

CHAPTER 3

RESEARCH PROCEDURES

This chapter provided the methodology utilized to conduct the study. The research method, setting and participants, data collection, data analysis, steps of the research, and research timetable were the seven components of the research procedures that were described.

A. Method of the Research

This study adopts a case study research design, A case study is appropriate as it allows for an in-depth examination of teacher strategies within a specific educational context, focusing on a small group of English teachers in a particular school. According to Yin (2014), a case study is ideal for "investigating contemporary phenomena within their real-life context," making it well-suited for exploring the practical application of motivational strategies in the classroom.

B. Focus of the Research

The research data focused on investigating what are the strategies used by teachers to motivate Gen Z students in learning English.

C. Setting and Participants

This study was conducted in a high school in Tasikmalaya, focusing on strategies used by English teachers to motivate Generation Z students. This setting was chosen because of its diverse student population and experienced teachers, making it ideal for observing real-world teacher-student interactions. As Yin (2014) suggests, selecting a relevant setting enhances the ability of a case study to capture real-life phenomena in context.

The participants were selected using purposive sampling technique, specifically criterion sampling, which allows researchers to select participants who meet predetermined criteria essential to the research purpose (Patton, 2015). The selection criteria included: (1) English teachers with at least four (4) years of experience teaching Generation Z students (ages 15–18), (2)

certified teachers with valid teaching credentials, and (3) currently active in teaching English at the selected high school.

D. Data Collection

This study employed semi-structured interviews, classroom observations, and a second round of semi-structured interviews as data collection methods to align with the case study design. These methods provided a comprehensive view of how teachers motivated Generation Z students in learning English.

a) First Round of Semi-Structured Interviews

Initial interviews were conducted with the two selected English teachers. These semi-structured interviews used open-ended questions to explore teachers' perceptions of Generation Z and the strategies they believed were most effective in motivating these students. Each interview lasted about 60 minutes and was recorded for transcription and thematic analysis.

Participants were approached individually, and the purpose of the research was explained. Written informed consent was obtained, emphasizing confidentiality and voluntary participation. As Kvale (1996) suggests, semi-structured interviews provide the flexibility to delve deeply into participants' experiences, making them ideal for capturing the nuances of teacher strategies.

b) Classroom Observations

After the initial interviews, classroom observations were conducted to directly witness the motivational strategies discussed by the teachers. These observations took place over three class periods for each teacher and focused on teacher-student interactions, engagement techniques, and classroom dynamics. Field notes were taken to document critical instances where motivational strategies were employed.

Prior to the observations, both the teachers and students were informed about the purpose of the study, and informed consent was

obtained from the teachers and the school administration. As Creswell (2013) highlights, observations provide a real-time view of the phenomenon under study, allowing the researcher to validate and contextualize the interview data.

c) Second Round of Semi-Structured Interviews

Following the observations, a second round of semi-structured interviews was conducted with the same teachers to reflect on the observed sessions. In these interviews, teachers were asked to elaborate on specific strategies used during the observed lessons and to provide further insights into their decision-making processes. These interviews allowed the researcher to clarify and probe into the details that emerged from the observations.

This iterative approach will strengthen the data collection process by cross-referencing teachers' perspectives with actual classroom practices, ensuring a deeper understanding of how motivational strategies are applied. Yin (2014) supports this triangulation of methods as a way to enhance the validity of case study research. This sequential process of interviews, observations, and follow-up interviews will provide rich, detailed qualitative data that captures both the teachers' intentions and their real-world practices in motivating Generation Z students.

E. Data Analysis

This study employs thematic analysis to examine patterns and themes within the data, a method particularly suitable for uncovering the strategies teachers use to motivate Generation Z students in English learning. Thematic analysis allows for the systematic identification of insights, themes, and relationships within qualitative data. According to Braun & Clarke (2006), this approach enables researchers to "identify, analyze, and report patterns within data," which is essential in understanding complex phenomena like student motivation, there are six stages in the process of thematic analysis, which include:

1. Familiarizing the data

The first step in data analysis is to familiarize ourselves with the data that has been collected. This process involves thoroughly reading interview transcripts, field notes, or other relevant documents to gain a deep understanding of the data content, researchers can also note initial ideas or important observations during this process.

2. Generating Initial Codes

After understanding the data thoroughly, the next step is to create initial code. These codes are labels that describe relevant or interesting data units. This process helps break down data into smaller parts so that it is easier to analyze. As explained by Saldaña (2016), “coding is not just labeling, it is also connecting, leading you from data to ideas and from ideas to all the data related to those ideas.

Table 3.1 *Generating Initial Codes*

Extracts	Initial codes
" mungkin karakter nya kalo disini kan beda	Character
 beda yah , ada yg datang dari luar ada pribumi	Differences
nah itu komunikasi sama adaptasi setiap	Communication
anaknya tuh beda beda dari yang luar maupun	Barriers
dari yang pribumi suka ada mis komunikasi"	Adaptation
"Untuk mengenali minat dan gaya belajar,	Diagnostic
dari awal itu di kasih kayak assessment	Assessment
diagnostik dulu lah, pengenalan gaya belajar	Learning Style
gitu, dikasih beberapa pertanyaan, nnti dari	Identification
pertanyaan itu ketahuan mana anak yang suka	Multi-modal
visual, audiotori, atau yg satu lagi"	Learning
	Preferences
"kalo saya, selama ini kalo di awal itu biar	Ice Breaking
awal2nya ga ngantuk karena kebagian nya	Activities
terutama kalo kebagian siang itu kan udah	Attention

termasuk jam rawan gitu jadi suka di kasih <i>ice breaking</i> aja di awal pembelajaran"	Management Energy Management
"kalo untuk pbl, sering ya sering di lakuin tapi lebih sering nya di presentasi, kalo untuk pembuatan kyk video kayak gitu mungkin menyesuaikan materi"	Project-Based Learning Presentation Activities Material Alignment
"paling untuk pembelajaran mandiri saya tekankan untuk mempelajari mungkin lewat sebuah film atau lagu disesuaikan dengan materi juga"	Independent Learning Film-Based Learning Material Integration
"kalo untuk kolaboratif ini mungkin lebih peer teaching kan lagi ya di kelompokan lagi kelompok kecil"	Peer Teaching Collaborative Learning Strategic Grouping
"kalo selama ini si sering nya youtube jadi belum pernah pake yng lain"	YouTube Integration Digital Platform Usage
"kalo karakter siswa, cenderung.. kalo bicara etika yaa, kalo misal etika ya anak anak yang kata kan lah gen z awal kalo yang awal2 ya, itu lebih dalam tanda kutip Nurut"	Gen Z Characteristics Behavioral Changes Learning Resistance

The researcher identified 35 initial codes from the interview transcripts, representing various aspects of English language teaching strategies and Gen Z student characteristics. These codes provided a comprehensive framework for understanding teachers' approaches and student needs.

Table 3.2 Calculating initial codes

NO.	Initial Codes	Total
1.	Character Differences	6
2.	Diagnostic Assessment	8
3.	Learning Style Identification	7
4.	Ice Breaking Activities	4
5.	Real-life Connections	5
6.	Project-Based Learning	9
7.	Collaborative Learning	12
8.	Peer Teaching	6
9.	Group Formation Strategies	8
10.	YouTube Integration	5
11.	Digital Platform Usage	11
12.	Multi-media Approach	7

3. Searching for themes

After the initial codes are created, the next step is to search for themes. Themes are the main patterns or categories that emerge from the codes that have been created. According to Braun and Clarke

(2006), a theme is "a patterned response or meaning within the dataset that captures something significant in relation to the research question." At this stage, researchers group similar or related codes to build initial themes.

Table 3.3 Searching for themes

Initial codes	Sub-theme
Character Differences Communication Barriers Diagnostic Assessment Learning Style Identification	Gen Z Student Assessment and Analysis
Ice Breaking Activities Real-life Connections Motivation Building	Student Engagement Strategies
Project-Based Learning Collaborative Learning Peer Teaching Group Formation	Active Learning Implementation
YouTube Integration Digital Platform Usage Multi-media Approach	Technology and Digital Integration

4. **Reviewing themes**

At this stage, the initial themes that have been identified are reviewed to ensure that they are relevant and consistent with the data. This process involves two levels: (1) reviewing the codes within each theme to ensure they form a coherent pattern, and (2) reviewing all themes in relation to the entire dataset. This step is important to maintain the validity of the analysis results.

5. **Defining and naming themes**

After the themes have been reviewed, the next step is to define and name each theme. The researcher explains clearly what each theme represents and how it relates to the research question.

Table 3.4 Defining and naming themes

Sub-theme	Themes
Gen Z Student Assessment and Analysis	Understanding Gen Z Student Characteristics
Student Engagement Strategies	Building student Engagement
Active Learning Implementation	Active Learning Methods Implementation
Technology and Digital Integration	Technology Integration

Table 3.5 Description of themes

Themes	Descriptions
Understanding Gen Z Student Characteristics	The comprehensive process teachers undertake to understand unique Gen Z characteristics, conduct diagnostic assessments to identify learning styles, and address communication challenges arising from generational differences.
Building student Engagement	Various strategies teachers employ to capture student attention, build motivation through real-life connections, and demonstrate practical relevance of English language learning.
Active Learning Methods Implementation	Implementation of innovative learning methods including project-based learning, collaborative approaches, peer teaching, and strategic group formation tailored to Gen Z student needs.

Technology Integration

Comprehensive utilization of technology and digital platforms in English language learning, including multi-modal media integration and guidance for effective digital content usage.

6. Producing the Report

The final stage is to produce a report that presents the results of the data analysis. This report includes an explanation of the themes found, supported by relevant data citations to provide context and validation. Miles, Huberman, and Saldaña (2014) explain that presenting data systematically and supported by concrete evidence helps increase the credibility and clarity of research results.

F. Research Steps

- a. The researcher identified and described research phenomenon and issue.
- b. The researcher reviewed and examined literatures related to the topic of the research to complement the research.
- c. The researcher chose and decided the topic to be researched.
- d. The researcher began compiling the research proposal, starting with the background of the study, literature review, and research method.
- e. The researcher examined a research proposal in front of supervisors and examiners.
- f. The researcher collected data from the participants by using semi-structured interviews and classroom observation.

- g. The researcher transcribed the interview transcription and analyzed the data using thematic analysis.
- h. The researcher reported the result of the thesis
- i. The researcher examined the thesis in front of the supervisors and examiners.

G. Time and Place of the Research

This research was conducted at a senior high school in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research was conducted in the period April 2024.

Table 3.6 Research Timeline

[illegible]