# CHAPTER 3
# RESEARCH PROCEDURES

## 3.1    Research Method

This study employed a qualitative descriptive case study to provide a more in-depth description of a phenomenon and its characteristics Nassaji (2015). This design was used because descriptive case studies investigate contemporary phenomena in real-life contexts, especially when the boundary between the phenomenon and its context is not so clear." Case studies are used to understand complex phenomena through thorough analyses involving multiple data sources, such as interviews, observations, and documents Yin (2014). Thus, the application of this methodology in this study can include a closer, deeper, and more extensive exploration of behavioral engagement in English language learning in elementary schools based on the phenomena that occur in the field.

## 3.2    Research Focus

This research investigates Students' English learning behavioral engagement in an Elementary School based on a case study.

## 3.3    Setting and Participants

This research was conducted in one elementary school located in Tasikmalaya city. In this school, English is learned by the students from grade four to six once a week for two hours of English. The focus of English learning in elementary school is on  vocabulary mastery. The participants in this research were all students in fifth grade. All fifth  grade students participated in this study. They observed their engagement during the English learning process but researchers only took three students who were highly engaged and low engaged during learning to got deep information.

## 3.4    Data Collection

In collecting the data, this study utilized two sources of data collection. The first was non-participant observation. Creswell & Poth (2018), describe observation research as a data collection technique in which researchers directly observe behaviors, interactions, or conditions in a natural environment. They

emphasize that this method is very useful for understanding phenomena in their original context without any interference or manipulation from the researcher, thus providing an authentic picture of the observed phenomena. All English teaching and learning activities in the classroom were recorded by a video camera with a duration of 60 minutes during the observation and the observation was conducted twice.o recording offers contextual data by capturing what happens in the classroom. The researcher was able to replay the events due to the use of video recordings. The entire activity was videotaped until the end of the teaching-learning process. After the observation, the researcher transcribed the video. The video transcripts in this study included the collection of photographs, i.e. framing to select data that corresponded to communicative gestures. Next, the data was selected through data that was suitable for a particular purpose.

The second data collection method was a semi-structured interview in which a standard list of questions was used. Kallio et al. (2016), define semi-structured interviews as an interview method that has a main topic guide but allows the researcher to change the order and focus of questions according to the participants' responses. According to them, this method is useful because it provides structure to keep the data relevant, yet remains flexible to explore more in-depth answers. Semi-structured interviews were applied to get students' understanding and interest when learning English during the lesson. To conduct semi-structured interviews, the researcher made a list of questions as guidelines for research questions. The questions include Attendance, behavior incidents, and student participation. However, the questions are flexible and open-ended to get broader information and get a deep understanding of the students' understanding and interest in English during the lesson.

The interviews are conducted in the participants' first language, Indonesian, so that they can express their thoughts freely without language barriers and prevent confusion and miscommunication among the participants. Information retrieval will be conducted outside of English class hours. In addition, the data will be transcribed to highlight statements that are relevant to the research questions.

### 3.5 Data Analysis

The data were analyzed using thematic analysis. Braun & Clarke (2006); described thematic analysis as a technique for identifying, analyzing and reporting recurring patterns (themes) in data. Braun & Clarke (2006); proposed several steps in analyzing the data using thematic analysis, such as:

1) Becoming familiar with the data

In this step, the researcher familiarized herself with the data by reading the interview transcripts relating to learners' opinions and their engaged in learning English. Additionally, the researcher recorded or marked concepts for coding. The researcher also transcribed the verbal data into written text.

**Table 3. 1 Data of Observation**

| Participants | Data |
| --- | --- |
| S1 | Student M was doing a project with his peers. Then Student M asked his teacher: "Miss. Kalau ini gimana" |
| S2 | Student 2 was completing a group project with his peers. Then Student R approached the teacher with a dictionary to confirm the meaning of the word she was searching. |
| S3 | Student 3 arriving class on time |

**Table 3. 2 Data of Interview**

| Participants | Data |
| --- | --- |
| Researcher S1 | R  : Kalau susah menurut M, terus M engga ngerti ngerti, M suka ngapain? |
| Researcher S2 | S1: Suka nanya ke Miss H atau nanya ke temen ini maksudnya gimana. |
| | R  : Itu gimana cara ngerjain tugas kelompoknya? |
| | S2: Kerja sama |
| | R  : Gimana aja? Dibagi tugas atau gimana? |

| | |
|---|---|
| Researcher S3 | S2: Aku yang nyari kata kata yang ga ada di materi,di kamus yang dibawa Mis H nah nanti temen aku yg nulis terus Aku yang gambar, temen aku yang mewarnai. |
| | R   : Pas pelajaran Bahasa Inggris, kamu datang terlambat engga? |
| | S3: Engga |
| | R   : Kenapa engga terlambat? |
| | S3: Karena nggak piket |

2)  Generating initial codes

   In this step, the researcher generated initial codes based on the observation and interview data obtained. The researcher used a highlighter to code the data to signify potential patterns.

**Table 3. 3 Initial Codes of Observation**

| Data | Codes |
|---|---|
| The Student 1 asks the teacher to confirm her understanding "Miss snow itu salju? Jadi snowy itu cuaca nya bersalju gitu? | Confirming words meanings |
| The teacher reviews the previous lesson "Kemarin kita sudah membahas karakteristik dari season. Sekarang coba sebutkan ada berapa season in this world?" Student 3: Enam | Responding questions |
| The teacher makes a group to do the project and the students start discussing with their  peers. Ms. H: "Ok, so now I will make you a group. How many students here?" | Participating the lesson |

Student 2: "19"

Ms. H: " ok 19 dikurangi yang sakit enam jadi 13, 13 dibagi 6 jadi ada yang sekelompok 2 orang dan ada yang sekelompok 3"

| | |
|---|---|
| The students showed that they helped each other when doing the project. | Sharing ideas |
| When doing the project with peers, it was seen that "student 3" can't stay still. | Showing expressions |

**Table 3. 4 Initial Codes of Interview**

| Data | Codes |
|---|---|
| R: Kalau ada pelajaran yang nggak dimengerti, suka nanya ke temen atau ke Miss H?<br><br>S3: Temen sih, soalnya ke Miss H engga pernah | Discussion with classmeet |
| R: Gimana cara bagi-bagi tugasnya sama A? Kan kemarin tuh tugasnya ada translate, menggambar sama mewarnai ya, terus cara bagi-bagi tugasnya gimana?<br><br>S3: Kalau A yang nulis, kalau aku yang gambar<br><br>R: Yang translate nya siapa?<br><br>S3: Barengan | Doing a group project |
| R: Kalau kemarin teh kamu kaya yang seru banget pas pelajaran bahasa Inggris tuh, itu teh kenapa?<br><br>S1: Soalnya project, aku sukanya project bukan tugas sendiri | Showing enthusiasm |

| | |
|---|---|
| R: Kemarin datang ke kelasnya terlambat engga?<br><br>S2: Engga<br><br>R : Kenapa engga terlambat?<br><br>S2: Soalnya bukan jadwal piket | Attending in the Class |
| R : Jadi yang paling susah nerjemahin ya? Kemarin pake kamus engga nerjemahinnya?<br><br>S3: Pake, tapi di kamus mah tulisannya banyak jadi pusing<br><br>R: Jadi pengennya yang langsung ada?<br><br>S3: Iya | Using study technique |

**Table 3. 5 List of Initial Codes of Observation and Interview**

| Initial Codes | Source | |
|---|---|---|
| | **Observation** | **Interview** |
| Responding questions | 3 | 2 |
| Asking questions to clarify understanding the materials | 3 | 3 |
| Class discussions | 3 | 3 |
| Participating in activities | 3 | 3 |
| Completing and submitting the assignment | 3 | 1 |
| Students put effort into producing high-quality work that reflects understanding. | 3 | 3 |
| Reflecting as an improvement for student | 3 | |
| Maintaining focus during the lessons | 1 | 3 |
| Learning comfortable with the teacher | 3 | 3 |
| Using study technique | 2 | 2 |
| Arriving to class on time | 2 | 2 |
| Adhering to instructions | 3 | 3 |

3) Searching for themes

      In this step, the researcher sorted the initial codes from the data on student behavioral engagement in English learning into potential themes and compiled all pertinent coded data extracts within the identified themes.

**Table 3. 6 Searching for Themes**

| Initial Codes | Potential Themes |
| --- | --- |
| Arriving class on time | Committing Punctualyy |
| Responding questions<br>Class discussions | Actively Participating and Interacting |
| Student effort<br>Completing and submitting<br>the assignment | Effort and persistence |
| Asking question to clarify<br>understanding<br>Students' reflection<br>Finding another explanation | Proactive learning behaviors |
| Maintaining focus during the material | Focus and attention |
| Comfortable to learn with the Teacher<br>Adhering to instructions | Comfort and interaction |
| Using study technique | Strategic learning behaviors |
| Participating in activities | Classroom dynamics and interaction. |

4) Reviewing themes

      In this step, the researcher considered the preceding themes, which were completed in the third phase. The researcher reviewed the themes again to see if they were appropriate for the study. If not, the researcher then declined or altered the themes until the most acceptable themes were found.

**Table 3. 7 Reviewing Themes**

| Initial Codes | Themes |
|---|---|
| Arriving Class on Time<br>Complete and Submit the Assignment | Committing Punctually |
| Student Response Questions<br>Class Discussions<br>Participating in Activities | Actively Participating and Interacting |
| Student Effort<br>Maintaining Focus During the Material<br>Using Study Techniques | Striving Learning-Focused |
| Asking Questions to Clarify Understanding<br>Finding Another Explanation<br>Students' Reflection | Learning Proactively and Clarifying Concisely |
| Comfortable to learn with the Teacher<br>Adhering to Instructions | Enjoying and Adhering Classroom Dynamic |

5) Defining themes

The researcher interpreted each topic identified as the answer to the research question that was posed earlier.

6) Producing the report

It is the last phase in thematic analysis. After the researcher got the central theme, the researcher created a report on the research findings.

**3.6 Steps of the Research**

**Table 3. 8 Steps of the research**

| Steps | Description |
|---|---|
| 1 | Identify and describe the research issue |
| 2 | Examine current research and locate sources from journals or publications that are relevant to the study topic. |
| 3 | Choose a topic for the research. |

| Steps | Description |
|-------|-------------|
| 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 examine |
| 6 | Collect the data using a semi-structured interview with participants Transcribe the interview's outcome |
| 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 Research

This research was conducted at one of the Elementary Schools in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research was conducted in the period from April 2023 to November 2024.

**Table 3. 9 Time of the research**

| Activities | Month | | |
|---|---|---|---|
| | Apr May Jun Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sept Oct Nov | | |
| | 2023 | 2024 | |



Research Proposal Writing

Research Proposal Examination

Data Collection

Data Analysis

*Telaah komprehensif* Examination

Final Thesis Examination