

## **CHAPTER III**

### **RESEARCH PROCEDURES**

#### **A. Research Methods**

In this research, the researcher used a case study. The researcher has tried to capture motivational strategies in learning English. This relates to motivational strategies undertaken by teachers in class and the impact of motivational strategies for students in learning English based on phenomena that occur in the field.

#### **B. Setting and Participants**

This study took place at one of the junior high schools in Tasikmalaya, because in this school the teachers are always asked to motivate their students. The participants of this study were one English teacher and two 7<sup>th</sup> grade students. The English teacher was chosen because she is the only one 7<sup>th</sup> grade English teacher at the school and she was considered to motivate the students by giving help to students and giving rewards to students who want to answer questions in front of the class. Two students were chosen based on their high motivation in learning English, to get these two students, the researcher asks the teacher about their involvement during learning English.

#### **C. Data Collection**

The data of this research were obtained through semi-structured interviews. The semi-structured interviews were conducted in order that the researcher can obtain information from participants about motivational

strategies in learning English. The language used to obtain the data when conducting semi-structured interviews was Indonesian language to avoid misunderstandings during the interview. For semi-structured interviews, this study used the guidelines from Dornyei (2003) regarding motivational strategies, consisting of creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive self-evaluation.

#### **D. Data Analysis**

Thematic analysis was used in this research. Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data (Braun & Clark 2006). The reason for using thematic analysis, because this method can describe the data in detail in order to interpret the research topic. The aim is to explore what actually happens in a phenomenon. There are six phases of thematic analysis.

- a. Familiarizing the data by transcribing data, reading the data, noting down initial ideas. In this research, the data were in the form of transcribed interviews. In this phase, the researcher had to read and re-read the data, because the researcher needed to understand and integrate with the data they obtained.

Interview with teacher

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**I**  
**(Interviewer)/**

**Conversation**

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<b>T (Teacher)</b>	
<b>I</b>	How do you apply motivational strategies in learning activities?
<b>T</b>	There are motivational strategies for each class because nowadays they learn online from home. As a teacher, the first thing to do is to motivate students to take part in learning through WhatsApp group or Google Classroom, because this is unusual, they usually study in class.

**Table 3.1 Part of teacher data interviewed**

Interview with student 1

<b>I (Interviewer)/ S (Student)</b>	<b>Conversation</b>
<b>I</b>	Do you like English lessons?
<b>S</b>	Yes, I do. Because English is an international language.
<b>I</b>	How did the English teacher motivate students to learn?
<b>S</b>	The English teacher always gave material, explained it and practiced questions. After that, she also gave rewards to students.

**Table 3.2 Part of student data interviewed**

- b. Generating coding began when the researcher had read the data and got an initial list of ideas of interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code. So, the researcher chose words that are important and refer to this research that could be used as a result of the research.

<b>Codes</b>	
<b>Strategies</b>	<b>Impacts</b>

a) Giving rewards and punishment	a) Students' enthusiasm to get reward
b) Using instructional learning media	b) Students' awareness to avoid punishment
c) Providing the opportunities to students to participate	c) Students' convenience in learning
d) Building positive relationship with students	d) Students' goals
e) Stimulating students' courage	e) Students' initiative to use translation tools
f) Supporting student to study independently	f) Students' self-confidence
	g) Students' willingness to ask questions

**Table 3.3 Process of generating initial codes**

- c. Searching for themes began with analyzing the codes by collating codes into potential themes, gathering all data relevant to each potential theme. Therefore, in this phase the researcher classified the various codes into possible themes in order to make them easy to analyze.

<b>Searching for Themes</b>	
<b>Strategies</b>	<b>Impacts</b>
Giving rewards and punishment	Students' enthusiasm to get reward
Using instructional learning media	Students' awareness to avoid punishment
Providing opportunities for students to participate	Students' convenience in learning
Building positive relationship with students	Students' goals
Stimulating students' courage	Students' initiative to use translation tools
Supporting students to study independently	Students' self-confidence
	Students' willingness to ask questions

**Table 3.4 Process of searching for themes**

- d. Reviewing themes began by reading all the collated exact for each theme, identifying a distinction between the themes and organizing whether they appear to form a coherent pattern.

<b>Reviewed Themes</b>		
	<b>Strategies</b>	<b>Impacts</b>
<b>Theme 1</b>	Giving rewards and punishment Using instructional learning media Providing opportunities for students to participate Building positive relationship with students	Student's enthusiasm to get reward Student's awareness to avoid punishment Student's convenience in learning Student's goals
<b>Theme 2</b>	Stimulating student's courage Supporting students to study independently	Student's initiative to use translation tools Student's self-confidence Student's willingness to ask questions

**Table 3.6 Process of reviewed themes**

- e. Defining and naming themes began by analyzing to refine the specifics of each theme, generating clear definitions and names for each theme. Therefore, in this phase the researcher refined the data further to identify the essence of what the theme was about.

<b>Defining and Naming Themes</b>		
	<b>Strategies</b>	<b>Impacts</b>
<b>Theme 1</b>	Strategies used inside the classroom	Developing students' extrinsic motivation in learning
<b>Theme 2</b>	Strategies used outside of classroom	Developing students' intrinsic motivation in learning

**Table 3.8 Defining and Naming Themes**

- f. Producing the report by compelling exact examples, the final analysis of selected extracts, relating the analysis to the research question and literature, producing a scholarly report of the analysis.

## **E. Research Timeline**

No	Activities	Dec 2019	Dec 2019 - Aug 2020	Sept 2020	Oct 2020	Feb 2021	Mar 2021	Apr - Jul 2021	Nov 2021
1.	Research Topic Approval								
2.	Writing Proper Research Proposal								
3.	Proposal Approval								
4.	Seminar Proposal Examination								
5.	Conducting Research								
6.	Analyzing Data								
7.	Writing Research Report								
8.	Final Thesis Examination								

**Table 3.9 Research Timeline**