

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Study

This study used a descriptive case study in qualitative research methodology. According to Mohd Noor (2008), case studies were addressed as how and why of events, enabling the examination of contextual realities and discrepancies between anticipated and actual events. Furthermore, according to Chopard & Przybylski (2021), case study can be referred to as an empirical investigation in which the boundaries between phenomenon and context are not clearly evident, and when multiple sources of evidence are used for investigating a contemporary phenomenon within its real-life context.

From the previous definition, this method was considered a tool to construct a generalization of the phenomenon that happened, and to help the researcher grasp the phenomenon or cases from its uniqueness. The utilization of this method has various advantages for this study. The researcher was able to deeply examine the phenomenon, according to the participants' experiences. The study conducted was also able to be scrutinized in more detail and specified.

Therefore, the utilization of this method in this study is suitable since the data collected enabled the researcher to describe the personal experience of an EFL learner's learning motivation in learning English language as a Foreign Language. Since the focus of this study was to portray what kind of learning motivation EFL learners in Junior High School had in learning the English language.

3.2 Focus of the Study

The focus of this study is to portray the learning motivation possessed by the Junior High School students in learning English as a foreign language. Therefore, the researcher specifically examined the seventh-grader students' experiences in

learning English as a foreign language in one of the Junior High Schools in Tasikmalaya.

3.3 Setting and Participants

The study took place in one of the Junior High Schools in Tasikmalaya, West Java, Indonesia. Which involved two individuals, from the first grade of Junior High School who were currently learning English as a Foreign Language. The reason why the first grade was selected for this study is because the students who commonly began to learn English at this level are exposed to English Language learning for the first time in Junior High School. Additionally, the participants for this study were divided into students with a High Level of Motivation and Low Level of Motivation during the English course in the classroom, which was based on the researcher's examination during the school-based internship program.

To describe it briefly, the participants for this study were students around 13 to 14 years old who were currently learning English as a Foreign Language in seventh-grader in Junior High School in Tasikmalaya. In this study, the researcher conducted an observation of four different groups of seventh-graders in Junior High School during the English course in the classroom in order to distinguish students with High Level of Motivation and Low Level of Motivation, and to decide the participants for the study. The criteria for the students from each level of motivation were viewed from how well the students engaged during the English course in the classroom. To describe it briefly, the students with high level of motivation exhibits a motivated behavior during the observation and the pre-interview activity, as they often raised their hand to ask or answer the questions given by the teacher. Meanwhile, the students with lower level of motivation seems to be engaged in the class if only called upon by the teacher.

Afterward, the researcher conducted a pre-interview activity, which involved choosing a multiple-choices quiz in order to select participants from the High Level Motivation students and the Low Level Motivation students from a selected group of seventh-graders. Furthermore, the author has gathered a certain key information

during the pre-interview activity from the selected participants and decided to proceed the research with the selected students as the participants.

3.4 Technique of Collecting the Data

To collect the data, the researcher employed an in-depth interview using the semi-structured interview. Semi-structured interview is an exploratory interview which is generally based on a guide and typically focused on the main topic that provides a general pattern (Mashuri et al., 2022). The use of semi-structured interviews in line with the research design that was used in this study. It allows participants to express their thoughts and experiences in their own terms, which leads to more authentic representation of their viewpoints, as opposed to more rigidly structured interviews that may limit participants' expression. On the other hand, a semi-structured interview is more flexible as it permits additional questions to be raised in response to the interviewee's response, whereas a structured interview contains a predetermined and restricted set of questions (Mashuri et al., 2022). On the other hand, the utilization of this method can help the researcher to develop information gathered based on each participants' answers, as the following focus of this study was portraying the participants' motivation in learning the English language, according to their experiences in a more detailed and specific way.

The students who had already been selected in the pre-interview activity, which involved choosing the multiple-choices quiz, proceeded to the interview activity. The interview itself was conducted in person at each of the participants' assigned time and place to avoid any biases in the data, and after the participants signed a consent form as an indication that the participants agreed to be a part of this study. The interview activity was conducted in participants' L1, which is Indonesian, in order to avoid any miscommunication and prevent any confusion between the interviewer and the interviewee.

To make sure that the data collected are originally based on the participants' answers, the researcher did a thorough reading of the interview transcript and confirmed it to the participants by asking further questions regarding the

participants' answers in the interview activity. Afterward, the researcher did another thorough reading process before continuing to the further procedure.

As for the interview guidelines, the researcher mostly adopted the questions regarding the SDT theory developed by Ryan and Deci (2000), focusing on Intrinsic Motivation and Extrinsic Motivation in learning the English language. In addition, the participants' experiences in learning English as a foreign language were the main topic of the interview.

3.5 Technique of Analyzing the Data

The collected data from the semi-structured interview, which may consist of interview transcripts and varied assortment of records or footages were analyzed using a thematic analysis. According to Braun and Clarke (2017), a thematic analysis is defined as a technique for locating, examining, and summarizing patterns or themes in a provided data. It merely arranges and provides a richer detailed description of the data set given in the study by analyzing and looking for recurring themes or patterns of meaning in a collection of data including collection of texts, focus groups, or interviews (Braun & Clarke, 2017).

As stated by Braun and Clarke (2017), thematic analysis offers examples to illustrate each of the six stages of the analysis process as well as an overview guide. The variety of phases are crucial for understanding that guidelines for qualitative analysis are not strict laws; rather, they should be utilized flexibility to suit the research objectives and data, while adhering to the fundamental principles. Therefore, the utilization of this method is beneficial for the researcher in order to enable the researcher to describe the variety of themes that might appear ahead in rich and detailed steps, as well as highlighting the similarities or differences that might appear in the data.

Based on the six stages of thematic analysis developed by Braun and Clarke (2017), the six stages involved:

3.5.1 Familiarizing with the Data

In this step, the researcher entailed interview transcriptions from both participants. The researcher familiarized the data by reading through the interview transcriptions regarding the participants' learning motivation in learning English as a foreign language in the classroom several times, as a way of finding the similarities or the common themes or patterns that appeared in the data. In this step, the researcher also reconfirmed the data with the participants to gain further information from the participants' answer.

3.5.2 Generating Initial Codes

In this step, the researcher began to identify the relevant information regarding the research focus from the data transcription. The researcher began to systematically code the recurring themes or patterns appearing in the dataset by reading through the sentences the participants had elicited. Afterward, the researcher utilized the coloring systems to code each recurring pattern, as a way of distinguishing different aspects indicated by each participant. The codes were based on the most suitable aspects of learning motivation from each of the participants, which included in the indicator that the researcher has compiled in the interview guidelines. However, the codes still need to be simplified, since they still contain broad information. The codes were then categorized into themes or patterns, in order to highlight the objectives of the study.

Table 3.1 Generating Initial Codes

	Interview excerpts	Initial codes
P1	<i>Yes, I have. It was back when I was still in kindergarten. At that time, I happened to live in Palembang and my parents enrolled me in a kindergarten that happened to offer English.</i>	Learning experience Parents' role
	<i>Yes, it's a storybook. So later I'll learn it with my mother using the storybook. My mother will tell the story in English, then I'll read the translation.</i>	

	Interview excerpts	Initial codes
P2	<i>To maintain my motivation, I usually practice on my own by memorizing the vocabulary I've learned.</i>	Learning method
	<i>Then I also practice speaking with my online friends in games. I feel motivated because I see my older sibling and my friends.</i>	Environment influences

From the interview result in the previous procedure, the researcher then began to represent the frequencies of the initial codes that appear from the participants' interview answers.

Table 3.2 Frequency of the Initial Codes from the Participants' Answer

No	Initial codes	Frequency
1	Learning goals	7
2	Student's awareness	3
3	Learning benefits	4
4	Learning satisfaction	1
5	Student's preferences	16
6	Parents' role	3
7	Role model	4
8	Environment influence	3
9	Teacher's feedback	3
10	Learning result	3
11	Media utilization	5
12	Material complexity	3
13	Learning experience	3
14	Learning method	8
15	Teacher's method	3
16	Learning challenges	8

No	Initial codes	Frequency
17	Material exposure	3

3.5.3 Searching for Themes

In this step, the researcher began to assemble the appropriate initial codes from the previous steps into potential themes, which is relevant with the research questions and the objectives of the study. As well as eliminating the initial codes that are irrelevant with the research questions and the objectives of the study.

Table 3.3 Searching for Potential Themes

No	Initial codes	Potential themes
1	Learning goals	Future Aspirations and Personal Goals
2	Student's awareness	
3	Learning benefits	
4	Learning satisfaction	Enjoyment and Interest of Language Learning
5	Student's preferences	
6	Parents' role	Environment Influences
7	Role model	
8	Environment influence	
9	Teacher's feedback	Recognition and Feedback
10	Learning result	
11	Media utilization	Use of Media
12	Material complexity	
13	Learning experience	Learning Autonomy
14	Learning method	
15	Teacher's method	Barriers to Engagement
16	Learning challenges	
17	Material exposure	

3.5.4 Reviewing Themes

In this step, the researcher began to read through the initial codes that have been highlighted previously and expanded the topics found in the previous procedure. Afterward, the researcher needs to reconsider the themes or patterns found to confirm that the themes are related with the objectives of the study.

Table 3.4 Reviewing Themes Appeared in the Potential Themes

No	Potential Themes	SDT Level	Themes
1	Future Aspirations and Personal Goals	Extrinsic Motivation	Students' Environment and Circumstance based Motivation
2	Barriers to Engagement		
3	Environment Influences		
4	Recognition and Feedback		
5	Use of Media		
6	Learning Autonomy	Intrinsic Motivation	Students' Self-Awareness based Motivation
7	Enjoyment and Interest of Language Learning		

3.5.5 Defining and Naming Themes

In this step, the researcher needs to ensure that the themes appeared in the previous initial codes are related and appropriate with the objectives of the study. Afterward, the researcher make sure that the finalized themes has already depicting the result of the objectives of the study.

Table 3.5 Defining and Naming Themes

No	Themes	Definition
1	Students' Environment and Circumstance based Motivation	Refers to the students' factors that influence them in learning English language from outside of their own inclination. It includes students' personal goals and future objectives related to

No	Themes	Definition
		learning English, as well as the challenges they often face in achieving these goals within the classroom context. The surrounding environment and circumstances also play a crucial role in motivating students, along with external validation, such as recognition, praise, and appreciation they received for their efforts. Additionally, the use of different types of media supports and enhances students' engagement in the language learning process.
2	Students' Self-Awareness based Motivation	Refers to the students' self-driven factors that inspire their will in learning the English language. It involves their ability to set personal goals and work towards obtaining them, as well as the satisfaction and positive emotions that they experience during the learning process in the context of the classroom, which includes excitement and enjoyment in learning the English language.

3.5.6 Producing the Report

In the last step of analysis, the researcher tried to answer the research questions by making connections between the themes and the result that has been found in the study, as well as referring it to the previous studies. Afterward, the researcher created an academic report based on the analysis.

3.6 Time and Place of the Study

This study was carried out in one of the Junior High Schools in Tasikmalaya, West Java, Indonesia. The researcher began observing and searching for the phenomenon as well as the title in September 2023. Furthermore, the researcher began the thesis writing from January until February 2024. However, the researcher began to collect the data in October 2024 and analyze the collected data in June 2025. The study schedule were illustrated into the following schedule:

Table 3.6 Schedule of the Study

Description	Sep/ 2023	Oct/ 2023	Nov/ 2023	Dec/ 2023	Jan - Oct/ 2024	Nov/ 2024 - Jun/ 2025	Jul/ 2025
Research Topic Approval							
Research Proposal Writing							
Research Proposal Approval							
Research Proposal Examination							
Data Collection							
Data Analysis							
Writing Report							
Thesis Result Seminar							
Thesis Examination							