

## CHAPTER 3

### RESEARCH PROCEDURES

#### 3.1. Method of the Research

This research uses qualitative research methods with a descriptive case study research design. Yin (2003) stated that a descriptive case study is generally used to provide the researchers with a rich description of the phenomenon being studied. The purpose set by the researcher is to find out the strategies used by *Kampus Mengajar* volunteers in motivating elementary students to learn English.

#### 3.2. Focus of the Research

This research focuses on the motivational strategies used by *kampus mengajar* batch 5 volunteers in motivating elementary students to learn English when carrying out duty in elementary schools. The description was obtained from the results of semi-structured interviews with *kampus mengajar* volunteers who served in one of the elementary schools in Sumedang and Banjar, West Java Province.

#### 3.3. Setting and Participants

The participants in this research are *kampus mengajar* volunteers who are also English Education students at one of the universities in West Java, Indonesia who have participated in the *kampus mengajar* program. There are 2 participants, Participant 1 is an 8th semester English education student who has carried out *kampus mengajar* in one of the elementary schools in Banjar, West Java. Participant 2 is an 8th semester English education student who has carried out the *kampus mengajar* assignment at one of the elementary schools in Sumedang, West Java. The participants were selected based on the results of the preliminary observation to ensure that they were participants who had participated in the *kampus mengajar* and they were English education students. In other hands, these participants were chosen because they were easy to reach so that the research data collection process could be carried out efficiently.

#### 3.4. Technique of Collecting the Data

The researcher conducted the data collection method using semi-structured interviews by Zoom meeting recording in 1 meeting, but it does not rule out the possibility of conducting several interviews according to the willingness and agreement of the researcher and participants with the intention of enriching the data obtained. Semi-structured interviews were chosen because they use a guide that is accompanied by questions and topics to be discussed so the researchers can explore topics in-depth and thoroughly understand the answers given (Harrell & Bradley, 2008). The semi-structured interviews that used in this study also adapt the values of Zoltan Dörnyei's Motivational Strategies (2001) to see what strategies are used by *kampus mengajar* volunteers in motivating elementary students to learn English, with personal approach techniques such as triggering, developing, maintaining, and evaluating elementary students learning. In the step after interviewing the participants, the researcher reviews the answers of the participants, and summarize the answers to describe the results and explain the results of this study.

### **3.5. Technique of Analyzing the Data**

This research utilizes thematic analysis. Thematic analysis is an analytical procedure to analyze, manage, represent, and inform themes that are contained in a data set (Braun & Clarke, 2006). The thematic analysis also allows for flexibility in data interpretation and makes it easier to collect sizable data sets by organizing them into topics. There are 6 phases of thematic analysis:

### **3.6. Familiarising with the data**

This phase begins with the researcher making transcriptions which are obtained from the interview recorded to make it easy for the researcher to identify what is said by the participants. Then, the researcher begins to familiarise themselves with the data by reading it until the researcher fully recognises and comprehends the data and sees the required points which are going to be coded.

#### **1) Generating initial code**

The researcher then codes every data item and ends the phase by organising all their phases and relevant data extracts. The data coded by

using highlight colour to the interesting content and giving a code beside the text to elaborate. The code named by the kind of situation and thought that it would answer research problems.

*Table 3.1 Interview Transcript and Initial codes*

<b>Data</b>	<b>Initial Codes</b>
P2 : For Indonesia and Sundanese, it is true that even in learning English, we still use a mix of Indonesian - Sundanese - English because there happens to be a lack of English in the elementary school.	Mixing language – L1 & L2
P1: we have reached this material, later you will get material that is more difficult than this, so you also have to not be complacent like that.	Feedback
P2: Like for example earlier in numbers, letters, then we, for example, the vocabulary of fruit colors and others, we don't have many meetings so we can really monitor it.	Monitoring
P2: At the end we must have a test or exercise for example, to find out and measure their abilities whether they have understood everything or not so we are together in the learning process like that.	Exercising
P2: for the games, there are many, for example like Indonesia pintar, or guessing games we first print the pictures, for example like pictures about animals about emotions and feelings, there are like angry sad happy like that.	Games & Ice Breaking

*Table 3.2 Frequency Code*

<b>No</b>	<b>Initial Code</b>	<b>Total</b>
1	Mixed languages (Javanese / Sundanese + Indonesia) L1 & L2	2
2	Using English – Target Language	1
3	Reflection	1
4	Feedback	7
5	Monitoring	2
6	Reviewing	1
7	Exercising	9

<b>8</b>	(Clapping hands + Indonesia pintar + Tebak tebakan) Game & ice breaking	6
<b>9</b>	Songs	3
<b>10</b>	Video	3
<b>11</b>	Visual Media	1
<b>12</b>	Electronic Devices	1
<b>13</b>	Using Whatsapp	2
<b>14</b>	Giving Punishment	1
<b>15</b>	Speaking in front of the class	1
<b>16</b>	Stop Talking	1
<b>17</b>	Approaching students	1
<b>18</b>	Reprimand and remind students	4
<b>19</b>	Daily life material	5
<b>20</b>	Various material sources (Books, Internet, KM Volunteers)	2
<b>21</b>	Scaffolding	1
<b>22</b>	Adjusting students' wants and needs	1
<b>22</b>	Distribution of group tasks	1
<b>23</b>	Accommodating questions and sharing	1
<b>24</b>	Creating groups and balancing groups	1
<b>25</b>	Openness of communication	1
<b>26</b>	Peer work	1
<b>27</b>	Reminding students to learn	3
<b>28</b>	Maintaining student confidence	4
<b>29</b>	Ignoring negative views	1
<b>30</b>	Encouraging and enjoying the process	2
<b>31</b>	Remembering Students	1
<b>32</b>	Giving compliments	4
<b>33</b>	Giving rewards	4
<b>34</b>	Receiving suggestion	1
<b>34</b>	Self awareness	1
<b>35</b>	Good manners towards the environment	1
<b>36</b>	Providing Help	1
<b>37</b>	Mutual understanding	1

## 2) Searching for a theme

In the third phase, the researcher analyze the code of the data and classify it into themes.

*Table 3.3 Process of searching for Potential Theme*

Initial code	Potential Theme
L1 (Javanese & Sundanese)	Language adjustment
L2 (Bahasa Indonesia)	
Target Language (English)	
Reflection	Monitoring student learning progress
Feedback	
Monitoring	
Reviewing	
Excercising	Game utilization
Clapping hands	
Indonesia Pintar	
Guessing game	Using various teaching media
Song	
Video	
Visual Media	
Electronic Devices	
Whatsapp	Creating condusive atmosphere
Giving Punishment	
Reprimand and remind students	
Speaking in front of the class	
Stop Talking	Relevant material
Approaching Students	
Daily life materials	
Various material sources	
Scaffolding	Group work activities
Adjusting students' wants and needs	
Distribution of group tasks	
Accommodating questions and sharing	
Creating groups and balancing groups	Encouraging students
Openness of communication	
Peer work	
Reminds students to learn	
Maintaining student confidence	Appreciating students
Ignoring negative views	
Energizing students and enjoying the process	
Remembering Students	Self acceptance
Giving compliments	
Giving rewards	Promoting positive attitude
Receiving suggestion	
Accepting suggestion	
Good manners towards the environment	Promoting positive attitude
Providing Help	
Mutual Understanding	

3) Reviewing for themes: checking the themes about the codes

At this phase, all themes intentionally be brought together as it was aimed at the refinement of those initial themes and presentation of those themes in a more systematic way. Themes must be checked for internal homogeneity and external heterogeneity.

*Table 3.4 Process of searching for Themes*

Potential Themes	Themes
Language adjustment	Promoting Supportive Learning Environment
Monitoring student learning progress	
Game utilization	
Using various learning media	
Creating conducive atmosphere	
Relevant material	
Group work activities	
Encouraging students	Supporting Students' Emotions in Learning
Appreciating students	
Self-acceptance	
Promoting positive attitude	

4) Defining and naming the theme

This phase begin by further refining and defining the themes, identifying the essence of what each theme is about and determining what aspect of the data each theme captures. The author may go back to collated data extracts for each theme and organised it all into a coherent and consistent account while also paying attention to identify what “story” each theme told and how it fitted into the broader overall “story” the author wanted to talk about the data about the research questions.

*Table 3.5 Defining and Naming Themes*

No	Themes	Definition
1	Promoting Supportive Learning Environment	Promoting Supportive Learning Environment is a learning condition designed by <i>kampus mengajar</i> volunteers by involving various strategies such as language adjustment, monitoring students learning progress, game utilization,

		various learning media, creating conducive atmosphere, relevant material, and group work activities, to facilitate optimal English learning process.
2	Supporting Students' Emotions in Learning	Supporting Students' Emotions in Learning is an effort by <i>kampus mengajar</i> volunteers to create positive learning conditions on elementary students' emotions while learning English. by encouraging students, giving appreciation, self-acceptance, and promoting positive attitude.

#### 5) Writing the report

This phase report in detail all findings which are needed by the research.

### 3.7. Steps of the research

*Table 3.6 Research Procedures*

<b>Step</b>	<b>Description</b>
1	Identify and describe the research issue
2	Do preliminary observation to <i>Kampus Mengajar</i> participants from the one of Universities in West Java for gaining a real time insight to strengthen research issue
3	Review the latest research and find the related sources to the research problem from journals and articles
4	Chose a topic for the research
5	Start to compile the research proposal, including the background of the study, literature review, and research procedures
6	Conduct a research guidance with the supervisor
7	Examine the research proposal in front of the supervisor and examiners
8	Collect the data by using semi structured interviews with the participants.
9	Transcribe the interview's outcome
10	Analyzing the data using thematic analysis from Braun & Clarke (2006)
11	Create report on the thesis

