

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1 Research Method**

In conducting this research, the researcher selected the descriptive case study as the design of this research because it focuses on investigating the students' perceptions regarding motivational strategies used by the teacher in an EFL classroom. The case study is often used to contribute to our knowledge of the individual, group, organizational, social, political and related phenomena (Yin, 2003).

#### **3.2 Setting and Participant**

This research involved five participants (male and female students) of 8th-grade students at a Junior High School in Tasikmalaya who are interested in learning English. They were interested in the way the teacher taught. They were active students in the class when the teacher gave questions or asked.

Before collecting the data, each participant was asked to complete and sign the consent form. It was done to verify his willingness to participate in this research voluntarily. Moreover, all of the data were kept confidential due to research ethics.

#### **3.3 Techniques of Collecting Data**

In this research, the interview is used as the technique of collecting data as Marshall and Rossman (1999) found that "Point to three techniques

that are critical procedures for collecting qualitative data: observation, document review, and in-depth interviewing” (p. 150). Five participants were interviewed in this research. They are given a semi-structured question, and the answer is recorded. The whole interview was recorded using a recording application on a smartphone. Audio recording facilitated the researcher to capture the most detailed and accurate data for the transcription (Widodo, 2014).

### 3.4 Techniques of Analyzing the Data

The data were analyzed qualitatively using thematic analysis by Braun & Clarke (2012). These are the steps of thematic analysis:

#### 3.4.1 Familiarizing yourself with the data

The researcher read and reread the journal in order to comprehend the data well.

#### 3.4.2 Generating initial codes

In this phase, the researcher identified and highlighted the data that potentially can answer the research questions.

**Table 1. Making codes**

Data Item	Codes
<p><i>Ibu guru suka menceritakan pengalamannya sebagai bentuk motivasi kepada kita.</i></p> <p>Teachers like to tell us about their experiences as a form of motivation.</p>	Telling the experience
<p><i>Cara ibu guru ngajar itu antusias, bersemangat gitu bu. Terus pas nerangin</i></p>	Enthusiastic

<p><i>gurunya juga percaya diri dan materinya juga gampang dimengerti kepada siswanya.</i></p> <p>The way the teacher teaches is enthusiastic, so enthusiastic, ma'am. Then, when explaining, the teacher is confident, and the material is easy for the students to understand.</p>	
<p><i>Ibu guru menjelaskan dan menerangkan bagaimana cara mengerjakan soalnya sebelum tugas diberikan.</i></p> <p>The teacher explains how to do the questions before the assignment is given.</p>	<p>Explain how to do the exercise</p>
<p><i>Dijelasin lagi secara perlahan. Suka di kasih contoh atau gambaran gitu bu</i></p> <p>Explain again slowly. I like to give examples or illustrations like that, ma'am.</p>	<p>Giving example</p>
<p><i>Gamesnya bisa berupa materi yang sedang di ajarkan atau tentang materi umum namun masih berhubungan dengan bahasa inggris, misalnya games menyusun kata dan lain-lain.</i></p> <p>The games can be about the material being taught or general material but are still related to English, for example, word-composing games.</p>	<p>Games about materials</p>
<p><i>Kalau untuk metodenya, ibu guru suka membentuk kita ke beberapa kelompok bu.</i></p> <p>As for the method, the teacher likes to form us into several groups, ma'am.</p>	<p>Making groups</p>
<p><i>Tugasnya juga suka di jelasin dulu cara mengerjakannya bagaimana</i></p> <p>The task also likes to explain first how to do it.</p>	<p>Explaining the task</p>
<p><i>Ibu guru sering menceritakan tentang hal-hal yang baik, pengalaman dia selama mengajar.</i></p>	<p>Telling the true story</p>

<p><i>The teacher often talks about good things about her experiences while teaching.</i></p>	
<p><i>Ibu gurunya bisa menciptakan suasana kelas menjadi menyenangkan dan menghibur.</i></p> <p>The teacher can create a fun class atmosphere.</p>	<p>Pleasant atmosphere</p>
<p><i>Ibu guru sudah memberikan cara atau arahan dalam mengerjakannya jadi tidak terlalu sulit.</i></p> <p>The teacher has provided methods or directions, so it's not too difficult.</p>	<p>Explaining tasks</p>
<p><i>Bermain games jadi kitanya yang awalnya ngantuk jadi semangat lagi.</i></p> <p>Playing games makes those of us who were initially sleepy enthusiastic again.</p>	<p>Playing the games</p>
<p><i>Ada yang berdiskusi dulu untuk mengetahui maksud dari materi yang akan dipelajari.</i></p> <p>There is a discussion first to determine the meaning of the material to be studied.</p>	<p>Group discussion</p>
<p><i>Tugas itu diberikan kalau misalnya materi sudah di sampaikan semuanya. Dikasih dulu contohnya baru di kasih soal.</i></p> <p>The assignment is given if, for example, all the material has been presented. Give an example first, and then give a question.</p>	<p>Clear instruction</p>
<p><i>Ibu guru sering cerita pengalamannya menjadi seorang guru itu seperti apa. Perjuangannya ketika mengajar, menghadapi peserta didik dengan berbagai macam karakter dan lain-lain.</i></p> <p><i>Teachers often talk about their experiences of being teachers—their struggles when teaching, dealing with students with various characters, and so on.</i></p>	<p>Telling the experience</p>
<p><i>Cara mengajarnya juga unik sehingga</i></p>	<p>Making comfortable and</p>

<p><i>membuat nyaman dan menyenangkan saat di dalam kelas.</i></p> <p>The way he teaches is also unique, making it comfortable and enjoyable in class.</p>	<p>interest in the class</p>
<p><i>Ibu menjelaskan dulu silabusnya seperti apa, tujuan pembelajarannya seperti apa sebelum mengerjakan tugas.</i></p> <p>The teacher explains what the syllabus is like and what the learning objectives are before doing the assignment.</p>	<p>Learning objectives</p>
<p><i>Ibu juga suka meminta kita berkeaktifitas dalam mengerjakan tugas. Jadi saya merasa antusias untuk mendapatkan jawaban yang benar.</i></p> <p>The teacher also likes to ask us to be creative when doing assignments. So, I feel enthusiastic about getting the correct answer.</p>	<p>Creative</p>
<p><i>Tapi biasanya lebih banyak dengan diskusi belajarnya. Diskusi dengan temen sekelompok.</i></p> <p>But usually, there is more discussion about learning. Discussion with a group of friends.</p>	<p>Group discussion</p>
<p><i>Tugasnya langsung dikasih, tugasnya juga tidak terlalu susah kalau misalnya kita memperhatikan materi sebelumnya.</i></p> <p>The tasks are given straight away, and they are not too difficult if, for example, we pay attention to the previous material.</p>	<p>Easy tasks</p>
<p><i>Dia memberikan nasehat kepada kita untuk tidak mudah lelah dalam menggapai cita-cita karena sukses itu datang dari diri kita sendiri.</i></p> <p>The teacher advised us not to get tired easily when achieving our goals because success comes from us.</p>	<p>Giving advice</p>
<p><i>Sangat menyenangkan dan tidak membuat saya bosan bu. Materinya</i></p>	<p>Building a pleasant atmosphere</p>

<p><i>mudah di mengerti, dijelaskan dengan sangat jelas.</i></p> <p>It's really fun and doesn't make me bored, ma'am. The material is easy to understand and explained very clearly.</p>	
<p><i>Dijelaskan dulu dari awal sampai akhir. Kalau misalnya masih ada yang belum dipahami, bisa di tanyakan ke ibu guru.</i></p> <p>The teacher explained everything from start to finish. For example, if there is still something you don't understand, you can ask the teacher.</p>	<p><b>Explaining the material</b></p>
<p><i>Guru membuat permainan di kelas, seperti membuat kalimat dengan menggunakan kata-kata tertentu. Saya suka menjawab pertanyaan guru dan mendapatkan hadiah, skor tambahan.</i></p> <p>Teachers make games in class, such as making sentences using certain words. I like answering the teacher's questions and getting prizes and extra scores.</p>	<p><b>Making games in the class</b></p>
<p><i>Tugasnya sesuai dengan materi yang sudah dipelajari. Tugas yang diberikan bisa berupa individu atau berkelompok.</i></p> <p>The assignments are based on the material that has been studied. The tasks given can be individual or group.</p>	<p><b>Task in accordance with the material</b></p>
<p><i>Perjuangan beliau sampai menjadi guru itu tidak mudah. Tapi itu memotivasi kita agar terus semangat belajar karena untuk mencapai mimpi itu tidak mudah.</i></p> <p>His struggle to become a teacher was not easy. However, it motivates us to remain enthusiastic about learning because achieving our dreams is difficult.</p>	<p><b>Giving motivation</b></p>
<p><i>Sangat mudah dimengerti, cara menjelaskannya menarik dan mudah di mengerti.</i></p> <p>It is very easy to understand, and how it is explained is interesting and easy to</p>	<p><b>Easy to understand</b></p>

<p>understand.</p> <p><i>Setelah materinya dipahami semua, biasanya ibu menanyakan apakah sudah paham atau belum. Tapi ibu itu menjelaskannya dari awal sampai akhir dengan jelas dan mudah dipahami.</i></p> <p>After everyone understands the material, mothers usually ask whether they understand it. But the mother explained it from start to finish clearly and easily understood.</p>	<p>Asking for material understanding</p>
<p><i>Kalau misalnya materinya sulit, ibu guru memang selalu menjelaskan berulang kali agar siswanya paham sama apa yang sedang dipelajari.</i></p> <p>For example, if the material is difficult, the teacher always explains it repeatedly so the students understand what is being studied.</p>	<p>Repeating the materials</p>
<p><i>Guru memainkan beberapa permainan untuk memacu semangat kita agar tidak membosankan lagi.</i></p> <p>The teacher played several games to stimulate our enthusiasm so that it was no longer boring.</p>	<p>Playing games</p>
<p><i>Kalau diskusi itu kita bisa berbagi ilmu dengan teman yang lainnya, bisa menambah informasi satu sama lainnya.</i></p> <p>If we have discussions, we can share knowledge with other friends and add information to each other.</p>	<p>Sharing the material with a group</p>
<p><i>Tugas yang diberikan ibu guru selalu sesuai dengan materi yang sedang atau sudah di ajarkan.</i></p> <p>The tasks the teacher gives are always in accordance with the material being or has been taught.</p>	<p>Compatibility between materials and tasks.</p>

### 3.4.3 Searching for a theme

The researcher grouped the highlighted data from the previous step based on their similarities. In grouping those data, the researcher referred to the aspects based on the results of several studies, which align with the present study's findings.

**Table 2. Looking the theme**

No.	Initial Codes	Potential Themes
1	Telling the experience	Group 1
2	Telling the true story	
3	Telling the experience	
4	Giving advice	
5	Giving motivation	
6	Games about materials	Group 2
7	Playing the games	
8	Making games in the class	
9	Playing games	
10	Enthusiastic	Group 3
11	Making groups	
12	Pleasant atmosphere	
13	Group discussion	
14	Building a pleasant atmosphere	
15	Sharing the material with a gorup	
16	Creative	
17	Explain how to do the excercise	Group 4
18	Giving example	
19	Explaining the task	
20	Clear instruction	
21	Learning objectives	
22	Easy tasks	
23	Explaining tasks	
24	Explaining the material	
25	Task in accordance with the material	
26	Easy to understand	
27	Asking for material understanding	
28	Repeating the materials	
29	Compatibility between materials and tasks.	



### 3.4.4 Reviewing potential themes

The researcher reviewed and checked the quality of the themes by checking their usefulness, boundaries, sufficiency, and coherence.

**Table 3. Reviewing themes**

Potential Themes	Initial codes
Group 1	Telling the experience Telling the true story Telling the experience Giving advice Giving motivation
Group 2	Games about materials Playing the games Making games in the class Playing games
Group 3	Enthusiastic Making groups Pleasant atmosphere Group discussion Building a pleasant atmosphere Sharing the material with a gorup Creative
Group 4	Explain how to do the excercise Giving example Explaining the task Clear instruction Learning objectives Easy tasks Explaining tasks Explaining the material Task in accordance with the material Easy to understand Asking for material understanding Repeating the materials Compatibility between materials and tasks.

### 3.4.5 Defining and naming the themes

The researcher concluded that four emergent themes represent the aspects of students' perception of the way of teaching in motivating

students in the English classroom.

**Table 4. Defining themes**

<b>Themes</b>	<b>Definition</b>
Being a Good Model for Students	The teacher being role models includes showing students how to make sense of the world, and express different ideas in a peaceful way.
Establishing Good Relationship with Students	Good relationships with students can have a significant impact on students behaviour and attitude to learning.
Creating a Pleasant Atmosphere in the Classroom	The teacher should build positive relationships by getting to know each of the students, discovering their interests and passions, their struggles and strengths.
Giving Clear Intruction about How to Carry a Task.	The teacher needs to give precise, clear intructions that are underpinned with high expectations, translatabe for all students.

#### **3.4.6 Producing the report**

The researcher reported the findings of this study in the next chapter and aligned those findings by comparing and contrasting them to the results of related, previous studies.

### **3.5 Research Schedule**

**Table 2 Research Schedule**

No	Step	Nov. 2019- Jan. 2020	Feb- Mar 2020	July 2020	Aug 2022 – Mar 2021	April 2021 – Nov. 2022	Des 2022 – May 2023
1	Tentative Consultation	■					
2	Research Approval	■					
3	Chapter 1	■	■				
4	Chapter 2	■	■				
5	Chapter 3	■	■				
6	Proposal Examination			■			
7	Collect the Data				■		
8	Chapter 4					■	
9	Chapter 5						■