

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

This study used a descriptive case study focusing on students' perceptions of English learning in the Hospitality vocational high school in Tasikmalaya Regency. A case study is advantageous in discovering or explaining a poorly understood phenomenon from a "big picture" perspective. (Yin, 2003). A qualitative case study is selected because a case study is a research approach that enables the investigation of a phenomenon within its context using various data sources.

3.2 Focus of the Research

The research examines students' thoughts about learning English in hospitality vocational high schools. This description is based on the results of interviews with hospitality vocational high school students.

3.3 Setting and Participants

This research was conducted in a Vocational high school in Tasikmalaya Regency, West Java, Indonesia, because it is the only vocational school with a hospitality department. The participants in this research are three hospitality department students of a vocational high school who learned and practised English in grade 11. Two females and one male have good communication skills and are recommended by the head of the hospitality department program. The researcher asked about the participant's willingness to participate and their availability for the interview by signing the consent form.

3.4 Technique of Collecting Data

This study used semi-structured interviews to gather data from the research participants about their perceptions of learning English in a vocational high school. According to McIntosh and Morse (2015), semi-structured interviews are chosen because the participants are free to answer the questions, and the researcher can investigate their answers. The semi-structured interview is an exploratory interview that enables a researcher to go deep for discovery. (Mashuri et al., 2022). The interview guidelines were adapted from Walgito (1981). The interview guidelines

were adapted from Walgito's (1981) theory because the theory explained perception through three important parts: what a person knows or thinks (cognitive), what they feel (affective), and how they might tend to act (conative). These parts helped the researcher to understand the students' opinions and feelings more clearly. By using Walgito's (1981) theory, the interview questions can explore not only what students think about learning English, but also how they feel about it and how they respond to it in real situations.

3.5 Technique of Analyzing Data

This study used thematic analysis to analyse the data. As Braun and Clarke (2006) Assumed that thematic analysis is an analytical procedure to analyze, manage, represent, and inform themes contained in a data set. Further, the researcher uses thematic analysis because it enables flexibility in interpreting the data and allows the researcher to gain substantial data sets more easily by arranging them into themes. In practice, there are several steps in conducting the thematic analysis, which include the following;

1. Familiarising with the data

The researcher transcribed the interview results in this phase. After that, the researcher reads and rereads the transcription several times to get familiar with the data.

2. Generating initial codes

In the study's second phase, the researcher has to find all relevant data from the entire dataset to answer the research questions. To accomplish this, the researcher generates initial codes representing the meanings and patterns discovered in the data. These codes are then highlighted by colouring the data, making it easier to identify which are relevant to the study's purpose.

Table 3.1 Generating Initial Codes

| | Utterances | Initial Codes |
|----|--|---|
| P1 | Okay, let me answer you, I thank God I like English, and the reason I like English is because first of all English is an international language that is needed in this day and age, and the second reason is | Interest and positive attitude toward English |

- that especially nowadays English has become an obligation, especially in hotels that use English on average, because I majored in hospitality, so I think English is important and I like it. Thank you.
- P1 There is, I like and get excited when learning in groups, because I can share my opinion with others, and I can get input when sharing with others too. But if there are friends who keep saying, I don't like it, and I think it's a disappointing moment. In addition, I also like it when I practice using English.
- P1 I forgot, but what I still remember was when I was telling stories about the past and then going forward, one person at a time, using English like that. Then there is playing the role is like being a receptionist and being a guest; the material is communicated and using English to pretend to be an outsider guest.

Enjoyment in learning and practical English

Challenges and difficulties in learning English

Interest and positive attitude toward English

Practical use of English

Note. As shown in Table 3.1, the researcher highlights the utterances interpreted as important, various colours, and gives initial codes. Initial codes represented different aspects, as the participants' interview transcriptions showed. Here is the list of initial codes and their frequency after generating them, as shown in Table 3.2 below.

Table 3.2 Initial Codes and Frequency

| Initial Codes | Total | Source |
|---|-------|-------------------------------------|
| Challenges and difficulties in learning English | 8 | Obtained participant transcriptions |
| Practical use of English | 6 | Obtained participant transcriptions |
| Motivations to study English | 5 | Obtained participant transcriptions |
| Interest in a positive attitude toward English | 5 | Obtained participant transcriptions |
| Students' initiative in English learning | 5 | Obtained participant transcriptions |
| English is an essential skill for the future | 4 | Obtained participant transcriptions |
| Enjoyment in learning and practical English | 4 | Obtained participant transcriptions |

| | | |
|--|---|-------------------------------------|
| Important English skills for hospitality | 3 | Obtained participant transcriptions |
|--|---|-------------------------------------|

Note. In Table 3.2, each initial code generated from interview transcriptions with its frequency of occurrence is presented sequentially from the most to the least.

3. Searching for themes

In this phase, the researcher groups several codes with the same theme to help the researcher analyze the data.

Table 3.3 Process of Searching for Themes

| No | Initial codes | Potential Themes |
|----|---|--|
| 1 | English is an essential skill for the future | Students' view of the importance of English learning |
| 2 | Important English skills for hospitality | |
| 3 | Practical use of English | Students' Strategies for Learning English |
| 4 | Students' initiative in English learning | |
| 5 | Enjoyment in learning and practical English | Students' motivation toward English learning |
| 6 | Interest and positive attitude toward English | |
| 7 | Motivations to study English | Students' challenges toward English learning |
| 8 | Challenges and difficulties in learning English | |

4. Reviewing the themes

In this phase, the researcher double-checked the data for each theme to ensure that it was accurately sorted and to identify whether any themes or codes needed to be changed to avoid placement errors that could lead to incorrect data.

5. Defining and naming the themes

In this phase, the researcher starts to define the nature of each theme and the relationship between them, and the researcher generates a clear name for each theme based on the research question.

Table 3.4 Defining and Naming the Themes

| Themes | Definition of themes |
|--|---|
| Students' view of the importance of English learning | Students' perception of the importance of English in a Hospitality Vocational high school |

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|--|--|
| Students' Strategies for Learning English | Students' efforts to improve their English skills |
| Students' motivation toward English learning | Students' motivation to learn English is from both intrinsic and extrinsic motivation. |
| Students' challenges toward English learning | Students' challenges in learning English |

6. **Producing the report**

In this phase, the researcher writes a report for the thesis supported by relevant research.

3.6 Steps of the Research

The researcher did several steps in this study as follows:

Table 3.5 Steps of the Research

| Steps | Description |
|-------|---|
| 1 | Identifying and defining a problem/phenomenon in a hospitality vocational high school in Tasikmalaya Regency, West Java, Indonesia. |
| 2 | Exploring relevant studies, finding the research gap, and formulating the research question. |
| 3 | Writing the research proposal, including the background, literature review, and research procedures. |
| 4 | Examining the research proposal in front of the examiners and supervisors. |
| 5 | Revising the proposal and interview guidelines. |

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| 6 | Data will be collected from the chosen participants by conducting an interview. |
| 7 | Analyzing the data from the interview transcripts. |
| 8 | Making a report on the thesis. |
| 9 | Examining the thesis. |

3.7 Time and Place of the Research

The research occurred in a Vocational high school in Tasikmalaya Regency, Indonesia, with a hospitality Department.

Table 3.6 Research Schedule

| No | Activities | May - Nov 2023 | Nov 2023 - Dec 2023 | Jan - Aug 2024 | Sep - Oct 2024 | Nov - Dec 2024 | Jan - Apr 2025 | May - Jun 2025 | Jul 2025 |
|----|-------------------------------|-------------------------|---------------------------------|----------------------|----------------------|-------------------------|----------------------|----------------------|-------------|
| 1 | Research Proposal Writing | | | | | | | | |
| 2 | Research Proposal Examination | | | | | | | | |
| 3 | Data Collection | | | | | | | | |
| 4 | Data Analysis | | | | | | | | |
| 5 | Writing Report | | | | | | | | |
| 6 | Comprehensive Review | | | | | | | | |

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| 7 | Thesis Examination |
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