

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of The Research

The research utilised a qualitative method, specifically choosing a descriptive case study as the research design. A case study is characterised as an empirical investigation that examines a current phenomenon within its real-life context, especially when the boundaries and contexts are not clearly defined (Yin, 2014).

It signifies that a case study is orientated towards obtaining in-depth knowledge about actual phenomena taking place in a given environment. Therefore, this study suits in a frame of descriptive case study design since the study conducted to report in detailed depictions upon a phenomenon of how the motivation of Indonesian senior high school students in Tasikmalaya to learn English speaking.

3.2 Focus of The Research

The study centers on the motivation of students to acquire English speaking skills in a senior high school in Tasikmalaya. The description took from observation and the result of the semi-structured interview.

3.3 Setting and Participants

The research was conducted at an Islamic senior high school in Tasikmalaya. The school was established in 2015. The school has only one class for each level. It is chosen because the school is new and needs development. Consequently, the findings from this research will be beneficial for the school and could contribute to future research. In addition, the learning of English speaking in the class is conducted by using the “Merdeka Curriculum”. The students are given freedom to explore their abilities and interests. Teachers at school are more flexible in teaching their students and more aware of the interests, talents, and needs of their students.

The study includes five participants who were high school students from both the first and second grades. They have different levels of motivation,

which is the highest level (intrinsic motivation), mid-level (extrinsic motivation) and lowest level of motivation (amotivation). They were selected based on their willingness to be interviewed. The interview conducted to verify about their behaviours, interactions and motivation during learning English speaking in the classroom.

3.4 Technique of Collecting the Data

To collect the data, the researcher employed both observation and semi-structured interviews. Technically, data collection begin with observation, followed by semi-structured interviews. According to Satapathy (2019), observation offers the researcher more reliable and valid data, as certain aspects of people's behaviour and environment can only be accurately understood through direct observation. Researchers can get insights into contextual factors and behaviours by observing participants or situations in their natural settings. In this research, the researcher observed and conducted a preliminary interview with an English teacher. Then, the researcher did the classroom observation when the speaking lesson was conducted. Classroom observation was conducted once to observe the learning taking place and students' behaviours and interactions with the learning. The classroom observation was recorded by camera video. Video recording serves real-time interactions by documenting the activities during the class. The researcher was able to go back to what happened through the use of video recordings. The researcher recorded the entire activity until the final step of the teaching-learning process. After the observation, the video recording was transcribed.

After the classroom observations, the researcher selected students who pleased specific criteria to be interviewed. The interviews were conducted in a semi-structured interview. Semi-structured interviews serve as a flexible form of qualitative interviewing, providing a question framework while allowing for spontaneous exploration of topics. According to DeJonckheere and Vaughn (2019), semi-structured interviews prove beneficial when researchers aim to acquire qualitative, open-ended data, explore participants'

perspectives, emotions, and beliefs on a particular subject, and delve into personal, at times sensitive topics. In this research, the interviews were conducted once that explored students' motivations. Face-to-face interviews were conducted for each participant to ensure accuracy and verify information. Also, to prevent misunderstandings and confusion between the researcher and participants, the interview was conducted in Indonesian (L1). So they can freely express their thoughts without being limited by language barriers.

3.5 Technique of Analysing the Data

In analyzing data, the technique that the researcher used is thematic analysis by Braun and Clark (2006) which consists of six phases:

1. Familiarizing The Data

In this phase, the data will be read and reread to take notes or mark ideas to get initial codes. It is essential to fully immerse yourself in the data until you have a thorough understanding of its depth and breadth (Braun & Clarke, 2006). The data in this research is observation result and interview result transcription.

2. Generating Initial Codes

After becoming acquainted with the data by taking notes or highlighting key ideas, initial codes will be assigned to noteworthy aspects during the transcription of observation and interview results. The initial codes match up with the idea or the notes that have been marked. Then, it highlights to make the code easy to differentiate from the other codes. During this step, the researcher identifies and determines whether or not the data is relevant.

Table 3.1. Searching for Themes (Observation)

P2 followed the lesson well, listend and shared his opinion actively. Although, in some parts he seemed facing the difficulties such as did not know the vocabulary and how to pronounce it.	Personal interest and enjoyment
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<p>P5 seemed unconfident when it was her turn to have a conversation in front of the class. When he asked to do the conversation he said “enggak ah bu, malu”</p>	Lack of confidence
<p>P2 raised his hand without being asked or requested to share his opinion throughout the discussion.</p>	Doing something driven by personal desire
<p>when it was his turn to perform in front of the class P5 seemed difficult in pronouncing certain words</p>	Difficulties faced during learning
<p>When preparing to do a conversation in front of the class, P4 took the initiative to ask her teacher about how to pronounce words. “Bu, kalau ini cara pengucapannya gimana?”</p>	Coping difficulties faced during learning
<p>P1 also looked confident when giving her opinion, she did not hesitate in saying it.</p>	Feeling confident
<p>P3 did not pay attention to the discussion, this can be seen from P3 whose gaze was everywhere and daydreaming. When his friends were discussing he was just silent.</p>	Inability to concentrate or focus
<p>P3 has difficulty in understanding learning, this can be seen when P3 is asked by the teacher he was confused and just smile.</p>	Inable to understand

<p>During the learning process P5 did not seem to enjoy learning, this could be seen when his friends practiced for conversation P5 did not do that and he did the distracted something (drawing on his book).</p>	<p>Lack of enjoyment</p>
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Table 3.2. Searching for Themes (Interview)

<p>Karena saya dulu mengalami belajar dengan guru yang menggunakan british, jadi pembelajarannya agak menegangkan. Kalau yang sekarang saya lebih menikmati karena pembelajarannya mudah dipahami mungkin karena menggunakan American yaa. P1</p>	<p>Personal interest and enjoyment</p>
<p>ada sih, takut berbicara padahal tahu. P4</p>	<p>Lack of confidence</p>
<p>sangat berpengaruh, karena jadi lebih semangat. P2</p>	<p>Increasing confidence/motivation due to external factors</p>
<p>Memang suka pembelajaran speaking jadi memang keinginan sendiri juga. P2</p>	<p>Doing something driven by personal desire</p>
<p>buat kalau lagi dimana atau ada orang yang tidak bisa bahasa Indonesia terus bisanya bahasa inggris. P5</p>	<p>Desire to succeed</p>
<p>kan bahasa inggris itu beda-beda yaa pengucapannya, jadi mungkin agak bingung</p>	<p>Difficulties faced during learning</p>

di memahami kata yang diucapkan. Misalnya ketika kata “focus” ada yang bilang ‘fokys’ ada juga yang bisa ‘fokeus’, sedangkan yang saya tahu pengucapannya ‘fokeus’. P1

ketika ada tugas sih. Terus kan waktu itu diwajibkan bawa kamus, jadi kadang suka buka-buka kamus juga. P4	Coping difficulties faced during learning
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Iya, kalau di speakingnya saya merasa punya kemampuan itu, tapi untuk kemampuan bahasa inggrisnya sendiri saya belum terlalu bagus. P2	Feeling confident
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enggak sih, Cuma bilang belajar lagi aja yang semangat, karena karakternya beda-beda jadi kata bunda yaudah fokus dihafalan (al-qur'an) aja. P3	No external influence
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Mungkin kalau gurunya ngejelasinnya terlalu lembut suka bikin ngantuk. P4	Inability to concentrate or focus
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karena aduh benar-benar bingung gitu yang diomongin itu apa, jadi gk aktif karena bingung yang diomonginnya apa. Kalau baca bahasa inggris yang di buku itu suka gk mau, karena gk bisa, bingung. Jadi suka nunggu gurunya nyuruh aku, baru aku baca pelan-pelan, nanti kalau aku gk tau dikasih tau pelan-pelan. P3	Inable to understand
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ehh, setengah-setengah kak, Karena gk nyaman itu tadi. P3	Lack of enjoyment
ada, pengen dapat nilai besar	External influence

Table 3.3. List of Initial Codes and Their Frequency

No	Initial codes	Total	
		Observation	Interview
1	Personal interest and enjoyment	6	14
2	Lack of confidence	3	5
3	Increasing confidence/motivation due to external factors		5
4	Doing something driven by personal desire	2	3
5	Desire to succeed		9
6	Difficulties faced during learning	3	9
7	Coping difficulties faced during learning	2	9
8	Feeling confident	2	2
9	No external influence		9
10	Inability to concentrate or focus	2	8
11	Inable to understand	2	3
12	Lack of enjoyment	3	5
13	External influence		2

3. Searching for Themes

After acquiring the initial codes, the next step involves searching for themes. In this stage, the analysis progresses from coding to a broader level of themes. This includes sorting different codes into potential themes and consolidating all relevant coded data excerpts under the identified themes

(Braun & Clarke, 2006). The researcher compiles numerous codes in this section, organizing them into potential themes.

Table 3.4. Searching for Themes

No	Initial codes	Potential themes
1	Personal interest and enjoyment	
2	Doing something driven by personal desire	Intrinsic Regulation
3	Feeling confident	
4	Increasing confidence/motivation due to external factors	
5	Difficulties faced during learning	External Regulation
6	External influence	
7	Coping difficulties faced during the learning	Introjected Regulation
8	Desire to succeed	Identified Regulation
9	Inability to concentrate or focus	
10	Lack of confidence	
11	Lack of enjoyment	Non-Regulation
12	Inable to understand	
13	No external influence	

4. Reviewing Potential Themes

The researcher systematically documents the themes that surface in the analyzed data, utilizing the self-determination theory. Due to several necessary modifications, it will become evident that certain initially proposed themes do not genuinely meet the criteria as themes (Braun & Clarke, 2006). During this phase, the researcher attempts to modify the previously obtained themes.

Table 3.5. Reviewing Potential Themes

Potential Themes	Themes
Intrinsic Regulation	Intrinsic Motivation
External Regulation	Extrinsic Motivation
Introjected Regulation	
Identified Regulation	
Non-Regulation	Amotivation

5. Defining And Naming Themes

The themes that contribute to the research will be interpreted and named for each theme throughout this step.

6. Producing The Report

This phase involves aligning the context with the theory applied in the research, and the researcher reports the study's findings in the following chapter.

3.6 Steps of the Research

Table 3.6. Steps of the Research

Steps	Description
1	Identify and the issue at a senior high school in Tasikmalaya
2	Examine and review sources from journals or publications relevant to the study topic.
3	The researcher chose and decided the topic to be researched.
4	Continue the formulation of a research proposal, starting with the study's background, followed by a literature review, and detailing the research methodology.
5	Collect the data using observation and semi-structured interview.
6	Analyze the data employing the thematic analysis approach as specified by Braun and Clarke (2006).
7	Writing a report

