

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1. Method of the Research**

The study used a descriptive case study as the research design. According to Merriam (1998), a case study is a comprehensive, in-depth description and examination of a discrete phenomenon, such as a system, organization, person, activity, or social unit (Yazan & De Vasconcelos, 2016). Hence, this study empirically examined the use of TL in EFL classrooms by addressing the issues of the phenomenon. A descriptive case study allowed the researcher to explore and describe students' attitudes based on a real phenomenon. Therefore, this research design aligned with this study. This study was based on a phenomenon where a class of a junior high school in Tasikmalaya utilize TL fully in an EFL classroom.

#### **3.2. Focus of the Research**

This research focused on investigating the use of the target language in an EFL classroom from the student's point of view about how students showed their attitude when they and the teacher used English fully in the EFL classroom. The attitudes in this research referred to cognitive, affective, and behavioral attitudes which describe the students' attitudes based on how they react mentally, how they show their feelings, and how they managed to involve or engaged in the classroom.

#### **3.3. Setting and Participants**

This research was conducted in one of the junior high schools in Tasikmalaya, West Java, Indonesia. The participants of this study were 7th-grade students of the junior high school who were studying English as a foreign language. The class chosen for observation was a class that implemented English in a greater proportion than other classes. This class was also a language class that was used as participants in a program to

implement English as the language used in the learning process. Four students with different proficiencies (higher and lower English proficiencies) were chosen to conduct a semi-structured interview. The participants consisted of two female and two male students with an average age of 13 years. The higher proficiencies students were the high-achieving students with the most active participations in the classroom. On the other hand, the lower proficiencies students were the students with less participation in the classroom.

### **3.4. Technique of Collecting the Data**

To collect the data, a semi-structured interview with 4 students was applied in this study. This study used a semi-structured interview theory by Adams (2015) as a guide to conduct the interview. The data collection process followed several steps below.

- 1) Developing interview questions based on the theory of attitudes, which consist of three components: cognitive, affective, and behavioral.
- 2) Contacting the school to request permission to collect the data.
- 3) Coordinating with the homeroom teacher of the class designated for data collection
- 4) Observing the teaching and learning process in the EFL classroom where only the target language is used comprehensively. In this step, the researcher was also approaching potential participants by engaging in light conversations about their experiences in EFL classrooms that use the target language. During this process, the researcher notes key points that can be incorporated into the semi-structured interview.
- 5) Conducted a second observation to supplement the data that had not been gathered, during the two hours of lesson.
- 6) Asked for participants' consent to become a resource in the interview.

- 7) Conducting the initial semi-structured interview with the participants. In this process, the researcher followed the interview guidelines but may ask some spontaneous questions based on participants' responses.
- 8) After the interview, the researcher reviewed the data collected from the interview sessions.
- 9) Conducting follow-up discussions with the participants to clarify or confirm the data obtained from the interviews.
- 10) Expressed gratitude to the school and participants.

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

The data were analyzed using thematic analysis within a deductive approach to investigate how EFL students experienced the use of the target language in EFL classrooms. In the deductive approach, the themes identified were determined based on the theory. Thus, analyzing the data using deductive analysis is more obviously analyst-driven and is typically motivated by the researcher's theoretical or analytical interest in the subject (Braun & Clarke, 2006). Moreover, to analyze the students' attitude, the researcher used Garret's (2003) theory to classify the positive and negative attitudes of the cognitive, affective, and behavioral attitude.

The procedure of the data analysis follows the 6 steps of thematic analysis provided by Braun and Clarke (2006) in their article.

- 1) Familiarization.

Before beginning to analyze specific items, it's critical to acquire a complete overview of all the data that has been gathered. In this step, the researcher transcribed the interview data and translated it into English. Then, the researcher read all the data from the transcript to become familiar with it.

- 2) Generating initial codes.

After becoming familiar with the data, the next step involved highlighting the data by creating codes to describe the main ideas.

In this step, the researcher used a coloring method to highlight the data before generating initial codes.

Table 1. Collate Codes

Transcription	Initial Codes
P3: <i>Iya jadi yang <b>asalnya Inggris aku masih flat, biasa aja. Jadi Jadi makin tahu banyak. Makin tahu banyak.</b></i>	<b>Enhancing knowledge</b>
P2: <i>Kalau mau <b>belajar atau kerja di luar negeri</b> bisa, <b>dimanapun bisa.</b></i>	<b>Students think English is important for studying abroad.</b>
P1: <b>Grammar.</b> <i>Pasti (belajar/searching dari internet) <b>soalnya kan kalau ujian itu ada grammar nya, takutnya nilainya drop.</b></i>	<b>Difficulty understanding English Structures</b>
P2: <i><b>New Sentence lah, kalau belajar New Sentence.</b> Menanyakan ke Mister. Atau tanya teman yang tahu.</i>	<b>Difficulty understanding English vocabulary</b>
P1: <i>Ya, kadang kayak <b>antusias. Kayak, Kayak, ah seru nih kayaknya.</b> Kayak kan suka nonton film-film yang dari luar negeri. Kadang tuh kalau misalnya pakai bahasa Inggris, kayak lagi di filmnya gitu loh (giggle).</i>	<b>Students' excitement</b>
P4: <i>Kadang. <b>Antusiasnya... kalo game</b> gitu.</i>	<b>Students' preference</b>

P1: *Bangga. Kayak, oh my God, I can speak English so proud of myself.* Student's pride

P3: *Iya, senang. Wah keren banget, bisa sendiri tanpa guru.* Students' satisfaction

P1: *Ya, apa ya, kalau misalnya menjelaskan takut salah aja gitu.* Students' anxiety

P2: *Ya gapapa nanti juga bener, nanti dibenerin salah mah gapapa.* Students' acceptance of making mistakes

P1: *Paling bertanya deh. (diskusi dengan teman) Em...Kadang aku pakai bahasa Inggris, jadi kayak sometimes, apa ya? Dicampur gitu. Presentasi pernah.* Students' participation

P3: *Biasanya aku di rumah tuh ngulang pelajarannya jadi aku tulis lagi semua yang aku pelajari di sekolah jadi waktu di kamar aku ngulang materinya jadi aku mengerti, dan minta tolong Mister.* Perseverance and resilience

P3: *Ya kita memecahkan masalah sendiri barengan (dengan kelompok).* Cooperation

P2: *Ya, ada sering banget (teman yang mengoreksi jika membuat kesalahan). ...seneng* Empathy and support

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*aja, malah aku biarkan (teman mengoreksi) bener.*

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*Table 2. List of Initial Codes and Their Frequency*

<b>Initial Codes</b>	<b>Frequency</b>
Enhancing knowledge	1
Students think English is important for studying abroad.	2
Difficulty understanding English Structures	1
Difficulty understanding English vocabulary	2
Students' excitement	1
Students' preference	3
Student's pride	1
Students' satisfaction	2
Students' anxiety	2
Students' acceptance of making mistakes	3
Students' participation	3
Perseverance and resilience	4
Cooperation	2
Empathy and support	1

3) Searching for themes.

After generating the codes, the codes were used to identify patterns and determine the themes. However, the themes still needed to be reviewed. In this step, the researcher classified the codes into themes.

*Table 3. Group code into themes*

<b>No.</b>	<b>Codes</b>	<b>Sub-themes</b>
1.	Enhancing	Connecting and implementing knowledge.
2.	knowledge Students think English is important for studying abroad.	
3.	Difficulty understanding	Difficulty in understanding English Concepts
4.	English concepts Difficulty understanding English vocabulary	
5.	Students' excitement	The excitement during the learning process
6.	Students' preference	
7.	Students' sense of pride	Students' Expression when communicating with English
8.	Students' satisfaction	
9.	Students' anxiety	Students' fear and reactions of making mistakes
10.	Students' acceptance of making mistakes	
11.	Students participation	Participation and problem solving
12.	Perseverance and resilience	
13.	Cooperation	Students' engagement in cooperative behaviors when working with peers or group
14.	Empathy and support	

#### 4) Reviewing Themes

The data were reviewed to ensure that the themes represented the data accurately. In this step, the researcher reviewed the themes to confirm that they were convincing and encompassed all the data.

*Table 4. Reviewed Themes*

<b>Sub-Theme</b>	<b>Theme</b>
Connecting and implementing knowledge.	The Positive Attitudes towards Teacher's Use of TL
The excitement during the learning process	
Students' Expression when communicating with English	The Positive Attitudes towards Students' Use of TL
Participation and problem solving	
Students' engagement in cooperative behaviors when working with peers or group	
Difficulty in understanding English Concepts	The Negative Attitudes towards Teacher's Use of TL
Students' fear and reactions of making mistakes	The Negative Attitudes towards Students' Use of TL

5) Defining and naming the themes

At this stage, the themes that were provided in this study were defined and refined before analyzing the information contained within them. Define and refine referred to defining the "essence" of each theme (as well as the themes as a whole) and pinpointing the particular feature of the data that each theme captured.

6) Writing the report

In writing a thematic analysis, the research question, aims, approach, and methodology were involved before writing the findings.



### **3.6. Steps of the Research**

- 3.6.1. Identifying and finding the issue based on the researcher's experience about EFL lessons which still use the mother tongue in a greater percentage than the target language.
- 3.6.2. The researcher found a phenomenon in one of the middle schools that uses the target language fully in EFL learning.
- 3.6.3. Conducting a literature review related to language acquisition, target language, attitudes, and English as media of instruction.
- 3.6.4. Formulating the objectives and research question that examines students' attitudes on the use of target language in EFL classrooms.
- 3.6.5. Determining the settings (participants and place).
- 3.6.6. Collecting the data by observing the process of learning in the classroom 2 times before conducting a semi-structured interview with 2 students with higher proficiencies and 2 students with lower proficiencies.
- 3.6.7. Analyzing the data by using thematic analysis. Determine the data's topic and description by analyzing the data.
- 3.6.8. Writing the report using flexible, structured, and evaluate criteria, and including elements of reflexivity, subjectivity, and bias from the researcher.

### 3.7. Research Schedule

Description	Sep 2023	Oct 2023	Nov 2023	Dec – May 2024	July 2024	Jul – Nov 2024
Research Proposal writing	■					
Research Proposal Examination				■		
Data Collection				■		
Data Analysis				■		
Report					■	
Thesis Result Seminar						■
Thesis Examination						■

*Table 5. Research Schedule*