CHAPTER 3
RESEARCH PROCEDURES

This chapter presents the methodology employed in this study in order to conduct the study. It describes seven parts of research procedures, namely research method, setting and participant, data collection, data analysis, steps of the research, and research schedule.

3.1 Research Method

The researcher used qualitative research with a case study design. A case study was intended to intensively examine the background of the problem, the situation, and the position of an ongoing event, as well as the interaction of certain social environments. Yin (2018) categorised three different types of case studies namely exploratory, descriptive, and explanatory case studies. 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. Thus, a descriptive case study design is chosen for this study as this study described detailed information regarding the motivation of Indonesian EFL Student Teachers in Teaching Indonesian to Foreign Speakers (BIPA).

3.2 Research Focus

This research focuses on exploring the motivation of Indonesian EFL Student Teachers in teaching Indonesian to Foreign Speakers (BIPA) based on the Self-Determination Theory by Ryan and Deci (2000) precisely on motivation factors which consisting of intrinsic motivation, external regulated behaviour, introjected regulation of behaviour, regulation through identification, integrated regulation, and amotivation. The description took from the results of the interviews with Indonesian EFL Student Teachers who were purposely chosen based on some characteristics.

3.3 Setting and Participants

In this study, the researcher used purposive sampling. According to Kelly (2010), purposive sampling is used to select respondents who are most likely to yield appropriate and useful information. Palinkas (2015) explained that this is a way of identifying and selecting cases that will use limited research resources effectively. The researcher chose purposive sampling because this method increases the depth, not the breadth of understanding.

The research involved two participants, they were pre-service English teachers at an Indonesian international university in Riau Islands, Indonesia. The reason for choosing the two participants was because of some of their characteristics; namely, they are Indonesian EFL Student Teachers who had experience teaching BIPA, taking BIPA class course, and they agreed to participate in this research. They are actively learning and practising their knowledge regarding BIPA inside and outside the classroom through a practicum in an international high school, international relations office, and BIPA class for international university students. Moreover, the chosen participants could give sufficient information to answer the research questions.

Dealing with ethical issues, the participants received thorough explanations of what, why, and how this study would be conducted. They were explicitly advised to complete and sign the consent form as a formal agreement to participate in data collecting. They were assured of their confidentiality, anonymity, and freedom to withdraw from the research at any point during the process. The participants' names were renamed into pseudonyms: P1 and P2. Furthermore, the dates and hours for participating in the interview were arranged in advance with the participants.

3.4 Data Collection

The data were collected by using a semi-structured interview. Semi-structured data were employed because of its flexibility, balancing the constraints in statistical analysis resulting from using it. 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. Howitt (2016) stated its questioning technique elicits fully comprehensive descriptions of phenomenon experiences. Furthermore, a semi-structured interview was applied to explore the motivation of Indonesian EFL Student Teachers in teaching Indonesian for Foreign Speakers (BIPA).

The interview was addressed to two Indonesian EFL Student Teachers teaching Indonesian to Foreign Speakers (BIPA) at an Indonesian international university, in Riau Islands, Indonesia. The researcher produced questions adapted from Ryan and Deci (2000) on the theory of motivation as an interview guide for conducting semi-structured interviews. Five indicators were used as the interview triggering of the research concept: internal motivation; external regulations; introjection; identification; and integration. More specifically, the triggering question for the interview is regarding the motivation of Indonesian EFL Student Teachers in teaching Indonesian to Foreign Speakers (BIPA). This be performed to elude being in the too broad scope of the interview. Furthermore, the questions were flexible and open-ended to obtain more information and gain a deeper understanding of Indonesian EFL Student Teachers' motivation in teaching Indonesian to Foreign Speakers (BIPA). The interview was conducted through Zoom meetings. In addition, the data were transcribed to highlight the statements relevant to the study's research questions.

3.5 Data Analysis

The data were analysed by using thematic analysis. Thematic analysis is a technique for identifying, analysing, and reporting recurring patterns (themes) in data. It organises and describes the data set in (rich) detail in the

simplest way possible (Braun & Clarke, 2006). However, it frequently goes beyond this, interpreting many facets of the research issue (Boyatzis, 1998 as cited in Braun & Clarke, 2006). Thematic analysis is straightforward to apply, making it ideal for novice researchers inexperienced with more complex forms of qualitative research. It enables the researcher's choice of theoretical framework to be flexible. Due to its adaptability, thematic analysis enables the data description to be rich, detailed, and complicated. This tool analysis included six steps that assisted the researcher in examining the data as follows:

1) Becoming familiar with the data

In this step, the researcher familiarised the data by reading through the interview transcripts regarding Indonesian EFL Student Teachers motivation in teaching Indonesian to Foreign Speakers (BIPA). The data was presented in the form of an interview audio recording. The researcher completely transcribed the audio after listening to it. Following transcription, it is also read several times to become familiar with the data.

2) Generating initial codes

In this step, the researcher began to arrange the data by assigning signs that correspond to the study's objectives. The researcher employed the colouring method to differentiate each aspect indicated by participants, which generated the initial codes. However, the codes still contain various pieces of information, and need to be simplified to find the themes. Furthermore, the researcher related the data based on the aim of the research and then categorised it using initial codes (e.g. enjoyable activities, implementation of English language science, intercultural communication and cultural exchange, having friends from abroad, and promoting Indonesian culture and language) that were coloured (e.g. dark red, dark red, yellow, light green, dark green, and turquoise) to what motivates Indonesian EFL Student Teachers in teaching Indonesian to Foreign Speakers (BIPA).

Table 3.1 *Generating Initial Codes*

R:	What makes you excited to teach BIPA?	
P1:	We have foreign friends, you know. Why I'm excited of this? Because for example, one day we go to his country. We can ask him to show us the way or help us (travel) when in his country. Then we can also introduce Indonesian language and Indonesian culture to them, so that they also know that there is a country called "Indonesia".	Having Friends from Abroad
		Promoting Indonesian Culture and Language
R:	How do you feel when teaching BIPA to foreign speakers?	
P1:	The feeling at the start was a bit nervous too. Because the first time we taught BIPA was during an exchange activity, we were offered to teach BIPA for approximately 3.5 months. The feeling was between awkward and happy, because we also had the opportunity to talk with foreigners. Then when I'm teaching, I feel happy, because they can see their progress in speaking Indonesian and know that we are teaching them correctly. So that they achieve their goal, namely when they can speak Indonesian. I am also a typical person who likes to try new things, especially in teaching languages to people who can't. So I really enjoy teaching Indonesian, apart from learning, I can also promote Indonesian culture.	Enjoyable Activities
		Promoting Indonesian Culture and Language
R:	How enjoyable you are in interacting with foreign speakers and teaching BIPA?	
P1:	I found that teaching BIPA is something fun. Because we can exchange culture with them. For example, in Indonesia there is this tradition and there (where BIPA students) don't exist. "How come there aren't any?" like that, you know. We can exchange cultures, cross-cultural understanding. When they get something new from us, I feel that the teaching was successful. It's just so happy when we can teach them new things.	Interesting Activities
		Intercultural Communication and Cultural Exchange

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

Table 3.2 *List of Initial Codes and Their Frequency*

No.	Initial Codes	P1	P2	Total
1.	Enjoyable Activities	2	2	4
2.	Interesting Activities	1	2	3
3.	Promoting Indonesian Culture and Language	2	2	4
4.	Implementation of English Language Science	7	3	10
5.	Intercultural Communication and Cultural Exchange	2	1	3
6.	Having Friends from Abroad	1	1	2

3) Searching for themes

In this step, the researcher combined the appropriate codes into a potential theme that followed the research questions while eliminating codes that were irrelevant to the themes and research questions.

Table 3.3 *Searching for Themes*

No.	Initial Codes	Potential Themes
1.	Enjoyable Activities	Personal Interest and
2.	Interesting Activities	Inherent Satisfaction
3.	Promoting Indonesian Culture and Language	Promoting Indonesian Culture and Language
4.	Implementation of English Language Science	
5.	Intercultural Communication and Cultural Exchange	Intercultural Communication
6.	Having Friends from Abroad	

4) Reviewing themes

In this step, the researcher considered the preceding themes, which were completed in the third phase. The researcher reviewed the themes again to see if they were appropriate for the study. If not, the researcher then declined or altered the themes until the most acceptable themes were found.

Table 3.4 *Reviewing Themes*

Potential Themes	Themes
Personal Interest and Inherent Satisfaction	Intrinsic Motivation
Promoting Indonesian Culture and Language	
Intercultural Communication	Extrinsic Motivation

5) Defining themes

The researcher interpreted each topic identified as the answer to the research question that was posed earlier.

6) Producing the report

It is the last phase in thematic analysis. After the researcher got the central theme, the researcher created a report on the research finding.

3.6 Research Steps

Table 3.5 *Steps of the Research*

Step	Description
1	Identify and describe the research issue
2	Examine current research and locate sources from journals or publications that are relevant to the research topic
3	Choose a topic for the research
4	Continue compiling a research proposal, starting with the study's background, literature review, and research methodology
5	Examine the research proposal in front of the supervisors and examiners

6	Collect the data using a semi-structured interview with participants
7	Transcribe the interview's outcome
8	Analyse the data using the thematic analysis of Braun and Clarke (2006)
9	Create a report on the thesis
10	Examine the thesis in front of the supervisors and examiners

2.7 Research Schedule

This research was conducted at one of the Indonesian International University in Riau Islands, Indonesia. Meanwhile, the time of this research conducted as follows.
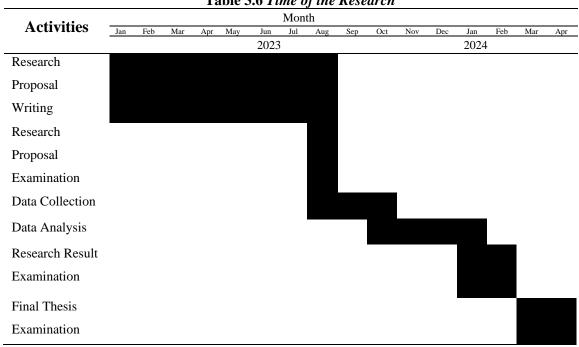
Table 3.6 *Time of the Research*

Activities	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
				2023									2024			
Research Proposal Writing	■	■	■	■	■	■	■	■								
Research Proposal Examination								■	■							
Data Collection									■	■						
Data Analysis										■	■	■				
Research Result Examination												■	■			
Final Thesis Examination															■	■