CHAPTER III

RESEARCH PROCEDURE

This chapter presents the research procedures that should be accomplished during the research. The procedures used in this research help the researcher to acquire and analyze the data appropriately. This chapter is divided into six sections. Those are the description of the method of the research, research participants, data collections procedures, and research instruments, steps of the research, techniques of analyzing the data, and also research timeline.

A. Method of the Research

A descriptive case study was the research method chosen for this study. The researcher chose this design for the reason that it could present and explore the phenomena occurred in the learning environment. Case study was a system that is used to describe the interesting phenomenon in a set of events. "Case study method allows the investigator to retain the holistic and meaningful characteristic of real life-events such an individual life cycle, organizational and managerial processes, neighborhood change, international relation, and the maturation of industries" (Yin, 2003, p. 2). The case study investigates the real-life situation and retains the characteristics of them. In a case study, the researcher investigates real life events or based on the phenomena. The researcher believes that this design helped her to investigate the students' perception on the teacher's reward on the EFL

context. The researcher collected the huge sample which would be qualitatively interpreted.

B. Data and Data Sources

a. Data

Data are important parts to analyze in this research. According to Fraenkel, Wallen, and Hyun (2012), "The term data refers to the kind of information researchers obtain on the subjects of their research" (p.111). Simply, the information obtained from the subject of the research of analyses. Moreover, Fraenkel, et al. (2012) stated, the kinds of data collected in qualitative research include interview transcripts, fields notes, photographs, audio recordings, videotapes, diaries, personal comments, memos, official records, textbook passages, and anything else that can convey the actual words or actions of people (p.427). it means data are the representations of the occurrence being observed. Specifically, interview result of the students' perception on the teachers' reward on the EFL context are the data in this research.

b. Data Sources

The sources of the data can be obtained from the subject or participant of the research. The source of the data can be defined as the subject of the research which processes such information necessary to answer the research problem (Arikunto, 2013, P.172). This research focused on the three students purposively in one of the junior high schools in Tasikmalaya. The researcher chose a student who always gets rewarded, the student who sometimes gets rewarded, and the student who never gets rewarded in order to get richer data. The following

table is expected to provide clear information on the participating students.

Name (initial)	Age	sex	Grade	Languange Dominant
AS (P1)	14	Female	8	Sundanese
DY (P2)	14	Female	8	Sundanese
IH (P3)	14	Female	8	Sundanese

C. **Data Collection and Procedures**

The data of this study were collected from participants of the interview using a video recorder. It focuses followed up a semi-structured interview to know more about their perspectives about the responses of the reward related to their experiences. A semi-structured interview was chosen because "it well suited for the exploration of the perception and opinions of respondents" (Barriball and While, 1994, p.330). As the references in interviewing the participants, the researcher uses the concept of The College newsletter (2017, p. 1):

a) Recognize the value of students' achievements, progress, effort, service and leadership within the college

b) Give positive encouragement to students to succeed and to contribute

c) Enhance student/teacher relationships within the college

d) Improve a student's sense of self-confidence and worth.

D. **Research Instrument**

The instrument used in this research is the researcher himself. It is in line with Heigham and Croker (2009), " In qualitative research, the

researcher is the primary research instrument" (p. 11). It means that the researcher's task covers all of the steps in qualitative research or it can be defined as the data collector device in qualitative research. Therefore, in this research, the researcher becomes the main instrument, and the video recorder was used as an additional research instrument.

E. The technique of Analysing the Data

The technique of analyzing the data for this research used thematic analysis. There are six phases in the process of analyzing the data in the thematic analysis based on Braun and Clarke (2006):

a. Familiarizing Data

The data in this research is interview result transcription (See Enclosure). In this phase, the data was read and re-read to take notes or mark ideas to get the initial codes.

Table 3.1 Example of Familiarizing Data

Part		Utterances	Initial Codes
R	:	What do you think if during the lesson the teacher gives a reward ?	
P2	:	bagus, karena itu membuat saya lebih semangat dalam belajar	Being Enthusiast in learning

b. Generating Initial Codes

After familiarizing the data by taking notes or marking ideas, the initial code was given for what is interesting in interview result transcription. The initial code was matched up with the idea or the notes that have been marked. Then, it was highlighted to make the code easy to differ with the other codes. Thus, giving the initial code

was a way to search the themes. Here is the process of generating

initial codes:

Table 3.2 Generating Initial Codes

🟥	Being Diligent to learn
🟥	Being Enthusiast in learning
🟧	Being motivated
🟩	Giving Positive Effect on English learning progress
🟩	Changing Feeling
🟦	Feeling Happy
🟦	Feeling Respected
🟦	Increasing Participation
🟪	Answering Teacher's Question
⬜	Having Close Relationship
🟫	Increasing Self-Confidence
🟦	Doing Assignment

c. Searching for Themes

After generating the data into the initial code, the appropriate

theme had been searched. In this phase, the researcher collated codes

into several themes. There were many codes related to the themes

which were determined by the researcher. The researcher related one

code to the other codes from the same theme. The themes can be

seen from the data below:

Table 3.3 Searching for Themes

Codes	Themes
Being Diligent to learn	
Being Enthusiast in learning	
Being motivated	Encouraging Students' Enthusiasm
Giving Positive Effect on English learning progress	
Feeling Happy	
Changing Feeling	Changing Feeling
Feeling Respected	Getting Respected
Increasing Participation	
Answering Teacher's Question	Increasing Participation
Doing Assignment	
Having Close Relationship	Building Close Relationship
Increasing Self-Confidence	Increasing Self-Confidence

d. Reviewing Themes

The themes were reviewed to avoid the misplacing of the theme in relating codes. In this phase, there were two codes deleted. There were "giving a positive effect on English learning progress" and "changing feeling". They were deleted because they were general. Those codes could be represented by another code. The reviewing themes can be seen from the table below:

Table 3.4 Reviewing Themes

Codes	Themes	Reviewed Themes
Being Diligent to learn		Encouraging Students' Enthusiasm
Being Enthusiast in learning	Encouraging Students' Enthusiasm	
Being motivated		
Feeling Happy		
Giving Positive Effect on English learning progress		-
Changing Feeling	Changing Feeling	-
Feeling Respected	Getting Respected	Getting Respected
Increasing Participation		Increasing Participation
Answering Teacher's Question	Increasing Participation	
Doing Assignment		
Having Close Relationship	Building Close Relationship	Building Close Relationship
Increasing Self-Confidence	Increasing Self-Confidence	Increasing Self-Confidence

e. Defining and Naming Themes

After the theme has been appropriate, it was defined and named. It was aimed to make the theme interesting to read. This phase is the final construction of each theme to define and name the data from the supporting material which was got from observation. Here the researcher re-contextualized the data more closely to the theme. The defined themes can be seen from the table below:

Themes	Defined Themes
Encouraging Students' Enthusiasm	Reward Encourages Students' Enthusiasm
Getting Respected	Reward makes students respected
Increasing Participation	Reward Increases Participation
Building Close Relationship	Reward builds close relationship with the teacher
Increasing Self-Confidence	Reward increases self-confidence

f. Producing a report

This is the final phase of analyzing the data. The researchers make a conclusion of the result.

F. Steps of the Research

To make the research systematic and well planned, the writer develops the research steps as well-organized as possible. As stated by Fraenkel, at al. (2012),

The steps involved in conducting a qualitative research study are not as distinct as they are in quantitative research; they often overlap and are sometimes even conducted concurrently. Every qualitative study has distinct starting and ending point. However, it begins the researcher identifies the phenomenon he or she wishes to study, and it ends when the researcher draws his or her final conclusion (p.429)

Based on the theory above, there are some steps in conducting this research, as follows:

1. Formulating the problems and the aims of the research;

2. Selecting the data sources;

3. Collecting the data;

4. Analyzing the data;

5. Making the conclusion;

6. Reporting the research result.

G. Time and Place of the research

This research was conducted in May 2019 at SMP Islam Mabdaul Ulum at Jl. Leuwikidang 1 RT 01/07 Kelurahan Sukajaya Kecamatan Bungursari Kota Tasikmalaya Jawa Barat.

Picture 2.1

Picture 2.2