

CHAPTER 3

RESEARCH PROCEDURES

This chapter explains the research design of the study, the focus of the study, the research setting, and the participants of the study. This part also explains the data collection and data analysis, the steps of the research, and lastly the research schedule.

3.1 Research Design

The design of this research is a qualitative descriptive case study. The researcher used a descriptive qualitative research design to explore students' language attitudes towards English language learning because it allowed the researcher to dig deeper and obtain rich data to provide a comprehensive description of students' language attitudes towards English language learning. Qualitative research focuses on describing the thick context and often emerges from the problems in the field (Barada, 2013). Case study research identifies a topic or question(s) of interest, determines the appropriate unit to represent it, and defines what is known based on careful analysis of multiple sources of information about the "case" (Hancock & Algozzine, 2006). According to Yin as cited in (Baxter & Jack, 2015), a Descriptive case study is a type of case study used to describe a phenomenon and the real-life context in which it occurred. Therefore, the use of a descriptive case study is to provide a complete and detailed description of the investigated EFL students' attitudes toward English. To support the study, the researcher needs to collect data from student's language attitudes based on affective, behavioral, and cognitive aspects.

3.2 The Focus of the Research

This research focused on the EFL students' language attitude. Based on the issues that arose at the research site, students tend to request the use of their mother tongue in English classes and their low proficiency which might affect their language attitude on one or more attitude components. Therefore, this research intends to dig deeper and acknowledge junior high school students' affective attitudes related to their feelings or emotions, behavioral attitude to investigate their

actions, and cognitive attitudes related to their perception of English language learning.

3.3 Research Setting and Participants or Research Object

This research was conducted at one of the private junior high schools in Ciamis, West Java, Indonesia. This private school is located in a rural area, where almost all students live not far from the school. This setting lacks providing students with a variety of learning media in the learning sessions. In addition, this school student has a low proficiency level in the English language seen from midterm and final examination tests where the score is lower than the minimum standard. The minimum score for eighth grade is 70 out of 100. Based on the midterm and final semester test result, the students' average score is under 50.

The participants of this study were second-year eighth-grade students in a junior high school. The consideration of the researcher, and the participants make it possible to obtain information from sources intentionally and related to the research objectives where the students have particular tendencies toward English (Elhami & Khoshnevisan, 2022). The participants were 6 students to produce data saturation. They are chosen based on their engagement in the process of learning. The participants are students who frequently demand the use of their mother tongue during English lessons and based on their average test scores, they have low English proficiency. Considerations in determining these research participants were that they met the criteria to answer the research questions regarding students' language attitude, and the participant could provide data related to the issues discussed through semi-structured interviews.

This study adopts Ostrom's ABC model of attitudes (1969) from the domain of social psychology which defines the three components of attitudes as Affective (A), Behavior (B), and Cognitive (C). Affective attitude refers to students' feelings in the English language learning process and how their reaction to the material being taught such as the feeling of interest, enjoyment, and confidence. For example, students show how they are interested in the lesson through their reactions, students' responses and focus during the learning process. Meanwhile, the behavioral attitude refers to how active students are in the

classroom and how they are involved in the learning process. For example, students complete the assignment and how they make it done. Then, a cognitive attitude refers to students' knowledge of learning English and how students enhance their knowledge of the subject. For example students involved in the learning process by giving opinions, and practice using the English language in the classroom.

3.4 Data Collection

Research data was collected using semi-structured interviews. A semi-structured interview is a type of interview that gathers more detailed information in a conversational style. Semi-structured interview is direct method of language attitude measurement. A direct approach to investigating attitudes typically involves asking participants about their beliefs, feelings, and knowledge regarding the focus of their attitudes. Kircher and Zipp (2022), explained the direct method allows the researcher to access participants' emotions and thoughts directly, but only indirectly as regards their actions. This is because participants may report their behavioural intentions, but their real-life actions are not directly observed as part of the interview. An interview is a face-to-face meeting between two or more people, in which the interviewee(s) respond to questions posed by the interviewer(s). While the questions may be predetermined, the interviewer(s) has the freedom to pursue interesting responses (McKenzie, 2010).

The researcher choose to use semi-structured interviews because it allows the researcher to organize the interview process flexibly and allows the researcher to develop questions from the respondents' answers to maximize the data to be collected (Ruslin et al., 2022). Each research participant was interviewed directly face-to-face regarding their affective, behavioral, and cognitive attitudes toward English language learning. The semi-structured interview was conduct individually and and keep the identity of all participants confidential to reduce the risk of social desirability bias (tendency for informants to give responses to questions that they believe are the most socially appropriate and desirable).

The interview guideline was associated with the ABC model of attitude by Ostrom (1969) and focused on three components of attitude such as affective attitude, behavioral attitude, and cognitive attitude. The interview questions are

adapted from Hanifah (2021) and Moningga (2021) who conducted a research related to students' attitudes and used the ABC model of attitude for the framework. The description of each aspect of the interview was explained in the table below.

Table 3.1 Aspect of Interview

Aspect	Description
(A) Affective Attitude	The affective component of attitudes refers to how students feel about learning English. It's often students' initial reaction and might be positive or negative, whether they like or dislike it.
(B) Behavioral Attitude	The behavioral component of attitudes describes students' actions and responses in various contexts. The behavioral component of attitudes refers to students' intentions, or what they would do.
(C) Cognitive Attitude	The cognitive component is what students think about learning English and their knowledge related to English language learning.

3.5 Data Analysis

The interview result was analyzed using a data analysis by Miles, Huberman, and Saldana (2014). In this study data analysis flow consists of three activities that occur simultaneously:

1. Data Condensation:

The data were selected, focused, simplified, and transformed into the 'raw' data that emerged in the written field notes, interview transcript, and other material (Miles et al, 2014). At this stage, the author was select and transcribe the interview results in the form interview transcripts for analysis. Then, The researcher presented the data in a descriptive format after gathering and eliminating any other information that was irrelevant to the theme or research question. Utilizing the conceptual framework and research questions to refine, focus, and arrange the data, the researcher chose a data chunk from the interview transcripts to support the data.

Table 3.2 Data Condensation

Original Data	Condensed Data
Sometimes I feel unconfident because most people here speak Sundanese. There was one time during a question and answer session in English. I was embarrassed to answer. Because there was something I didn't understand. Afraid of being wrong, confused.	I feel unconfident speaking English because afraid of being wrong. I feel embarrassed to answer a question using English.

3.5.1 First Cycle Coding

The condensed data was initialized into the codes in the first cycle codes. The researcher found the initial codes from the interview data. The initial codes mostly came from the same responses from the participants; in other words, the participants' responses had the same initial codes. The table below shows examples of initial codes.

Table 3.3 Initialing Codes

Data	Initial Codes
I feel so happy, because sometimes English is very fun and very easy to understand.	Students' enjoyment in learning English
English is important, because learning English can get knowledge and if you want to go anywhere you can speak English. Because English is an international language.	Students' perception of the importance of English
Somewhat difficult, because there are English explanations that are a little incomprehensible, not understand the meaning	Students' difficulties in understanding English materials

Data	Initial Codes
when we are learning English sometimes we learn while playing. Like getting to know about the school plan, I am very happy because if we study in groups, we can chat and give answers, while discussing with friends.	Student's preferred approach to learning English
Feel shy to speak, because everyone is listening and afraid that what I said is wrong in meaning.	Students' lack of confidence in speaking English
Sometimes it's hard to get English assignments, I can't do it myself, so I like to ask my mom for help and sometimes I use Google on my phone. Sometimes use a dictionary. Ask for help from siblings. At school, I like to ask my friends first and then do the work.	Student actions in completing the task
Like the material about time, as well as the school map plan material. It's done in discussion and individually too.	Students' interests in learning English

Table 3.4 Developing Codes

Students' feelings about learning English
Students' enjoyment in learning English
Students motivation in learning English
- Student's preferred approach in learning English - Student interests in learning English
Challenges faced by student in learning English
- Students' difficulties in understanding English materials - Students' lack of confidence speaking English

Students' belief in learning English

- Students' perception of the importance of English
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Students' action in Learning English

- Student actions in completing the task
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3.5.2 Second Cycle Coding

The researcher started on the second cycling code, which was pattern coding, after finishing the first. Based on the conceptual framework, the reduced number of categories in the code-development phase were categorized into three aspects of the students' language attitude. Affective, behavioral, and cognitive attitudes are the three components of students' language attitudes. The table below displays each of these variables.

Table 3.5 Generating Pattern Codes

Theme	Sub-theme	Codes
Affective Attitude	Students feelings about learning English	Students' enjoyment in learning English
	Students motivation in learning English	- Student's preferred approach to learning English - Students' interests in learning English
	Challenges faced by student in learning English	- Students' difficulties in understanding English materials - Students' lack of confidence speaking English
Behavioral Attitude	Students' action in Learning English	Student actions in completing the task
Cognitive Attitude	Students' belief in learning English	Students' perception of the importance of English

2. Data Display

After the data were condensed by doing the first and second cycling codes, the next step is displaying the data. The research was examined the interview outcome at this stage. The transcript of the interview was presented in a table with a brief description and category. All of them are made to gather arranged data in a concise, easily readable manner so that the author can quickly assess the situation and make conclusions, or proceed to the next stage of the analysis.

Each participant is denoted by abbreviations. P1 stands for the first participant, P2 for the second, P3 for the third, P4 for the fourth, P5 for the fifth, and the last P6 for the sixth participant.

Table 3.6 Data Display

No	Affective Attitude	Behavioral Attitude	Cognitive Attitude
P1	-I feel so happy, because sometimes English is very fun and very easy to understand. -When we are learning English sometimes we learn while playing. Like getting to know about the school plan, I am very happy because if we study in groups, we can chat and give answers, while	When there is an assignment, I ask my brother or other family for help, if there is no one, I like to use my cellphone, use Google.	Learning English is important because we can increase our knowledge and also be a future provision

No	Affective Attitude	Behavioral Attitude	Cognitive Attitude
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	discussing with friends.		
	-What's interesting about learning English, sometimes I like to lose my sleepiness, because sometimes English has a lot of words that I don't understand, so I get curious.		
	-Sometimes I don't understand either. Sometimes there are one or two words that can be understood but there are also some words that are not understood.		
	Usually, I look for material related to the lesson. Also asked back to the teacher and I using Indonesian.		
	-Sometimes I don't feel confident		

No	Affective Attitude	Behavioral Attitude	Cognitive Attitude
	speaking English, because here we mostly use Sundanese.		
P2	-English is enjoyable, it's hard but fun and I love English. -I feel motivated when working in groups, such as when making school plans, making posters. -Learning English about time because it's very easy. -Like it, because I like English even though I don't understand it. If I don't understand, I ask the teacher, ask again directly and usually use Indonesian. -I'm confident, I like to use English when	Sometimes it's hard to get English assignments, I can't do them myself, then I like to ask for help from my mother and sometimes use Google, my cellphone. Sometimes use a dictionary.	English is important, because English can get knowledge and if you want to go anywhere you can speak English. Because English is an international language

No	Affective Attitude	Behavioral Attitude	Cognitive Attitude
	I'm responding to my friends.		

3. Drawing and Verifying Conclusion

The data outcomes acquired by data display was employed for inferring and validating conclusions. When concluding the data analysis, the researcher will utilize the findings to address the research questions. The findings was summarized by the researcher according to the language attitudes of the students on learning English. As a result, the author concluded that there is reliable and legitimate evidence to support it.

3.6 Steps of the Research

The researcher did several steps in this study as follows:

- a. Identifying and defining a phenomenon that occurred in one of the junior high schools in Ciamis, West Java, Indonesia.
- b. The researcher explores the relevant study, finding the research gap, and formulating the research question.
- c. Writing the research proposal including considering the appropriate research design then strating to write the background, method of the research, and so on.
- d. Revising the proposal and interview guidelines
- e. Starting collected the data from participants by conducting an interview
- f. Analyzing the data from a transcript of the interview with participants
- g. Conveying findings and concluding.

3.7 Time and Place of the Research

Table 3.7 Research Schedule

Description	Sept/ 2023	Des/ 2023	July/ 2024	Agt/ 2024	Agt/ 2024	Sept/ 2024	Nov/ 2024	June/ 2025
Research Proposal Writing								
Research Proposal Examination								
Data Collection								
Data Analysis								
Report								
Thesis Result Seminar								
Thesis Examination								