

CHAPTER 3

RESEARCH PROCEDURES

3.1. Research Design

Case Study was commonly found in many social disciplines such as psychology and education (Yin, 2018). Yin (2018) added that case study is a method to investigate a contemporary phenomenon within its real-life context, especially when there is an unclear boundary between phenomenon and context. This study explored and described perceive of EFL learners' motivation in English camp by immersing them to use English as a daily language. Therefore, case study was used as the design of this research.

3.2. Setting and Participants

Contextually, the study was grounded in the informal pre-observation conducted at the first meeting of an English Camp Immersion Program in one of the Islamic Boarding Schools in Tasikmalaya, West Java, Indonesia. The foundation wanted to improve the learners' English language skills especially in speaking. Since, the learners had insufficient English language skills (listening, speaking, reading, and writing). As an example, they could not understand basic English for spoken communication, such as the expression of greetings (e.g. how are you?), asking and giving directions (e.g. inability to show directions) and selling and buying (e.g. inability to order and serve food in a restaurant). In addition, the learners experienced monotonous English language learning activities throughout classroom learning (e.g. dominant use of lecturing technique). Also, support of

language language policy in the institution (chief of Islamic boarding school foundation) encouraged the learners to immerse themselves in more intensive English language learning activities (e.g. Application of English for daily communication and activities. In addition, we used fun teaching techniques (e.g. games such as quiz, guess the gesture, hangman, etc; role-play; let me show the way; drama) to design an informal learning environment and fun atmosphere. As a result, such an English Camp Immersion Program facilitated the learners to enhance their English language skills. Therefore, investigating learners' perceived motivation occurring during their participation in English Camp Immersion Program remains vital.

In English Camp Program, there were Tutors as a role model for learners to be more active and joyful in teaching-learning activities. The instructor divided into two gendered since in Islamic boarding school is not allowed when male or female taught into opposite genders' students. Moosa & Bhana (2019) found that educator sustain and reproduce gendered inequalities at school by possessing their own gendered ideologies. Therefore, the instructor made an enjoyable atmosphere in English camp which motivate the learner to learn language learning.

The participants of this study were four participants who joint English Camp Program. I used semi-structured interview. I chose them because firstly there were becoming participants in English Camp Program and they were willing to conduct the interview in my study.

3.3. Data Collection

I directly saw how the English Camp Immersion Program was conducted. In addition, I conducted three times of Semi-structured interview through WhatsApp to completing data in which to make the data clear and deeper to dig the information from the participants as well as intended to achieve clarification and understanding (Galleta, 2013). The interview will be recorded using one of smartphone features. Another one, I used voice notes in WhatsApp feature since several of my participants couldn't use voice calls causes by bad signals in their place. Furthermore, the interview will be used *Bahasa Indonesia* by proposing to get richer and deeper information about the participants' thoughts.

3.4. Data Analysis

The data analyzed qualitatively using thematic analysis by Braun and Clarke (2012). In this study, the themes associated with self-determination theory by Decy & Ryan (2000, 2017). Here are the steps of thematic analysis:

3.4.1. Familiarizing the Data: In the beginning, I read all the data from my interview results in order to find meaning and patterns or themes that occurred within the data. I re-read the data to make familiar and comprehend it well.

Table 3.1 Data from Learners' Interview Results in English Camp

Interviews Data	
Date	: May, 17 th 2020
Participants	: Participants of English Camp Program
Codes	: Green (Authentic Learning), Yellow (Teaching Strategy), Blue (Agent Roles)
May, 17 th 2020	in the first time, it is from the school, I just like "what is it" I don't want to, but after I try it turns out to be enjoy, fun and I want to do it again. (#P1)
May, 17 th 2020	personally, using learning method by games , the student easily to catch and understand the material also we feel happy ... (#1)
	The new one such as the learning method and then the new learning atmosphere because it was different without chair, and then make a circle (#P2)

3.4.2. Generating Initial Codes

The second phase, after I re-read the data, I highlighted the codes by coloring the data which is identified as the codes related to the purpose of this study.

Keywords	Data
Learning Enjoyment	May, 17 th 2020 in the first time, it is from the school, I just like "what is it" I don't want to, but after I try it turns out to be enjoy, fun and I want to do it again. (#P1)
Ease in Comprehending the materials	May, 17 th 2020 personally, using learning method by games , the student easily to catch and understand the material also we feel happy ...

Comfortable Tutors | May, 17th 2020
 ... and they (the tutor), if we were bad or noisy in the class likely we were making tutor uncomfortable, they always be patient, nice and never be angry.

Fig. 3.1 Highlighted Codes

3.4.3. Searching for Themes: I categorized the potential codes which belong to the potential themes in order to make it easier to analyze.

Table 3.2 Categorizing the Codes

Authentic Learning	4	Teaching Strategy	9	Agents' Roles	9
Learning Enjoyment		Ease in Comprehending the materials		Comfortable Tutors	
Persistence in gaining competence.		Fun learning through games		Friendly and comfy also Sweeping Tutors made fun learn English	
Congruency with self		Interest in new way of learning activities		Closeness between learners and tutors	
Inherent Satisfaction Competence	in	New fun learning ways		Learners' Satisfaction made by Tutor during learning.	
		Fun activities		Pleasing in way Tutors deliver material.	
		Interesting learning activities		Enjoyment in Relation with tutors	
		Curiosity in learning using drama method in English		Creative and Caring Tutors	
		Fun activities		Caring Tutors like family.	
		Impress in New Learning Environment		Informal relation between tutors and learners. Also pleasurable.	

