

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

The research method used was a descriptive case study method as one of the methods in qualitative research design. A descriptive case study is one of the kinds of case study which describes a phenomenon in a real life context which it occurred (Yin, 2003). McDonough and McDonough (1997) argued that descriptive case studies might be in a narrative form.

3.2 Focus of the Research

The focus of this research is to find out the differences of English learning motivation of the students of first grade junior high school who previously studied English and those who did not.

3.3 Setting and Participants

3.3.1 Setting

The research was conducted in one of the junior high schools in Tasikmalaya. It aims to find out the motivation of the students who previously studied English in elementary school and those who did not.

3.3.2 Participants

The participants in this research were students in the first grade of one junior high school in Tasikmalaya. The criteria were that the participants must be first-grade junior high school students in Tasikmalaya. The participants were six students, and they were divided into two categories. The first category was the students who previously studied English in elementary school. The second category was the student who previously did not study English in elementary school. Before interviewing the participants, the researcher gave a questionnaire to 127 students from 4 classes of the first grade in a junior high school in Tasikmalaya to filter the students who previously studied English in elementary school and those who did not. These classes were chosen because these classes are

heterogeneous classes, where student grades or achievements are uneven or varied.

3.4 Technique of Collecting the Data

The technique of collecting the data used was semi-structured interviews. According to Bradford and Cullen (2012), “Qualitative semi-structured interviews are one of the most dominant and widely used methods of data collection within the social sciences” (As cited in Evans & Lewis, 2018, p. 2). In semi-structured interviews, the researchers can explore participants’ perspectives and personal experiences deeply (Evans & Lewis, 2018, p. 2). According to Rubin and Rubin in 2015, the researcher can arrange a number of questions in advance and also can ask follow-up questions spontaneously during the interview. In line with Rubin and Rubin, Adams (2015, p. 493) stated that semi-structured interviews are conducted conversationally with close- and open-ended questions followed by follow-up questions consisting of why or how questions. Therefore, semi-structured interviews are helpful in research to dig deep data from the participants. Furthermore, in semi-structured interviews, the researcher must focus more intently on the planned items related to the research question (Rubin & Rubin, 2012, p. 31).

The interviews could be carried out by a number of approaches, such as face-to-face, written format, or by internet survey (Morse, 2012, p. 197). Related to this research, the interview was conducted face-to-face so that the interviewer met and asked the participants directly to gain accurate data. In conducting the interview, researcher adopted the framework of Self-Determination Theory (Deci & Ryan, 1985) about motivation in learning English:

- a) Extrinsic Motivation:
 - External Regulation
 - Introjected Regulation
 - Identified Regulation
- b) Intrinsic Motivation:
 - Intrinsic Regulation

Furthermore, before the interview was conducted, participants were given a participant consent form containing their consent to be involved in this study. After they agreed and filled out the form, the researcher contacted each participant to make an appointment regarding the time and place for the interview to be held. The interview was held for two days on 23 and 24 September 2022 at school. The interview was conducted in Bahasa Indonesia and was recorded with the permission of the participant.

3.5 Technique of Analysing the Data

The data collected by interviewing was analyzed by using Thematic Analysis. Braun and Clarke (2006) maintained, "Thematic analysis is a method for identifying, analyzing and reporting patterns (themes) within data" (As cited in Swain, 2018). As cited in Fereday and Muir-Cochrane (2006), Daly, Kellehear, and Gliksman (1997) described the thematic analysis as "a search for themes that emerge as being important to the description of the phenomenon" (p. 82). In conclusion, as Cited in Swain (2018), "thematic analysis is a method, or process, for identifying and encoding patterns of meaning in primary qualitative research" (Braun & Clarke, 2006, 2013).

According to Braun and Clarke (2006), the steps of conducting Thematic Analysis are:

1. Familiarising with the Data

This process was conducted in the beginning of the analysis process. The researcher attempted to become personally familiar with the data. To be familiar, the researcher listened to the recording of the interview, made the transcript of the interview, then read and re-read the data from interview that has been transcribed.

2. Generating Initial Codes or Coding

In this step, the researcher determined the codes related to the theory. The codes and the data are highlighted with different colors related to the purpose of the study.

Table 3.1*Examples of Generating Initial Codes*

<p><i>Iya, paling karena belajar Bahasa Inggris juga wajib di sekolah karena ada pelajarannya.</i></p>	<p>External Regulation</p>
<p><i>Iya. Jadi ingin ngalahin mereka, bahwa aku jago Bahasa Inggris.</i></p> <p><i>Ada kayak malu, orang orang bisa tapi aku gak bisa gitu Teh.</i></p> <p><i>Itu doang sih Teh, takut gak bisa Bahasa Inggris. Soalnya, banyak teman-teman yang bisa Bahasa Inggris, sedangkan aku gak bisa.</i></p>	<p>Introjected Regulation</p>
<p><i>Supaya tahu arti dan bisa menerjemahkan Bahasa Inggris, terus bisa ngomong kalau ada orang dari luar negeri, jadi bisa berkomunikasi.</i></p> <p><i>Biar bisa ngomong ke orang-orang di luar negeri.</i></p> <p><i>Pentingnya semacam yaitu untuk jalan-jalan dan untuk cita-cita.</i></p>	<p>Identified Regulation</p>
<p><i>Lebih ke suka aja sama Bahasa Inggris.</i></p> <p><i>Excited banget teh, lebih semangat buat belajar dan buat ke sekolah, gak terasa boring juga.</i></p>	<p>Intrinsic Regulation</p>

3. Constructing or Searching for Themes

In this step, the researcher determined the theme and grouped the codes that have been determined into the themes according to the theory used as sub-themes.

Table 3.2

Searching for Themes

Extrinsic Motivation		Intrinsic Motivation	
External Regulation	7	Intrinsic Regulation	22
Introjected Regulation	10		
Identified Regulation	42		

4. Reviewing themes

The researcher rechecked to ensure whether the themes relate to the codes and the whole data set or not.

Table 3.3

Reviewing the Themes

Extrinsic Motivation	Intrinsic Motivation
----------------------	----------------------

5. Defining and Naming Themes

The researcher generated an exact name of the themes taken from the theory of motivation used: 1) Extrinsic Motivation and 2) Intrinsic Motivation.

6. Producing the Report

In this final step, the researcher wrote the report to tell the reader about the data. This step suggested the last opportunity to make changes that strengthen the analysis and efficiently communicate the analyst's story of the data

3.6 Steps of the Research

Table 3.4

Steps of the Research

Steps	Descriptions
1.	Identify current issues.

2.	Research Proposal Examination								
3.	Collecting the Data								
4.	Analyzing the Data								
5.	Writing the Report								
6.	Comprehensive examination								
7.	Thesis Examination								