	Learning environment support	4
9	Autonomous Learning Developmen	3
10	Teacher Reaction	2
11	Learning Method	3

3.5.3. Searching for themes

The researcher extracts the themes from the categorized data and emphasizes them throughout this third step. This procedure involves choosing the data transcript and looking for something noteworthy or fascinating in the data that relates to the study question. In this step, the researcher combined the appropriate initial codes that have been highlighted in the previous step to become the codes grouping that is relevant with the research questions.

Table 3.3 Searching for themes

No	Initial codes	Potential Themes
1	Students Learning Objective	Integrative features influencing the motivational development of
2	Confident in Speaking English	
3	Learning Interest	
4	Finding job	

5	Satisfaction in Exam result	Instrumental Motivation related to Students' Learning Objectives
6	Understanding the Lesson	
7	Learning environment support	
8	Autonomous Learning Development	Extrinsic Motivation related to Classroom Environment
9	Demotivation in Learning English	
10	Teacher Reaction	
11	Learning Method	

3.5.4. Reviewing themes

In this step, the researcher will expand or change the topics that were discovered in the earlier step. The following sub-themes are examined by the researcher and it was reviewed again from the code grouping to determine which are the most suited for the study.

3.5.5. Defining and naming themes

The creation of precise names and definitions for each theme is part of this fifth step. To analyze the data, the researcher specifies the categories of each sub-theme –that consist of both challenges and solutions and their interrelationships into the biggest themes that would specifically be explained in the next research writing part.

3.5.6. Producing the Report

As the last chance for analysis, the researcher reports the findings of this research in this sixth step about students' voices of their motivation in learning English in rural area.

3.6. Research Steps

The outline of the steps of this research is distinguished into three steps, they are:

1. Research preparation. In research preparation, the researcher prepares everything needed in conducting close-ended questionnaire, significantly preparing the questions, and coordinate with the school where the sample was taken.
2. The research conducted. In conducting the research, the researcher begins to get inside the classroom then give instruction to the students to answer the question that provide in questionnaire sheets.
3. Report. In reporting the researcher puts information or finding obtained during the research after collecting and analyzing data.

3.7. Time and Place of the Research

This research was conducted after writing the proposal and completing the proposal examination. It was located at SMP Negeri 5 Satu Atap Majenang, Cibeunying, Majenang, Cilacap, Central Java, Indonesia.

3.8. Research Timeline

Table 3.4 Research Timeline

No	Description	2023					
		Feb	Jul	Aug	Sep	Oct	Nov
1	Research Proposal Writing	■					
2	Research Proposal Examination			■			

3	Data Collection		
4	Data Analysis		
5	<i>Telaah</i> <i>Komprehensif</i>		
6	Thesis Examination		