

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

The method of this research used descriptive case study design to investigate language attitudes. A descriptive case study provides a comprehensive and specific depiction of a particular phenomenon, offering rich details and a contextualized understanding (Yin, 2003) which this research needed for exploring the factors that negatively affect santri's attitude. The research adopted a qualitative approach, aiming to explore the subjective beliefs, emotions, and behaviors of individuals towards the English language.

3.2 Focus of the Research

This research focused on discovering the factors that negatively affect English language attitude in terms of cognitive, affective, and behavior of students.

3.3 Setting and Participants

The research was conducted in one of the senior boarding high schools in Tasikmalaya. The research collected the data from santris who demonstrate the most negative attitudes based on pre-observation research that explained above ranging from male and female 15 to 17 years old with the background of Sundanese mother language and Bahasa Indonesia nationalism language. There are 9 participants in this research; 3 of them, who demonstrated the most negative attitudes, were selected through a purposive sampling method to collect the data. Purposive sampling is an appropriate method when the population under study is limited in size and when there is a specific characteristic that needs to be examined in-depth. This sampling technique is chosen deliberately to ensure a focused and

detailed investigation of the known characteristics within the small population (Kothari, 2004).

3.4 Technique of Collecting Data

This research used semi-structured interviews to collect the data. By using semi-structured interviews, the result of collecting the data will involve asking participants broad questions that give them the freedom to express their viewpoints without limitations (Creswell, 2018). The primary method of data collection used semi-structured interviews, allowing participants to express their thoughts and experiences in-depth while also providing the researcher with the flexibility to probe for further information. The interviews focused on gathering rich and detailed accounts from participants, capturing the nuances of their language attitudes. Thus, exploring participants' attitudes towards participant's any factors that may influence their language attitudes. Indonesian language (L1) was used in face-to-face interviews to avoid miscommunication and confusion among the participants. Thus, to conduct a semi-structured interview, the researcher provided 9 questions adapted from the theories and previous research of language attitude as stated above from Baker (1992). The questions were designed to be open-ended and adaptable, aiming to elicit more extensive and in-depth insights into the students' language attitudes, thus facilitating a richer comprehension.

3.5 Technique of Analyzing Data

This research was analyzed and coded using Miles, Huberman, and Saldaña (2014). The aim of these techniques for analyzing qualitative research is to explore the typical and unique aspects of the lives of individuals, groups, societies, and organizations. The steps involved, following the provided guides, include data condensation, data display, and drawing and verifying conclusions.

The language attitude framework was employed to interpret the data (Abidin, 2012; Baker, 1992; Garret, 2010; Ellis, 2015). The cognitive aspect, reflecting the lack of exposure to English, the affective aspect, involving language anxiety, and the behavioral aspect, which links motivation to classroom engagement, were essential in understanding participants' attitudes. This alignment with attitude theory helped clarify the negative impact of limited exposure, anxiety, and demotivation on language learning, supporting previous findings in language acquisition studies (Dewaele, 2024; Getie, 2020; Soriano, 2022).

3.5.1 Data condensation

The interview data was condensed, the process of condensation is the process of selecting, focusing, simplifying, and reducing data. The researcher selected important significant data that pertained to addressing the research question, while less important and irrelevant data were decreased. The process of data condensation is included in two phases, first cycle coding and second cycle of coding. These two phases aim to discover codes based on the conceptual framework, the three aspects of attitude cognitive, affective, and behavior.

Table 1. Data Condensation

Original Data	Condensed Data
I don't know how to pronounce English. For example, if someone speaks English, I respond by saying, "No English," since I don't know how to answer.	When someone speaks to me in English, I respond with "No English" because I can't pronounce English.

It's hard to understand, so I can't speak English. for example, you can understand Indonesian right away. If you read English, for example, "a" in alphabet is just pronounced "i" (/ei/) so it's not really comprehensible.	I struggle to understand English, like "a" pronounced as "i" (/ei/) making it less comprehensible compared to Indonesian.
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3.5.1.1 First cycle coding

In the initial first coding cycle, the condensed data were transformed into codes. The researcher identified several initial codes that emerged from the interview data, with many of them originating from the responses of the same participants. This indicates that there was repetition of initial codes in the participants' responses. Following the assignment of initial codes, the researcher consolidated these codes into a reduced set of categories. The first cycle of coding used a descriptive coding approach, which assigned code as word or short phrase labels to summarize the data. The example of initial codes is shown in table 2 below.

Table 2. Initialling Codes

Data	Initial Codes
The classroom activity doesn't meet my expectations. Thus, I	Students' difficulty in learning English language.

feel bored in the classroom especially when I learn by myself.	
I'm afraid to make a mistake while communicating with a person who speaks English language.	Students' feelings in using English language.
If I am alone and my friends are not present, I felt down and unenthusiastic.	Student's demotivation.

After the initial codes were assigned, the researcher developed the initial codes into a smaller number of categories. There were three categories mentioned based on the indicators of the interviews.

Table 3. Developing Code

Lack of Exposure to English Language
- Students' difficulty in learning English language.
Language anxiety
- Students' feelings in using English language.
Lack of Motivation
- Students' demotivation

3.5.1.2 Second cycle coding

After the first cycling code was completed, the researcher proceeded to carry out the second cycling code, which involved pattern coding. During these processes, the labels summarize data from the first cycle of coding are grouped into a smaller number of set categories following the research frameworks, cognitive, affective, and behavior.

Table 4. Pattern Code

Cognitive Aspect of Attitude
- Lack of Exposure to English Language
Affective Aspect of Attitude
- Language anxiety
Behavioral Aspect of Attitude
- Lack of Motivation

3.5.2 Data Display

Once the data has been condensed, displaying data is designed to assemble and organize the condensed information to compile structured information into a quickly accessible, condensed format and enabling the analyst to observe the research. Therefore, a conclusion can be drawn into the next analytical step indicated by the data display.

Table 5. Data Display

Number of Participant	Cognitive Aspect	Affective Aspect	Behavioral Aspect
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Participant 1	I don't understand when I listen as well as how to read it.	I'm afraid to make a mistake while communicating with a person who spoke English language.	Sometimes, if I'm not enthusiastic to learn, I just get inattentive with the study.
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3.5.1 Drawing and verifying conclusion

The next step of analyzing the data is conclusion drawing and verification. The researcher interprets the significance of the data by identifying patterns and labels to conclude a conclusion. In this step, the process of drawing conclusions can initially be somewhat ambiguous, gaining clarity with the progression of time. This involves an ongoing validation process wherein the researcher assesses the coherence and validity of their conclusions. The aim is to ensure that the final conclusions align logically and hold validity within the purpose of the study (Miles, 2014).

3.6 Steps of the Research

The researcher started by directly contacting chosen participants to ask about their willingness in participating in the research. The purpose of the study was clarified, and upon receiving participants' consent, the researcher provided details about the interview process. Participants were reassured that only summarized results would be shared, ensuring the confidentiality of their individual data. Additionally, participants were advised to express themselves sincerely, honestly, and openly during the interview sessions.

3.7 Time and Place of the Research

The research was conducted in June 2023 - December 2024 at a boarding school in Tasikmalaya, West Java, Indonesia.

Table 6. Steps of the Research

No	Activity	June – July 2023	July – December 2023	Jan – Dec 2024
1.	Research proposal writing			
2.	Research proposal examination			
3.	Data collection			
4.	Data analysis			
5.	Report			
6.	Thesis Examination			