CHAPTER 3
RESEARCH PROCEDURES

3.1 Method of the Research

In this research, the researcher used a qualitative approach and a descriptive case study as the research design. Lambert and Lambert (2013) state that the goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. Numerous descriptions will be used to find the principles and explanations that lead to the conclusion (Muna, 2019).

Furthermore, Kaarbo and Beasley (1999) in Rashid et al. (2019) describe that in the case study, a real-time development is explored inside its present context, with the thought that context can produce a distinction. Therefore, with the research designed, it is suited to the study conducted to describe differences between male and female boarding school students' motivation in learning English.

3.2 Focus of the Study

This research focused on investigating the similarities and differences between male and female boarding school students' motivation in learning English. The description was taken from the result of the semi-structured interview with the parties involved in this research.

3.3 Setting and Participants

The participants in this research were six students from the first grade of Senior High School Riyadlul Ulum Wadda'wah Islamic Boarding School which was divided into three levels based on the level of motivation: high motivation, middle motivation, and low motivation. Each level of motivation consists of one male and one female. To determine participants, first, the researcher shared a questionnaire adapted from Clement, Dornyei, & Noels (1994) which should be answered based on their view of English. Second, the researcher accumulated the points manually to get students of three levels of motivation. Here are the students' points of the questionnaire:

Name of Selected Students	Points
Faishal Fauzan (Male with low motivation of English)	25
Hamdan Abdul Siddiq (Male with middle motivation of English)	25
Muhamad Hasbi Ash-Shidieqy (Male with high motivation of English)	40
Sahlaa Mahdiyyah Maulina (Female with low motivation of English)	29
Laina Ridnillah (Female with middle motivation of English)	30
Fadya Hersya Rahmani (Female with high motivation of English)	40

To validate the data, the researcher asked the teacher to check it to make it accurate to determine the participants.

3.4 Technique of Collecting the Data

Deciding the technique for collecting data is vital because Islamiati (2019) mentions that the data collecting technique is the primary stage of analysis, as a result of the aim of the research is to gather information. Through collecting data, the researcher will get accurate information for the research findings. In this research, the researcher observed and conducted a preliminary interview with an English teacher, thus, the researcher used semi-structured interview techniques to determine subjective responses from persons regarding a particular situation or phenomenon they have experienced (McIntosh & Morse, 2015) since interviews offer the foremost direct and simple approach to gathering care and making information relating to a specific development.

To conduct a semi-structured interview, the researcher would list the questions as the guideline related to the research topic. The interview was conducted face-to-face interviews with each person to get accuracy and verify the information because the interview is the most vital information assortment technique in qualitative analysis (Dahlia, Yesy, 2018). This type of interview was chosen to urge additional elaborate data from the participants.

3.5 Technique of Analyzing the Data

   The data from the semi-structured interview was analyzed using a data analysis method by (Miles et al., 2014). This data analysis method was used because it offers convenience and time efficiency in analyzing the raw data obtained from the interviews. In this research, the data were analyzed in several steps:

1. The researcher transcribed the data obtained from the interview.
2. The researcher analyzed the transcription qualitatively by using the concept of Miles, Huberman, and Saldana (2014). The data analysis included the following activities:

3.1.1 Data Condensation

   Selecting data chunks from the interview transcription for making the data stronger, in order to sharpen, focus, and organize the data.

Table 3.1 Data Condensation

Original Data	**Condensed Data**
My motivation to learn English can be seen from its usefulness for the future, such as to reach my dream campus, especially if I want to study abroad, English is more important.	My motivation to learn English is seen from the usefulness, especially for my campus dream abroad.

3.1.1.1 First Cycle Coding

   In this section, the researcher assigned initial code to the data chunks. In the first coding cycle, the researcher used the Process Coding approach to analyze Language Level, Learner Level, and Learning Situation Level. The researcher used number 1 to initial language level, number 2 for learner level, number 3 for learning situation level.

Table 3.2 Initialing Codes

Data	Initial Codes
[1] My motivation to learn English is because its usefulness for the future, such as to reach my dream campus, especially if I want to study abroad, English is important.	[1] To get profits for the future
[2] I will speak English only when I know how to say it.	[2] Always try to be confident speaking English
[3] It is about 60% of my interest in learning English.	[3] Have a high interest in English

After assigning initial codes, the researcher developed a provisional listed code of codes prior to fieldwork that comes from the conceptual framework.

Table 3.3 Developing Code

Language Level Component

Getting profits for the future
English as a key of several countries in the world
Being a good example as a way to improve English skill
To go abroad and to get school grades
Enjoying learning English since young
To get dream campus in abroad
Speak English to avoid punishment and to improve English skill
Getting dream future job by having English proficiency

Learner Level Component

Trying to improve self-competence by participating in the competition
Trying to be confident in speaking English

Learning Situation Level Component

Have a high enough interest in English
Have a high interest in English
Applying new things from learning
Knowing new things
Understanding the lesson
Teachers' well guidance during speaking class
Teacher's reaction to students' English ability
The bilingual system's affection on improving English proficiency
A comfortable classroom supports learning English
English environment supports learning English

3.1.1.2 Second Cycle Coding

The next step in analyzing the process was pattern coding. The researcher grouped the result codes from the first cycle coding into a smaller number of categories or themes.

Table 3.4 Generating Patterns Codes

Students' English Motivation
Students' Expectation and Interests in Learning English
Performing Good Example as A Way to Improve English Skills
Speaking in English to Avoid Punishment and to Improve English Skills
Enjoying Learning English Since Young
Hoping to Get the Best Job with English Ability
Students' Learning Situation
Trying to Improve Self Competence by Participating in the Competition
Trying to Speak English Confidently
Students' Facilitators In Learning English
Getting the Output from Learning English
Teachers' Well Guidance during Speaking Class
Teacher's Reaction to Students' English Ability
Application of the Bilingual System to Students English Skills
A Supports from Comfortable Classroom and Environment

3.1.2 Data Display

Presenting and arranging a full data set in the same site systematically that allows conclusion drawing.

Table 3.5 Data Display

Participant	Language Level	Learner Level	Learning Situation Learning
M1	● Sometimes I speak English for fear of being punished and sometimes to get used to improving my speaking skill.	● I am confident when I know how to say it, and I am not confident if I don't know how to say it in English.	● Quite interested in learning English, because of the supported learning situation. ● My English teacher facilitates me by asking who wants to read English text in front of the class. ● The feedback was given by appreciating and giving plus points to the active student. ● I think it is influential because there is sometimes motivation which is talking about the

			• benefits of having the ability to speak English. • A comfortable class will help me learn English well.
M2	• My motivation to learn English is because English is used by most countries in the world. And I wish I can go abroad even though not for study. • Sometimes I speak English because I'm afraid of being punished, and sometimes I realize to get used to and to improve my speaking English skill.	• I will speak English only when I know how to say it.	• Around the middle term, because I'm not interested in English, but that doesn't mean I like English too. • I explore everything so that I know many things that I didn't know before I learned English. • I feel facilitated because learning English in the classroom is not only a lecturing method but balanced with various practices. • The feedback was given by appreciating and giving plus points to the active student. • It helps me a lot because there are various supporting activities to improve my ability to speak foreign languages, especially English. • I expect that the organizer or the stakeholder could give the best example.
M3	• My motivation to learn English is because of its usefulness for the future. • Now I'm in the first grade of high school and have been becoming a room supervisor for my junior, and automatically, I have to be an example for them. And my motivation for speaking English comes from self-awareness, because it affects my English improvement. • Yes, especially in the field of medicine, English is very important and very much needed.	• There is no achievement, meaning not to win, but to have only participated in an English competition. • I am confident when I know what to speak in English, especially now I am becoming a part of the language improver.	• My interest may be great because it is driven by my motivation and the desire for getting benefits in the future. • I feel satisfied when I can use it in daily life or activities inside or even outside the boarding school. • I feel facilitated to speak English in the classroom because my English teacher tells all students to always speak English. • A good response is shown by appreciating and giving a plus point. • It helps me a lot, especially supported by many activities such as giving vocabulary every day. • A language environment, because no matter how we

			speak English, if the environment does not support it, our language will not improve.
F1	● My motivation for learning English is that if I go abroad later I can speak English, and I learn English because of the demand to get school grades. ● The fear of being punished, and sometimes the motivation to speak English comes from myself.	● I always try to be confident speaking English.	● It's about 75% because it is also needed, especially to get school grades. ● When I understand the lesson learned in the classroom. ● My teacher always facilitates all students to speak English in the classroom by several practices. ● Appreciating me, and giving a plus point. ● I argue it helps me to improve my English because the speaking environment also encourages me to always speak English. ● A language environment, because if we just listen, we will follow or even when we have listened often, we will be able to follow and get used to speaking English.
F2	● My motivation to learn English is because I have liked to learn English since I was young. ● I use a foreign language, especially English because of my self-awareness and for avoiding punishment. ● I want to major in psychology which of course is still important for mastering English.	● There are no achievements, but I just participated in the competition. ● It is about 80% of my confidence in speaking English and I don't care about incorrect grammar.	● I am very interested in learning English because it is related to my dream of the future. ● When I learn something new and understand it. In addition, I am satisfied when I am louder and more confident to communicate with others and write in English in my diary. ● Very easy for me to speak English in the classroom because the activity is always pushed for pronunciation. ● He appreciated me and gave me plus points. ● I argue it because the environment has supported me to apply a foreign language. ● My expected environment to support me in learning

			English is the English environment.
F3	- Because I have a desire to continue my study abroad. - Sometimes it comes from my self-awareness, and sometimes to avoid punishment. - I want to get a job in the communication field.	- I have joined a competition in this boarding school for the first time, it is a spelling bee and I won it. - I often worry about incorrect grammar when I am speaking English, although I am still learning.	- I am interested in learning English because it is related to my dream future. - I define my self-satisfaction when I talk to myself and write everything in English. - I feel facilitated because learning English in the classroom is not only a lecturing method but balanced with various practices like reading English text in front of the class, memorization, etc. - Appreciating me, maybe giving a plus point. - I argue it helps me to improve my English because it is supported by language activities given to students. - My expected environment to support me in learning English is where the people around me use English in their conversations. Plus, friends who are equally interested in English and often practice English such as telling stories to each other, etc.

3.1.3 Drawing and Verifying Conclusion

The conclusion will be the final step of analyzing data to draw whole information.

3.6 Time and Place of the Research

This research was conducted in April 2022 as could be seen in table 3.6. It will start from the research proposal writing to the thesis examination.

Table 3.6 Time of the Research

No	Description	Dec	Jan	Feb	Mar	Apr - Jul	Jul - Aug	Sept - Oct	Nov
		2021	2022						
1	Research proposal writing	�orange	�	▮					
2	Research proposal examination				▮				
3	Data collection					▮			
4	Data analysis						▮		
5	Report						▮	▮	
6	Comprehension Examination							▮	
7	Thesis Examination								▮