CHAPTER III

RESEARCH PROCEDURES.

3.1 Method of the Research

A case study by Yin (2018) was chosen as the research design. A case study is a research method used to get an in-depth knowledge of a complicated subject in a real-life environment. It has been widely studied in numerous fields, particularly the social sciences (Crowe, Cresswell, Robertson, Huby, Avery, and Sheikh, 2011). The researcher applied the case study due to this method acceptable to such social phenomena in the data that act as a point of concern to the researcher's investigation. Under certain studies, case studies are used to comprehend real-life instances, with the belief that such comprehension contains key contextual factors and is connected to the case under investigation (Yin, 2018). The case study method is effective for great importance into a fascinating topic, event, or phenomena in life (Suwarni, Sadikin, and Saripah, 2021). This method was used to support the research exploring the students' demotivating factors in online English learning during COVID – 19 Pandemic.

3.2 Focus of the Research

The research focus of this study was students' demotivation of online English learning in a senior high school in Tasikmalaya, West Java, Indonesia during COVID-19. The context of this research was senior high school students. In this research, asynchronous learning is explored by the researcher. Hence, the researcher used motivation theory as the point of view of this research.

3.3 Setting and Participants

This research involved the 3 students from a senior high school in Tasikmalaya, West Java, Indonesia. They included three males. The age of the participants ranged from 16 to 17 years old. They speak Sundanese and Bahasa Indonesia without English in their daily activities. During their tenth grade year, they had the opportunity to learn English offline. Unfortunately, when the COVID-19 pandemic became deadly in March 2020, they were obliged to take online classes until this research was completed. The participants stated that they

were dissatisfied with online learning since they believed that offline learning was preferable and more comfortable for them. A purposive sample technique was used to choose the participants. The researcher used the purposeful sampling technique because it permitted him to pick individuals or groups of persons who are particularly aware about or involved with phenomena of interest (Creswell and Plano, 2011). These participants were chosen and subsequently participated based on two criteria: they had completed an online English learning and were willing to fill out a consent form. These representatives were chosen based on their demotivation with online English learning.

For ethical consideration, the researcher asked the participants to sign the consent form before being interviewed. The interview was held through virtual room chat. Before interviewing the participant, the researcher gave guidance to the participants in how they gave their experience at their online English learning class and the factors that demotivated them. All the data were confidentially collected due to research ethics.

3.4 Technique of Collecting the Data

The research data were collected through a semi-structured interview. The semi-structured interview is an interview based on a plan or interview guideline (Heigham and Croker, 2009). The researcher applied the semi-structured interview because this method was acceptable to gather information about some topics such as perceptions, beliefs, feelings and opinions of the research participant. The researcher used this instrument to ask participants relevant questions about the demotivation factors in online English learning during the COVID-19 pandemic. In terms of data collection methods, the research took using semi-structured questions that were used as an interview guide for the researcher. The interview guideline, which includes multiple questions about participants' demotivation issues in online English learning, is based on Dörnyei's (2001) concept. Each participant was questioned for approximately 10 minutes per session and recorded using an audio recording device. It might be more or less based on the data collected from the participants. The researcher suggested participants to decide an interview place that would be most comfortable for them

in order for them to feel less pressurized throughout the interview. The interview session was held in the Indonesian language. The interview was held three times to gain a deep explanation.

3.5 Technique of Analysing the Data

The researcher adapted the demotivation indicators by Dörnyei (2001) that illustrated in the table:

Factors	Contents
Teachers' Personalities, Commitments, Competence, and Teaching Methods	Teacher's personality in teaching, the commitment to teach the students, ability to teach the students, and way of teaching from the teacher in the learning process.
Reduced self-confidence	Students' experience in failure or lack of success.
Inadequate School Facilities	Facilities from the school that used by the students
Negative Attitude towards L2	Students' negative attitude toward the foreign language studied
Compulsory Nature of the L2	Students are feeling pressured to adopt a foreign language over their own language.
Interference of Another Foreign Language	The foreign language was considered a threat to mastery by the students, who felt it to be simpler and more helpful in any circumstance.
Negative Attitude towards the L2 Community	Students' negative attitude towards the community of the foreign language spoken
Attitudes of Group Members	Group members Situations in which group members are unable to motivate students to take chances or move further.
Course books	Textbook content that students employ in

Table 3.1 Dörnyei (2001) Demotivation Factors

The data will be qualitatively analyzed by thematic analysis (Braun and Clarke, 2006). The thematic analysis aims to identify, analyze, and report the patterns (themes) within the research data (Braun and Clarke, 2006). These are the following steps:

1) Familiarizing the data

It is critical to comprehend the data. The researcher understands the data in this stage by reading and re-reading the data corpus. Familiarization also includes beginning to notice and document noteworthy characteristics of the data that are related to the research topic. In this research, the data used is interview transcription. Then, the researcher reads and re-reads all data until he finds familiarity with it.

Interview Transcription

Interview (12ᵗʰ June 2021)

Interviewer : "Okay, Alif. Gimana Kabarnya?"

Participant 1 : "Alhamdulillah, baik."

Interviewer : "Oh iya, ok, sehat ya Alhamdulillah?"

Participant 1 : "Alhamdulillah"

Interviewer : "Gimana kemarin UASnya?"

Participant 1 : "Aduh pak.. lumayan, pusing."

Interviewer : "Lumayan pusing, okay. Nah seperti yang kita bahas kemarin yang sudah bapak bahas kemarin, kemarin ee yang sudah bapak sempat hubungi juga bapak kan sedang melakukan penelitian tentang penurunan motivasi atau demotivasi siswa dalam pembelajaran Inggris secara online nah ee kemarin bapak juga sudah mengarahkan juga nah karena bapak juga ee ingin apa ya berbincang santai lah istilahnya bebincang santai mengenai ee penurunan motivasi nah, yang pertama mungkin sudah lama sih kamu belajar bahasa Inggris?"

Participant 1 : "Ee saya belajar bahasa Inggris paling dari SD kelas 1 sampai sekarang."

Interviewer : "Okay, ee pernah belajar bahasa Inggris di les gitu gak atau kaya di bimbel gitu?"

Figure 3.1 Part of Interviews Transcription

2) Generating initial codes

The researcher gathers interesting aspects from the data at this step. This stage's goal is to identify and examine the smallest possibly significant element of the meaning. To code the data, the researcher writes comments

on the analyzed text with highlighters and coloured pens. After coding all of the data, the data recognized by the same code should be grouped.

Colour	Initial Codes
Yellow	Internal Factors
Light Green	External Factors

Table 3.2 Initial Codes

3) Searching for themes

A theme identifies a meaning that has been patterned throughout the data corpus, which is critical for exposing the study topic. This stage focuses on the higher level of themes and involves categorizing the various codes into perspective themes. To sort the codes, the researcher uses visualizations (such as mind maps or tables). The researcher will have a collection of themes and sub-topics at the end of this step.

Colour	Initial Codes	Total
Yellow	Internal Factors	9
Light Green	External Factors	31

Table 3.3 Calculation of Codes

Demotivation Factors
Internal Factors
External Factors

Table 3.4 Process of Searching for Themes

4) Reviewing themes

The researcher examines the themes and codes to see whether they function in connection to the entire datasets and if they are cohesive and significant with a clear organizing idea. This step is critical in qualitative

research, particularly large-scale research. The researcher then concluded the procedure with a final set of themes.

5) Defining and naming themes

During this step, the researcher creates detailed and comprehensive definitions of each subject. Another crucial aspect of this stage is naming each theme. For the study itself, good theme names are informative and interesting. The theme used is adapted from demotivation factor theory by Dörnyei (2001).

6) Producing reports

The researcher's objective is to finish writing the report after telling the rich and complicated tale of his investigation. The report should be concise, coherent, logical, non-repetitive, and engaging. The researcher will have a report at the end of this step.

Table 3.5 Sample of Data Analysis

Emergent Themes	Data	Source
Internal Factors	**"It's normal, sir.But if it's more fun in offline school** than when you're online, you're just face-to-face on your cellphone and laptop."	Participant #1's first interview, June 12th 2021
External Factors	"It's **lazy that has transformed into no more enthusiasm, sir. If** I **learn in school, I can study with my friends so that the condition is much**	Participant #3's second interview, July 19th 2021

		more enthusiastic to study."	

3.6 Steps of the Research

At the beginning of the research, the researcher and the participant negotiated the terms. It includes the explanation of the research itself to the participants such as the aims of the research, the research point, and the research guideline. Then, after the agreement, the researcher recruited the participants. The researcher conducted a preliminary interview to choose the participants. Then, the researcher prepared a draft of the question to guide the researcher during the interview session with the participants. The hybrid semi-structured interview is conducted with the participants in 2 locations, which are in a café and by phone. The semi-structured interview spent approximately 10 minutes for the 1st interview, 7 minutes for the 2nd interview, and 5 minutes for the 3rd interview.

3.7 Time and Place of the Research

3.7.1 Place

Due to the COVID-19 spreading and the school closing, this research was held in a café and by using virtual room chat. The first interview was held on June 12th, 2021, then the second interview was held on July 19th 2021, and the third interview was held on September 14th 2021.

3.7.2 Time Schedule

Table 3.6. Research Schedule

No	Activities	January 2021	February 2021	March 2021	April 2021	May 2021	June 2021	July 2021	August 2021	September 2021	October 2021	November 2021
1	Submission of Research Topic	■										
2	Research Topic Approval	■										
3	Writing Research		■									

	Proposal	■				
4	Seminar Proposal Examination		■			
5	Conducting the Research			■		
6	Writing the report				■	
7	*Telaah Komprehensif* Examination					■
8	Final Thesis Examination						■