

CHAPTER 3

RESEARCH PROCEDURES

This chapter provides the outline for this study, describing the design and procedures used from beginning to end. It is structured around seven separate sections. First, the research method outlines the detailed design and overall approach used for conducting the study. Then, the extent of the study is outlined to maintain the debate on track with the objectives of the research and within its ambit. The third part consists of key information regarding the research setting and participants. This comprises where the study was conducted and how the participants were identified, selected, and recruited. Data collection method follows next, dictating the tools employed and the very method of collecting the required information. The fifth section also explains the data analysis method, describing the procedures and methods used in analysing the data during collection. The sixth section then describes the sequential steps of the research conducted over the course of the study. The chapter is then concluded with the explanation of the time and space character of the research, even including the graphical illustrations of the research timeline for better comprehension.

3.1 Method of the Research

This research adopts qualitative research in the form of a case study design, selected due to the identification of a social concern within the educational field. The case study method involves a thorough exploration of a specific phenomenon within its authentic real-life setting. This depiction aligns with Yin's (2009) portrayal of a case study as an empirical approach that investigates a case within its genuine real-world context, particularly when the boundaries between the case and its context might not be distinct. Similarly, in accordance with Creswell (2012), a case study constitutes a qualitative research method on examining a singular instance or phenomenon within its genuine real-life environment. The objective of a case study is to attain a comprehensive understanding of a particular issue or phenomenon and to provide insights into how and why it occurs.

3.2 Focus of the Research

This study focused on exploring the factors that contribute to novice EFL teacher demotivation and provide insights on what teaching demotivation form reflected among novice EFL teachers. By understanding these aspects, it is expected that this research will provide insights that would consequently lead to an improvement of more conducive and effective language learning environment.

3.3 Setting and Participants

This study, situated in Tasikmalaya, involving three participants comprising English teachers. The selection of participants was guided by a purposive sampling method, aligning with the research goals. Purposive sampling involves the intentional selection of participants based on the researcher's evaluation of their suitability according to predefined criteria (Bharwadj, 2019). To ensure relevance to the research focus on teaching demotivation, a preliminary interview was conducted to assess the presence of demotivation in the participants' teaching experiences. Subsequently, three participants were carefully chosen, each at an early stage in their teaching careers as EFL teachers in Tasikmalaya, West Java, Indonesia. This foundation of participant choice underscores the study's commitment to capturing nuanced insights from individuals whose experiences align closely with the research objectives, contributing to a more comprehensive understanding of teaching demotivation among novice EFL teachers.

3.4 Technique of Collecting the Data

The data were collected from a face-to-face semi-structured interview. According to Kallio et al. (2016), a semi-structured interview emerges as a widely embraced and flexible approach for gathering data (p. 2). Through the utilisation of semi-structured interviews, the researcher possesses the capability to steer the conversation towards a particular subject while affording participants the opportunity to articulate their perspectives. The interview is intended for novice EFL teachers and will consist of six questions. This interview question is intended to elicit EFL teachers' ideas on the sources of their demotivation.

In the interview phase, ensuring the best outcomes necessitates researchers to establish a comfortable ambiance for participants. A potent strategy to achieve this is by affording participants the liberty to choose the interview's timing and venue, fostering their ease and bolstering their assurance in responding to queries. Creswell (2012) accentuated the significance of cultivating a relaxed interview setting to elicit sincere and unreserved feedback from participants.

3.5 Technique of Analysing the Data

The collected data for this study analysed using Braun and Clarke's thematic analysis, specifically incorporating the reflexive approach proposed by Braun and Clarke. Braun and Clarke (2006) define thematic analysis as a method aimed at identifying, analysing, and reporting patterns within data. Chosen for its qualitative research orientation, thematic analysis is employed to discern and explore patterns and themes in qualitative data. The reflexive approach embedded in Braun and Clarke's method encourages researchers to actively engage in self-reflection, prompting a careful examination of their preconceptions and biases. This introspective element enhances the analytical process, contributing to a more nuanced and contextually sensitive interpretation of the data. It is worth noting that this approach involves the systematic application of codes and the identification of recurring themes, providing a structured yet flexible framework for the analysis of the collected information.

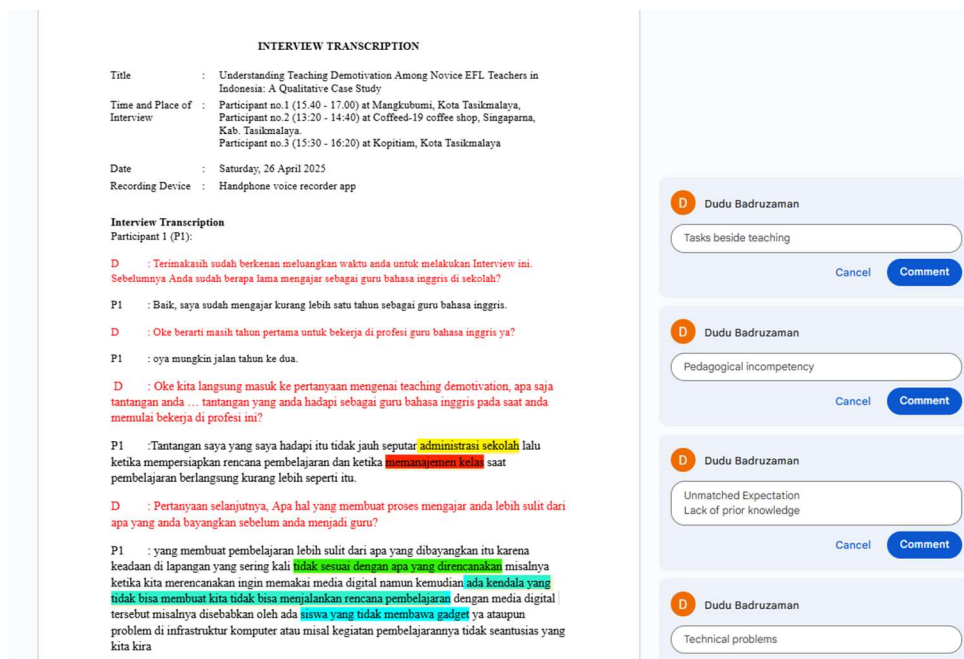


Figure 3.1 Using Google Docs for Coding

Table 3.1 Analysed Data

Participant	Codes (Category)	Themes (Parent Category)	Excerpt	Remarks
P1	Lack of Support	Social support	Jadi apapun hasil pengajaran saya misal apakah murid ngerti atau tidak mereka mempercayakan sepenuhnya kepada saya. Jadi ketika saya merasa kelelahan mengajar atau ada stuck dalam pengajaran itu tidak ada t bantuan dalam problem solving nya.	

The following are the phases which had carried out in thematic analysis according to Braun & Clarke (2006):

- 1) Familiarising with the data; in this phase, the researchers read and comprehend the data multiple times to get familiar with the data, in this case, the interview transcription. This research presented the interview transcription with highlighted initial codes using google docs comment feature, as shown in Figure 3.2 below.

INTERVIEW TRANSCRIPTION	
Title	: Understanding Teaching Demotivation Among Novice EFL Teachers in Indonesia: A Qualitative Case Study
Time and Place of Interview	: Participant no.1 (15.40 - 17.00) at Mangkubumi, Kota Tasikmalaya, Participant no.2 (13:20 - 14:40) at Coffeed-19 coffee shop, Singaparna, Kab. Tasikmalaya. Participant no.3 (15:30 - 16:20) at Kopitiam, Kota Tasikmalaya
Date	: Saturday, 26 April 2025
Recording Device	: Handphone voice recorder app
Interview Transcription	
Participant 1 (P1):	
D	: Terimakasih sudah berkenan meluangkan waktu anda untuk melakukan Interview ini. Sebelumnya Anda sudah berapa lama mengajar sebagai guru bahasa inggris di sekolah?
P1	: Baik, saya sudah mengajar kurang lebih satu tahun sebagai guru bahasa inggris.
D	: Oke berarti masih tahun pertama untuk bekerja di profesi guru bahasa inggris ya?
P1	: oya mungkin jalan tahun ke dua.
D	: Oke kita langsung masuk ke pertanyaan mengenai teaching demotivation, apa saja tantangan anda ... tantangan yang anda hadapi sebagai guru bahasa inggris pada saat anda memulai bekerja di profesi ini?
P1	:Tantangan saya yang saya hadapi itu tidak jauh seputar administrasi sekolah lalu ketika mempersiapkan rencana pembelajaran dan ketika manajemen kelas saat pembelajaran berlangsung kurang lebih seperti itu.
D	: Pertanyaan selanjutnya, Apa hal yang membuat proses mengajar anda lebih sulit dari apa yang anda bayangkan sebelum anda menjadi guru?
P1	: yang membuat pembelajaran lebih sulit dari apa yang dibayangkan itu karena keadaan di lapangan yang sering kali tidak sesuai dengan apa yang direncanakan misalnya ketika kita merencanakan ingin memakai media digital namun kemudian ada kendala yang tidak bisa membuat kita tidak bisa menjalankan rencana pembelajaran dengan media digital tersebut misalnya disebabkan oleh ada siswa yang tidak membawa gadget ya ataupun problem di infrastruktur komputer atau misal kegiatan pembelajarannya tidak seantusias yang kita kira
D	: kalau ekspektasi anda sebelum menjadi guru bagaimana? dibandingkan dengan sekarang
P1	: tentu saya ber ekspektasi bahwa dengan pengetahuan saya yang saya miliki saya bisa ... apa ya ... mengajari siswa dengan lancar dan dengan kegiatan kegiatan yang lebih

Figure 3.2 Interview Transcription

- 2) Generating initial codes; after understanding the participant's answer, the researcher began to make categories or initial codes related to the research questions and purposes. The following are codes found in the interview results.

Table 3.2 Generating Initial Codes

Initial Codes		
Unmatched expectation	Experience	Lack of prior understanding
Dealing with students' multiple characteristics	Student-related factors	Understanding students' needs
Emotional factors	Intrinsic motivation	Teachers' self-esteem
lack of support	Extrinsic motivation	Feeling included Involved
Low salary	Financial factor	Low value Lack of appreciation
Choosing teaching material and method	Autonomy	Teachers' freedom
Confidence in teaching	Competences	Questioning self-efficacy
Low effort	Burnout	Behavioural impact
Leaving the profession	Retention	Consideration on staying or changing career path
Potential Improvement	Demand	Teaching motivation development

- 3) Searching for themes, the researchers grouped and categorised the relevant codes into themes in this phase.

Table 3.3 Searching for Themes

	Themes	Initial Codes
Causes	Lack of experience	Unmatched expectation
	Student-related factors	Students 'characteristic, classroom management, large class size
	Workload	Administration work, lesson planning, assessment, work outside teaching
	Internal Factors	Emotional Factors, Fulfilment, Self-Esteem, Teachers believe
	External Factors	Salary, Social Support, Negative Feedback, Lack of Professional Development
Impact	Decrease effort	Lower effort
		Lack of compensation
	Burnout	lack of ability to solve problems, questioning self-competency, poor time management, uneasy feeling, helplessness,
	Job retention	Consideration leaving teaching career

- 4) Reviewing themes; in this phase, the researcher reviewed the identified themes in the previous phase, also, the researcher should reflect on whether the theme tells a convincing story about the data and begin to define the nature of the particular theme and the relationship between the themes.

- 5) Defining and naming themes; this phase requires the researcher to conduct and write a detailed analysis of each theme. The researcher concluded the themes as shown in Table 3.4 below.

Table 3.4 Defining and Naming Themes

		Themes	Definition
Causes		Lack of experience	Unmatched expectation of teaching, unable to configure the new situation or problems occurred in the classroom during teaching process.
		Student-related factors	Challenges of dealing with unique characteristic of students Ability to execute classroom management
		Workload	Heavy workload of teaching profession, related to administration work, lesson planning, assessment, and overall work outside teaching in the classroom
		Internal Factors	Lack of personal fulfilment, emotional regulation and overall intrinsic motivation value the teacher have as the source of sustainable drive to motivate themselves

Themes	Definition
External Factors	Extrinsic Factors that contribute to teaching demotivation. Factors outside teaching. Such as workload and social support.
Decrease effort	The effect of teaching demotivation to the teacher performance
Burnout	Teacher burnout due to several factors such as heavy workload, lack of ability to solve problems, and questioning self-efficacy or competency of the teacher.
Impact	
Job retention	Consideration for the teacher risking leaving teaching career

- 6) Writing up; this is the last phase, which involves weaving together the analytic narrative and data to tell the reader a coherent and persuasive story about the data.

3.6 Steps of the Research

Completing this research went through several steps, from proposal writing to arranging a research report. The following are the steps that have been passed:

- 1) The first step of this research was writing a tentative research plan and proposal, which contained the formulation of the problem according to the phenomenon that will be explored and analysed.

- 2) Before interviewing the participant, the researcher selected the eligible participant through a preliminary research questionnaire. Later on, the participant who had resulted in a high level of teaching demotivation was chosen as a participant and interviewed.
- 3) Afterwards, the participant was contacted to give her information about the research topic and asked about her willingness to be interviewed.
- 4) The interview was conducted face-to-face at participant requested venue, and it was recorded using a phone voice recorder application.
- 5) After the data was collected, it continued to be analysed using Braun & Clarke's (2006) Thematic Analysis.
- 6) Once the data was analysed, the research's result was reported.

3.7 Time and Place of the Research

The data will be collected in September 2023 from a face-to-face semi-structured interview. The data collection will be conducted in Kota Tasikmalaya and Kabupaten Tasikmalaya, specifically where the participant feels comfortable, the first participant partakes the interview at the researcher home at Mangkubumi Tasikmalaya. Then, the interview held in chosen coffee shop for the second and third participant. Located in Coffeed-19 Singaparna for the second participant and Kopitiam Tasikmalaya for the third participant.

Table 3.5. Research Schedule

No.	Activities	May- Aug 2023	Sep 2023	Oct- Dec 2025	Jan- Apr 2025	Apr 2025	May 2025	Jun 2025
1.	Proposal Writing							
2.	Research							
3.	Proposal Seminar							
4.	Data Collection							
5.	Data Analysis							
6.	Report							
7.	Final Thesis Examination							