

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

In this study, the researcher used a case study using a qualitative approach as design research. Gustafson (2017) stated case study is a methodology that is typically seen in social and life sciences that intensively study a person, a group of people, or a unit, which is aimed to generalize over several units.

Therefore, the researcher used a case study methodology to investigate phenomena in real life about students' motivation in an online learning environment.

3.2 Focus of the Research

This research focused on the students' motivation in an online learning environment.

3.3 Setting and Participants

This study took place in a senior high school in Tasikmalaya, West Java. The researcher chose that school because the researcher had done Preparation for Teaching Practice (PLP) there and the school had done online learning activities since the end of 2019.

To choose the participants, the researchers conducted a preliminary study by giving questionnaires using google form to class 12th to determine three participants who have low motivation, medium motivation, and high motivation. The reason why the researcher chose class 12th is that they get the longest doing online learning since class 10th. The questionnaires were only to select participant and using Likert scale from range 1-5. The motivation level is counted from the students' score. The researcher set the score for each motivation level. From all the students who filled out the questionnaires, the researcher chose three students, specifically two female students and a male

student that fulfill the research needs, such as having different level of motivation in learning English.

3.4 Technique of Collecting the Data

The researcher used semi-structured interviews (SSI) as the data collection technique. According to Longhurst (2003) A semi-structured interview is a non-formal method of gathering data from a subject by verbally asking a question. The interview questions were adapted from Gowing (2001) and Frith (1997). The questions are intended for three students of class 12th in one of the senior high school in Tasikmalaya to measure students' motivation in an online learning environment.

Semi-structured interviews (SSI) are used to clarify the answers from the questionnaires, so the researcher got more clarity with their perception about their English language learning motivation in an online learning environment.

3.5 Technique of Analyzing the Data

The data from the interviews were analyzed using Clarke & Braun's (2006) thematic analysis. According to Clarke and Braun (2006), Thematic analysis is a qualitative research method that can be widely applied to a variety of theories and research problems. It is a method for finding, reviewing, classifying, and reporting problems located within a data set. Further, it is a useful method for examining the perspectives of various participants in the study, showing similarities and variations, and generating unexpected insights is thematic evaluation (Clarke & Braun, 2006 & King in Wenge, et al., 2019). Thematic analysis is also helpful for summarizing the main points of a large collection of data since it compels the researcher to approach the material in a realistic way, assisting in the production of a final report that is organized and clear (King, 2004 in Wengel, et al., 2019). According to Clarke and Braun (2006), there are six levels of thematic evaluation, namely:

1. Familiarizing yourself with the data

In this part, the researcher read the data from the transcripts of the interviews several times.

2. Generating initial codes

In this stage, the researcher classified relevant data related to research objectives. By using initial codes to emphasize and differentiate each code, the researcher used color. Table 3.1 below shows how the researcher generated codes.

Table 3. 1

Generating Initial Codes

Time	Utterances	Code
0:48-1:10	Interviewer: Oke, oke disinikan euh, saya mau mewawancara tentang yang berhubungan dengan motivasi... motivasi belajar Aul, terkhusus ketika dulu belajar secara daring ya? oke. Pertanyaan yang pertama dari <i>encouragement</i> atau dorongan, apa yang mendorong Aul belajar secara dalam jaringan atau <i>online</i> ?	
1:11-1:21	Aulia: Kalo belajar bahasa Inggris secara daring lebih fleksibel, kaya materinya teh mudah diakses jadi gampang belajarnya daripada offline atau pake buku kaya dari Google, YouTube, Dulingo gitu.	Flexibility Easy to access
1:22-1:29	Interviewer: Oke, pertanyaan yang kedua <i>commitment</i> , Upaya apa yang Aul lakukan untuk belajar Bahasa Inggris secara daring?	
1:30-1:36	Aulia: Ya upayanya yang aku lakuin teh kaya belajarnya teh lewat YouTube, Duolingo, Google atau apapun. Aku cari tau dari internet karena	Self Effort

	kan online juga jadi lebih gampang nyari ilmu dan latihan.
1:37-1:47	Interviewer: Oke, yang euh, berarti yang berhubungan dengan internet ya? Yang bisa diakses gitu? Terus yang ketiga <i>initiative</i> . Apa saja yang Aul lakukan ketika tidak mengerti materi yang dijelaskan oleh guru?
1:48-1:54	Aulia: Aku kadang bertanya atau meminta Searching and asking dijelaskan kembali tentang materi tersebut atau kadang aku cari sendiri dulu, abis itu memastikan dengan bertanya ke guru.

Note. As data shown in Table 3.1 above, the researcher used different colors to highlight the statements that are considered significant data and provides initial codes. Following the creation of the first codes, the researcher added up the initial codes and displayed them in a Table 3.2 below.

Table 3. 2

Initial Codes and Frequency

Initial Codes	Total
Flexibility	3
Easy to access	1
Self Effort	6
Searching and asking	8
Necessity	9
Easy to understand	2
Ease of seeking knowledge	7
Highly motivated	2
Confidently answering question	5
Amazed and motivated	2

Note. In table 3.2, every initial code obtained from the interview transcript along with the frequency of recurrence is assessed objectively ranging

from the most frequent to the least frequent. Because the internet and signal problems codes are about the obstacles of online learning and not appropriate for this study, the researcher chose to delete the codes.

3. Searching for theme

The researcher looked over the codes in this step and arranged them into a few themes that are connected to the study topics. Then, the researcher grouped the codes into sub-themes and themes because there are multiple codes involved. Thus, before looking for themes, the researcher looked for sub-themes first.

Table 3. 3

Process of Searching for Sub-Themes and Themes

Codes	Sub-themes	Themes
Necessity	The Students' Needs in Learning English Online	The Students' Internal Motivation in Learning English Online
Searching and asking	The Students' Efforts in Learning English Online	
Self Effort		
Confidently answering question	The Students' Understanding in Learning English Online	The Students' External Motivation in Learning English Online
Easy to understand		
Ease of seeking knowledge	The Easiness of Learning English Online	
Flexibility	The Flexibility and Accessibility of Learning English Online	The Students' External Motivation in Learning English Online
Easy to access		
Amazed and motivated	The Students' Admiration for other people in Learning English Online	

Note. As shown in Table 3.3, The researcher classified each subtheme into the proper subthemes and showed how each code is grouped into initial code groupings as subthemes.

4. Reviewing themes

The themes that were found in the previous stage were reviewed by the researcher in this step. In order to verify that code placement was grouped into the relevant topics, the researcher went back and looked over the themes. This stage includes the procedure of developing or modifying a theme before its selection as the final theme.

5. Defining and naming themes

In this part, the researcher analyzed every theme to determine the answer to the research question.

Table 3. 4

Defining and Naming Sub-Themes and Themes

Codes	Sub-themes	Themes	Definitions
Necessity	The Students' Needs in Learning English Online	The Students' Internal Motivation in Learning English Online	The students' motivation in English online learning is influenced by internal factors such as their needs, efforts, and understanding.
Searching and asking	The Students' Efforts in Learning English Online		
Self Effort			
Confidently answering question	The Students' Understanding in Learning English Online		
Easy to understand			
Ease of seeking knowledge	The Easiness of Learning English Online	The Students' External Motivation in Learning English Online	The students' motivation in English online learning is influenced by external factors such as the conveniences, technical issues, flexibility and accessibility, and admiration for
Flexibility	The Flexibility and Accessibility of Learning English Online		
Easy to access			
Amazed and motivated	The Students' Admiration for		

other people in someone.
Learning English
Online

Note. As shown in Table 3.4 above, the researcher named the themes and defines the theme following the data collected and the researcher question.

6. Writing up

Writing up is the last step of thematic analysis. After the researcher got the main theme, the researcher was required to prepare a report summarizing the research findings.

3.6 Steps of the Research

The researcher used the steps of the research by Febriyanti (2022):

Table 3. 5

Steps of the Research

Steps	Description
1	Identifying and defining issue/phenomenon/problem that happened in the students of class 12th of <i>SMAN 5</i> Tasikmalaya especially their motivation in the process of English language learning in online learning environment
2	Exploring relevant studies to fill in the gap left by previous studies, formulating the research questions, and identified the research's focus
3	Creating a study proposal that includes a background, literature review, and research methods
4	Reviewing the research proposal in front of the judges and mentors
5	the interview and proposal guidelines have been updated

6	beginning the data collection process by interviewing the selected individuals
7	Analyzing the data from the interview transcripts
8	Creating a thesis report
9	Investigating the thesis

Note. Table 3.5 describes the research procedures that have been followed consecutively by the researcher, starting with the identification and definition of questions, problems, and phenomena.

3.7 Time and Place of the Research

The research took place in *SMAN 5 Tasikmalaya* located at Jl. Tentara Pelajar 58, 46113, Tasikmalaya City, West Java. It was conducted from January 2022 to June 2024 as presented in the research schedule below.

Table 3. 6*Research Schedule*

No.	Activities	Month					
		Jan - Dec 2022		Jan -Dec 2023		Jan - Jun 2024	
1.	Identifying and defining issue/phenomenon/p roblem						
2.	Researching related research, finding a research gap, and creating a research question						
3.	Setting research design						
4.	Thesis writing process						
5.	Reviewing relevant literatures						
6.	Selecting research subject						

7.	Choosing and formulating appropriate research technique(s)					
8.	Choosing participants and Conducting Interviews					
9. <i>N</i>	Analyzing data					
10. <i>t</i> <i>e</i>	Presenting findings and conclusion					

Note. Table 3.6 presents a timeline for research implementation starting from research project planning in January 2022 to presentation of research results in June 2024.