CHAPTER 3
RESEARCH PROCEDURES

This chapter presents a comprehensive description of research procedures. It involves a research method, focus of the research, research setting and participants, technique of collecting the data, technique of analyzing the data, and research schedule.

3.1   Method of the Research

This research used a qualitative approach. The qualitative approach investigates the values, meanings, beliefs, thoughts, experiences, and feelings associated with the phenomenon under examination (Wong, 2008). Meanwhile, the research design used was a case study. Yin (2018) explained that a case study is an empirical method that deeply investigates a current case or phenomenon in a real situation. He added that a case study has three types, namely exploratory case study, descriptive case study, and explanatory case study (Yin, 2018). In this research, a descriptive case study was chosen. A descriptive case study usually describes a phenomenon comprehensively in its context (Yin, 2003). It was chosen because this research aimed to describe students' preferences for effective English teachers' characteristics in EFL context based on the phenomenon of different preferences for effective English teachers' characteristics, which affect students' learning motivation.

3.2   Focus of the Research

This study focused on describing students' preferences regarding effective English teachers' characteristics, including socio-affective skills, pedagogical knowledge, subject-matter knowledge, and personality characteristics in an EFL context. The data were drawn from the interview results with senior high school students who experienced the research phenomenon.

3.3   Setting and Participants

This research was conducted at one of the senior high schools in Tasikmalaya, West Java, Indonesia. This senior high school was chosen because this was where

the phenomenon occurred. According to some students in a preliminary interview, some English teachers in their school who explain the learning material clearly and comprehensively, adapt learning to students' abilities, have good language proficiency, and exhibit positive attitudes and behaviors are considered to be in line with their preferences and tend to increase learning motivation in the classroom. Conversely, English teachers who do not exhibit these characteristics decrease students' learning motivation and achievement. Then, the research was conducted in August 2024, where the participants' selection and data collection were carried out. Furthermore, the research was conducted while the participants were still studying in the senior high school in Tasikmalaya.

The participants of this research were chosen purposively. There were four students consisting of two males and two females with the age range of 17-18 years old. They were enrolled as twelfth-grade high school students at one of the senior high schools in Tasikmalaya. These twelfth-grade high school students were chosen because they had been learning English for about two and a half years and were considered to have recognized the characteristics of the English teachers in their school. They also have been learning English as their foreign language since primary school. Besides, the participants were chosen because they had real experience related to the phenomenon of this research. They had a preference for certain teachers' characteristics because they experience a different impact on their learning motivation which affects their learning achievement, depending on whether they are taught by teachers' characteristics they like or dislike. Additionally, participants were selected based on a recommendation from their English teacher, consisting of two high-achieving students and two low-achieving students. Therefore, the selection of participants was based on these various criteria.

This research considered ethical issues related to the rights of participants. Participants were informed about the description, purpose, and how the study was conducted. They were also advised to complete and sign a consent form containing their agreements to participate in this research data collection process. In addition, the confidentiality and anonymity of the participants' identities were guaranteed,

and the participants' names were changed to pseudonyms. Therefore, participants have agreed to join this study by filling out a consent form.

3.4 Technique of Collecting the Data

The researcher used a semi-structured interview as a data collection technique. Ruslin et al. (2022) explained that a semi-structured interview is an interview process in which the researcher has a directive sense about the main topics that have been determined previously but also provides space for possible new questions that might be asked during the interview. They also added that it allows the researcher to obtain more in-depth information (Ruslin et al, 2022). This type of interview is also flexible and focuses on a specific topic being studied (Adams, 2015). Therefore, it enabled the researcher to dig up in-depth information in a more flexible and adaptable way about students' preferences for effective English teachers' characteristics in EFL context.

In this study, the researcher conducted semi-structured interviews through 12 interview questions. These interview questions were adapted from Dincer et al. (2013) concept about four main characteristics of an effective English language teacher, namely socio-affective skills, pedagogical knowledge, subject-matter knowledge, and personality characteristics.

Table 3.1 The Concept of Four Main Characteristics of an Effective English Language Teacher by Dincer et al. (2013)

a. **Socio-affective skills** Teacher's ability to interact with students to build a comfortable learning environment.	1. **Interpersonal relationship** Teacher's ability to build relationships with students based on communication, empathy, and support to create a positive and comfortable learning environment.
b. **Pedagogical knowledge and skills** Teacher's knowledge and ability to teach their subject area.	1. **Teaching activity** Teacher's ability to choose and apply the activities used to enhance students' understanding and skills.
	2. **Classroom management** Teacher's practices and procedures to maintain a conducive learning environment.
	3. **Technology integration** Teacher's ability to use technology tools, applications, or platforms to facilitate the learning process.

			4. **Assessment** Teacher's knowledge and ability to use various forms of assessment as a means of evaluating student understanding.
c.	**Subject-matter knowledge** Teacher's mastery of the field they will teach.		1. **English language proficiency** Teacher's mastery of various English language skills.
			2. **Cultural awareness of the target language** Teacher's understanding of the target language culture and their ability to integrate it into learning.
			3. **Instructional material use** Teacher's ability to select the types of materials used, such as textbooks, instructional videos, presentation software, and so on.
d.	**Personality characteristics** Teacher's natural and stable traits influence their behavior and thinking.		1. **Teacher personal character** The inherent traits possessed by teachers naturally which influence the learning atmosphere.

Several things were considered in the interview process. The interview process was conducted once for 35 to 40 minutes for each participant and was conducted online via the Voice Notes feature on WhatsApp. However, if any answers lacked detail, the researcher reconfirmed the participants after the interview to ensure accuracy and deepen the information provided. Then, the researcher and participants used Indonesian language to avoid language barriers and miscommunication during the interview process. Eventually, there are several stages of conducting semi-structured interviews that were carried out by researchers based on the concept of Adams (2015), as follows.

1) Selecting respondents and arranging interviews

   At this stage, the researcher selected four participants to be interviewed and then determined the time and place where the interview took place according to mutual agreement. Participants were given a consent form containing a description of the participant's agreement to be involved in this research.

2) Drafting questions and the interview guidelines

At this stage, the researcher made an interview guideline in the form of a list of questions related to the research topic which was arranged in appropriate language and could be understood by participants. The interview questions were developed from the concept of four main characteristics of an effective English language teacher by Dincer et al. (2013) about English teachers' characteristics. Researchers also sent interview guidelines to participants in advance online.

3) Starting the interview

At this stage, the researcher conducted the interview process with participants online through the Voice Notes feature on WhatsApp. The interview process was automatically recorded by the application so that the interview results could be captured.

4) Polishing interview techniques

During the interview process, the researcher had a thorough understanding of the interview questions to be asked. In addition, the researcher also adjusted the speech tone and attitude towards the participants and gave a positive impression and atmosphere for the participants so that they could answer comfortably.

5) Analyzing and reporting a semi-structured interview

After conducting the interview process, the researcher explored the results of the interview and then transcribed and translated the data to be analyzed using thematic analysis from Braun and Clarke (2006).

3.5 Technique of Analyzing the Data

The data that had been collected from an interview was transcribed into non-verbatim transcription. Non-verbatim transcription is a way of transcription by removing things such as laughter, background noise, verbal pauses, and throat clearing, as well as tidying up incomplete sentences (Brooks, 2021). Meanwhile, the data analysis technique used was thematic analysis. In this case, thematic analysis is a data analysis method that involves detecting and evaluating patterns of meaning or themes in qualitative data to describe it in depth (Braun & Clarke, 2006). Braun and Clarke (2006) also divided the process of using thematic analysis into six phases, as follows.

1) Familiarizing yourself with the data, namely repeating reading the data while note-taking the patterns or meaning.

2) Generating initial codes, namely listing down ideas that have been obtained from the previous stage to serve as initial codes.

Table 3.2 Generating Initial Codes of the Data

I also prefer a teacher who likes to help me when I'm struggling with something. So, the teacher should guide me instead of staying silent.	Helping students' difficulties
I think I prefer listening to the teacher's explanation, maybe because I find it easier to understand the material by listening. The teacher's explanation is usually clear and well-structured. The information conveyed is already accurate, so there's no need to compare it further. It makes me understand the material quicker.	Lecturing
I think the introduction of cultural elements is necessary, especially using movies, because they provide examples of how English is used.	Using movies for cultural exposure
I prefer it if the teacher uses a mix of both Indonesian and English. The teacher can explain in English and then translate it into Indonesian, so the teacher shouldn't only use English, it must be balanced between English and Indonesian.	Using L1 and L2
In my opinion, all skills are very important to master. So, I prefer an English teacher who masters all these skills, especially speaking and pronunciation. Speaking and pronunciation are crucial because if the teacher doesn't master them, then the students will have a harder time understanding what the teacher says.	Speaking skills

A total of 16 initial codes represented different aspects shown by participants' interview transcriptions. Here is a list of the initial codes and their frequencies.

Table 3.3 List of Initial Codes and Their Frequencies

No	Initial codes	Total
1.	Helping students' difficulties	5
2.	Treating students fairly	3
3.	Humorous	4
4.	Friendly	3
5.	Giving encouraging words	4
6.	Speaking skills	6
7.	Lecturing	4
8.	Module	5

9.	Using movies for cultural exposure	3
10.	Using L1 and L2	4
11.	Presentation slides	3
12.	Online quiz	3
13.	Giving advice	5
14.	Individual feedback	5
15.	Oral correction	3
16.	Oral test	3

3) Searching for themes, namely grouping codes into relevant themes or forming complex codes into themes, and finally producing a set of potential themes.

Table 3.4 Developing Themes

No.	Initial codes	Potential themes
1.	Helping students' difficulties	Teachers with supportive behaviors
2.	Treating students fairly	
3.	Humorous	Teachers with an outgoing personality
4.	Friendly	
5.	Speaking skills	Teachers with good language skills
6.	Giving encouraging words	Teachers with effective motivational strategies
7.	Giving advice	
8.	Individual feedback	
9.	Using L1 and L2	Teachers with a balanced use of native and target languages
10.	Module	Teachers with effective pedagogical practices
11.	Lecturing	
12.	Oral test	
13.	Oral correction	
14.	Presentation slides	Teachers with professionalism in utilizing attractive and effective teaching media
15.	Online quiz	
16.	Using movies for cultural exposure	

4) Reviewing themes, namely checking the fit between the themes and the coded data and reviewing the themes against the full data set until they answer the research questions.

Table 3.5 Reviewing Themes

No	Themes	Sub-themes
1.	Teachers' good personality and interpersonal skills	Teachers with an outgoing personality
		Teachers with supportive behaviors
2.	Teachers' high English proficiency	Teachers with good language skills

3.	Teachers' effective teaching abilities	Teachers with effective motivational strategies
		Teachers with effective pedagogical practices
		Teachers with a balanced use of native and target languages
4.	Teachers' professional utilization of teaching media	Teachers with professionalism in utilizing attractive and effective teaching media

5) Defining and naming themes, namely identifying and defining the essence of each theme and refining the themes that have been found to fit and answer the research questions.

Table 3.6 Defining Themes

Themes	Definitions
Teachers' good personality and interpersonal skills	Students' preferences for the English teachers' outgoing personality and supportive behaviors that were shown during the learning process.
Teachers' high English proficiency	Students' preferences for teachers' English skills which are considered qualified.
Teachers' effective teaching abilities	Students' preferences for English teachers' teaching abilities include motivating students, implementing pedagogical practices, and using a balanced use of native and target languages, resulting in successful teaching and learning.
Teachers' professional utilization of teaching media	Students' preferences for English teachers in selecting and using certain teaching media that are attractive and effective in the learning process.

Table 3.7 Defining Sub-themes

Sub-themes	Definitions
Teachers with an outgoing personality	Students' preferences for the teachers' traits of warmth, fun, and enjoying social interaction, such as humorous and friendly.
Teachers with supportive behaviors	Students' preference for English teachers who clearly demonstrate actions that encourage and assist students, such as helpful and fair behaviors.
Teachers with good language skills	Students' preferences for the teachers' excellent abilities to use essential language skills such as speaking, listening, reading, or writing in the context of teaching and learning.

Teachers with effective motivational strategies	Students' preferences for successful ways of teachers to foster students' enthusiasm and interest in the learning process.
Teachers with effective pedagogical practices	Students' preferences for some aspects of the teachers' teaching such as instructional delivery, instructional materials use, the way of giving corrections, and the assessment form chosen, resulting in the development of students' learning achievement and performance.
Teachers with a balanced use of native and target languages	Students' preferences for the language chosen by teachers for communicating with them, whether in delivering learning materials or giving directions.
Teachers with professionalism in utilizing attractive and effective teaching media	Students' preference for teachers' understanding and abilities to use certain teaching media that are captivating and impactful to learning.

6) Producing the report, namely writing the results of the data analysis that is reinforced by evidence relevant to the themes in the data.

Thematic analysis was used to facilitate the researcher in finding and reporting themes contained in interview transcripts generated from the interview based on Dincer et al. (2013) concept about four main characteristics of an effective English language teacher, namely socio-affective skills, pedagogical knowledge, subject-matter knowledge, and personality characteristics.

3.6 Steps of the Research

Several steps in the research process were outlined to provide guidance from the preparation of the proposal to the implementation of the thesis defense. These steps are presented in the following table.

Table 3.8 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	Analyze 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

3.7 Time and Place of the Study

This study was conducted from September 2023 to December 2024, as shown in Table 3.9. It started from the research proposal writing to the thesis examination. Then, the study was conducted at one of the senior high schools in Tasikmalaya, as the researcher described in the setting and participants section.

Table 3.9 Time and Place of the Study

No	Description	Sept-Nov. 2023	Dec. 2023	Aug. 2024	Sep. 2024	Oct. 2024	Nov. 2024	Dec. 2024
1.	Research Proposal writing	■						
2.	Research Proposal Examination		■					
3.	Data Collection			■				
4.	Data Analysis				■			
5.	Report					■	■	
6.	Thesis Result Seminar						■	
7.	Thesis Examination							■