

CHAPTER 3

RESEARCH PROCEURES

3.1 Method of the Research

In this study, a descriptive case study by Yin (2018) was chosen as the research design. It has been widely studied in various disciplines, particularly in social disciplines such as psychology and education (Yin, 2018). Crowe et al., (2011) added that case study is a research method used to get in depth knowledge of a complicated subject in a real life environment. Under certain studies, case studies are used to comprehend real-life instances, with belief that such comprehension contains key contextual factors and is connected to the case under investigation (Yin, 2018). The researcher applied the case study due to this method being effective for great importance into a fascinating topic, event, or phenomena in life (Suwarni et al., 2021). It also enables the researcher to examine and describe complex and intricate details of the participants' life experiences (Farrell & Kennedy, 2019). In this case, a descriptive case study was used to support the research investigating the process of students being motivated when learning English speaking online.

3.2 Focus of the Research

The research focuses on investigating the students' motivation when learning speaking online in higher education in Indonesia.

3.3 Setting and Participants

This research was conducted in the Survival English course majoring in the English Education Department at one of the state universities in West Java, Indonesia. Survival English class is available in the 1st semester and it is a compulsory subject that students should take during their undergraduate study. In this class, speaking learning is carried out online using Zoom meeting, Google Classroom, and WhatsApp as a learning tool. Further, the participants of this research were three students. The selecting criteria of participants were regulated as follows: (a) they have taken the online English for Survival course, (b) their

different level of participation in the online learning process, (c) they have completed their studies in this online course. Further, (d) they are willing to participate in this research. In selecting the participants and making agreements with them, the researcher gave them a consents form for their approval to participate in this research.

3.4 Technique of Collecting the Data

The research data was collected through an interview. Interviews provide researchers with rich and detailed qualitative data for understanding participants' experiences, how they describe those experiences, and the meaning they make of those experiences (Castillo-Montoya, 2016). Then, the interview were conducted in a semi-structured interview. It allows the researcher to ask probing, open-ended questions and want to know the independent thoughts of each individual (Adams, 2015).

In the term of data collection methods, the researcher used semi-structured questions as an interview guide for the researcher. The interview guideline, which includes multiple questions regarding participants' motivation in online English speaking learning are based on Self-Determination categories, namely *Amotivation*, *Extrinsic Motivation (External Regulation, Introjected Regulation, Identified Regulation and Integrated Regulation)* and *Intrinsic Motivation (Intrinsic Regulation)*. Each participant was interviewed for about 30 minutes per session, and was recorded using an audio recording device. The interview was conducted using *Bahasa Indonesia* to get richer and deeper information about the participant's motivation. Then, the researcher encouraged participants to choose an interview location that would be most comfortable for them in order to feel less pressurized throughout the interview.

3.5 Technique of Analyzing the Data

After rechecking the interview result, the data was analyzed using thematic analysis from Braun and Clarke (2006). Thematic analysis is a method for identifying, analyzing and reporting patterns (themes) within data (Braun & Clarke,

2006). Thematic analysis focuses on meaning across a data set, and allows the researcher to see and make sense of collective or shared meanings and experiences (Braun & Clarke, 2012). Flexibility and accessibility (Braun & Clarke, 2012) are also two main reasons why thematic analysis was used in analyzing the data of this study. The processes of analyzing data used six phases demonstrated by Braun and Clarke (2006) which are a beneficial framework for conducting a thematic analysis.

These are the following stages:

1. Familiarizing the Data: In the beginning, the researcher needs to be familiar with the data by reading and re-reading the data interview transcript.
2. Generating Initial Codes: After re-read the data, the researcher highlighted some points that are interesting and relevant to the topic. This phase aims to analyze and identify the smallest potential part of the meaning. The researcher marked potential codes by coloring the data which were identified as the codes related to the purpose of this study.

Table 3.1

Examples of Generating Initial Codes

| | |
|---|--|
| <i>Kalo banyak yang off cam. Aku mah gitu, jadi ke akunya ge jadi bosan gitu teh. Aku waktu itu selalu on cam, kecuali kalo sinyal jelek teh (P3)</i> | Less interested to participate in learning |
| <i>Aku sih di kelas online speaking mencoba untuk aktif berbicara di kelas untuk mendapatkan IPK yang tinggi, mendapatkan nilai juga, lebih dikenal dosen juga atas kemampuan akunya, gitu sih. (P2)</i> | Follow the learning activities to get reward |
| <i>Yah berusaha ngeyakinin diri aja supaya lebih berani. Gimana yaa mungkin ini klise gitu, tapi gimana yaa da emang gitu. Ya mungkin jadi lebih ke maksain aja kan ini juga kesempatan kita buat practice berbicara bahasa inggris juga terus gak usah takut salah gitu (P2)</i> | Doing something because of internal pressure |
| <i>Jadi aku maju buat practice speaking itu pengen ngebuktiin bahwa aku bisa, dan ngerasa "kenapa juga ini orang-orang banyak yang ga maju ngomong?" nah itu. (P3)</i> | Doing something for the sake of pride |
| <i>Yaa supaya setidaknya aku bisa tau tentang daily conversation itu, sama buat nanti aku sebagai guru bahasa inggris. (P1)</i> | Aware of personal importance |
| <i>Tetep belajar dong. Mau ada atau enggak ada support dari luar, aku bakal tetep belajar karena itu</i> | Congruent with self/identity |

| | |
|---|---|
| <i>kan tanggung jawab aku sebagai mahasiswa bahasa inggris, ya meskipun belajarnya online</i> (P3) | |
| <i>Speaking juga belum terlalu di ajarkan di SMA jadi saya juga lebih tertarik di matkul itu karena saya pertama kali nemu mata kuliah yang kebetulan jarang dilaksanakan pas di SMA, dari materinya sendiri menarik dan beragam gitu.</i> (P3) | Participate in learning because it is interesting |
| <i>Mungkin dari convenience-nya ya teh karena kalo dari itu bisa dilakukan dimanapun dan gak harus tatap muka. Itu sih paling dari segi convenience-nya.</i> (P1) | Feeling enjoy to participate in learning |

3. Searching for Themes: In this step, the researcher determined the theme and classified the codes that have been determined into the themes based on the theory used as sub-themes.

Table 3.2

Searching for Themes

| No. | Codes | Themes |
|-----|---|---|
| 1. | Less interested to participate in learning | Online Learning Decreased Student's Motivation To Participate in Learning English Speaking |
| 2. | Follow the learning activities to get rewards | Pressure and External Target Dismissed Student's Obstacle in Online Learning |
| 3. | Doing something because of internal pressure | |
| 4. | Doing something for the sake of pride/ego | |
| 5. | Aware of personal importanc | |
| 6. | Congruent with self-identity | |
| 7. | Participate in learning because it is interesting | Fun Learning |
| 8. | Feeling enjoy to participate in learning | Atmosphere Boosted Student's Motivation. |

4. Reviewing Themes: The researcher reviewed the most appropriate themes based on the research through added or eliminated the some potential themes that were not relevant to answer the research question. The researcher reexamined the themes that identified the students' motivation in an online English speaking class to ensure the placement of the theme has been grouped into the appropriate theme.

Table 3.3*Reviewing the Themes*

| Sub-themes | Themes |
|---|--|
| | Online Learning Decreased Student's Motivation To Participate in Learning English Speaking |
| Rewards as the Motivation to Learn Avoiding Shame as the Motivation to Learn Goals as the Motivation to Learn Self-Identity as the Motivation to Learn | Pressure and External Target Dismissed Student's Obstacle in Online Learning |
| | Fun Learning Atmosphere Boosted Student's Motivation |

5. Defining and Naming Themes: The researcher started to define the nature of each theme and the relationship between them to analyze the data. Additionally, the researcher named the data and wrote a detailed analysis of each theme. The researcher generated an exact name of the themes based on the theory of motivation used: 1) Amotivation, 2) Extrinsic Motivation and 3) Intrinsic Motivation.
6. Producing the Report: In the last stage, the researcher reports the result of this research about the students' motivation in online English speaking class.

3.6 Steps of the Research

In conducting this study, the researcher took several steps to complete the present study successfully. The following steps of this research as shown in table:

Table 3.4*Steps of the Research*

| Steps | Descriptions |
|--------------|---|
| 1. | Identifying the phenomenon or the issue of the research in a state university in Tasikmalaya. |

2. Examining current research and locate sources from journals or publications that are related to the research topic.
 3. Writing up a tentative research plan and doing consultation with supervisor
 4. Compiling a research proposal, including the background of the research, literature review, and research procedures and doing consultation with the supervisor
 5. Examining research proposal in front of the supervisors and examiners
 6. Collecting the data by doing a semi-structured interview with the participants
 7. Transcribing the outcome of interview
 8. Analyzing the data from the interview transcription by using the thematic analysis
 9. Completing the research proposal and creating the report as the result of the thesis
 10. Examining the thesis in front of the supervisors and examiners
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3.7 Time and Place of the Research

This research was conducted from December 2021 to July 2024 at one of the state universities in Tasikmalaya, West Java, Indonesia, as shown in table below:

Table 3.5

Research Schedule

| No. | Steps | Dec 2021 | Mar 2022 | Jul 2023 | Sept 2023 | Oct 2023 | June 2024 | July 2024 |
|-----|-----------------------------|-------------|-------------|-------------|--------------|-------------|--------------|--------------|
| 1. | Research topic and approval | | | | | | | |
| 2. | Research proposal writing | | | | | | | |

3. Research
proposal
examination
 4. Data collection
 5. Data analyzing
 6. Report
 7. Final thesis
examination
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