

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides a comprehensive explanation of the research methodology. It details five aspects of the research methodology, including research design, research setting and participants, data collection, data analysis, and the study schedule.

A. Research Design

This study employed a qualitative research approach. According to Nassaji (2020), a qualitative approach is a scientific approach for analyzing data using descriptive statistics to characterize the demographic aspects of the data collected. Meanwhile, the research design employed in this study was a case study method. According to Yin (2018), a case study is an empirical method that thoroughly investigates a current case or phenomenon in its real-life context. Yin (2018) also added that there are three types of case studies, namely: exploratory case study, descriptive case study, and explanatory case study. An exploratory case study is used to investigate phenomena that are still poorly understood, to identify initial patterns, and to formulate further research questions. A descriptive case study aims to provide a detailed and systematic description of a well-established phenomenon, utilizing multiple data sources. While, an explanatory case study focuses on explaining the cause-and-effect relationship in a phenomenon by exploring the mechanism behind why and how the phenomenon occurred (Yin, 2018). For this study, a descriptive case study was chosen. This type of case study provided a comprehensive view of a phenomenon within its actual context (Yin, 2018). Then, it was chosen because a descriptive case study was particularly suitable for facilitating in-depth analysis and detailed exploration of the role of parents in encouraging students' cognitive engagement in English learning.

B. Research Setting and Participants

This study is in the Indonesian context, and it was conducted at one of the elementary schools in Tasikmalaya, West Java, Indonesia. This elementary school

was chosen because this was where the phenomenon occurred. It emphasized academic performance and character education, and encouraged English subjects as a part of its curriculum from the first grade until the sixth grade. This study was conducted from April to June 2025, during which time the participants were selected and data collection was carried out.

The participants of this study were chosen purposively. They were three parents of three students in the fifth grade in one of the elementary schools in Tasikmalaya, West Java, Indonesia. It consisted of two females and one male, with an age range of 25-35 years old. The parents of the fifth-grade students were selected for this study because, at this stage, the fifth-grade students have been learning English for about five and a half years. Additionally, the participants were selected based on a recommendation from the English teacher, comprising parents whose students demonstrated high English learning achievement, characterized by good English academic grades and strong English skills, and placed in the top three of their class. The teacher explained that students who excel in English learning are those who exhibit strong cognitive engagement in the English learning process, proven by their active participation; thus, their parents' role in encouraging students' cognitive engagement in English learning was effective and worthy of being investigated (Preliminary Study, November 4, 2024). Furthermore, these parents have a good educational background. Parent 1 is female. She has a degree in dentistry. Parent 2 is male. He has a degree in master of management. Parent 3 is female. She has a degree in financial accounting. According to Rintaningrum et al. (2022), parents with good educational backgrounds tend to be more aware of supporting students' education. Therefore, the participants' selection based on these various criteria provided a detailed and in-depth insight into the roles of parents in encouraging students' cognitive engagement in English learning.

This study addressed ethical considerations concerning respecting participants' rights. Participants were provided information about the study purposes, procedures, descriptions, and methodology. They were also advised to complete and sign a consent form to confirm their agreement to participate in the data collection process. Furthermore, this study ensured the confidentiality and

anonymity of the participants by using pseudonyms instead of their actual names. Therefore, participants have agreed to participate in this study by completing a consent form.

C. Data Collection

In this study, the data were collected through semi-structured interviews. According to Ruslin et al. (2022), a semi-structured interview is an interview process that focuses on specific themes within a predetermined topic trajectory. Additionally, Adams (2015) explained that this interview type is flexible because it is conducted in a conversational style, allowing the researcher to explore in-depth information relevant to the research focus while still following the framework of the interview guideline. Consequently, this data collection technique was chosen because it was suitable for this study, as it enables the researcher to comprehensively explore the role of parents in encouraging students' cognitive engagement in English learning.

To conduct a semi-structured interview, the researcher created a guideline consisting of 10 questions. These questions were developed from Melvina et al. (2024) theory about four key aspects of parents' roles in English learning, namely as educators, facilitators, motivators, and advisors.

Table 3.1 Melvina et al. (2024) Concept about the Four Main Parents' Roles in English Learning to Explore the Role of Parents in Encouraging Students' Cognitive Engagement in English Learning.

1. As an Educator	1.1 Home teaching A form of parents' role in providing direct teaching related to English learning at home to help students cognitively engage and become accustomed to learning English.
	1.2 Reinforcement of English learning values A form of parents' role in providing students' understanding of the important values of learning English to make students interested and willing to learn English.
2. As Motivator	2.1 Provide psychological and emotional support A form of parents' role in providing psychological and emotional support to build and encourage students' confidence, motivation, and seriousness in learning English.

	2.2 Helping students with difficulties A form of parents' role to assist in overcoming students' English learning challenges.
3. As Facilitator	3.1 Providing learning materials and resources A form of parents' role in providing learning materials and resources to help students learn English and encourage their cognitive engagement in English learning.
	3.2 Facilitating additional learning A form of parents' role in facilitating students' additional English learning opportunities outside of school to help maximize their cognitive engagement in learning English.
	3.3 Creating a conducive learning environment A form of parents' role in establish a comfortable and supportive learning environment, to allow students to focus and learn English more effectively.
4. As Advisors	4.1 Providing learning strategies A form of parents' role in guiding students in introducing effective learning strategies in English learning to support them in being cognitively engaged in learning English.
	4.2 Helping to set goals Parents' support in helping students set learning goals for English to ensure a more structured and measurable learning process.

Several key factors were taken into consideration during the interview process. The interview was conducted online using the Zoom Meeting platform. Then, the researcher and participants communicated in Indonesian to prevent language barriers and ensure effective communication. Additionally, the semi-structured interviews followed several stages outlined by Adams (2015), as described below:

1) Selecting respondents and arranging interviews

At this stage, the researcher selected three participants and contacted them to arrange an interview schedule at their convenience. Before the interview, participants were given a consent form that contained a description of their agreement to participate in this study.

2) Drafting questions and the interview guidelines

At this stage, the researcher created an interview guideline consisting of a list of questions about the study topic, arranged in a clear and understandable language that participants could comprehend. The interview guideline was developed based on the theoretical framework of the role of parents in English

learning from Melvina et al. (2024). The researcher also sent the interview guidelines to participants online after the interview. This aimed to ensure that all important aspects of the study focus could be explored systematically and in-depth.

3) Starting the interview

At this stage, the researcher conducted an online interview with the participants via Zoom Meeting and recorded the interview using an audio device, with the participants' permission. These interviews were conducted in casual conversations, creating a comfortable interaction and exploring more in-depth information.

4) Polishing interview technique

During the interview process, the researcher actively evaluated and improved interview techniques to ensure that the data obtained was relevant and in-depth. This included listening attentively, understanding participants' responses, asking follow-up questions based on participants' answers, managing interview time effectively, and building rapport with participants to make them feel comfortable. The researcher also recorded nonverbal observations during the interview, which might provide additional context for the answers.

5) Analyzing and reporting semi-structured interviews

After conducting the interview, the researcher examined the interview results and then transcribed and translated the data to be analyzed using thematic analysis, as described by Braun and Clarke (2022). The interview data were then summarized and reported as descriptive data that reflected the main findings, supported by excerpts from the interviews, and linked to relevant theories in the literature.

D. Data Analysis

The data in this study were analyzed using thematic analysis. Thematic analysis was chosen because it systematized and defined the data set in detail. This aligned with Braun and Clarke (2022), who stated that thematic analysis is a method for identifying, analyzing, and collecting themes within data sets. In analyzing the data,

Braun and Clarke (2022) outlined six steps that the researcher followed when conducting a thematic analysis:

1) Familiarization

This step required repeatedly reading the transcript or listening to the audio data while taking notes until a thorough understanding of its content and meaning was achieved.

2) Generating initial codes

This step involved creating codes from the data to identify the relevant parts related to the study focus.

Table 3.2 Generating Initial Codes of the Data

<i>To encourage his interest and cognitive engagement in English, I give enlightenment that English is important to learn, not only to be like his brother but also to prepare himself to face the times where English is an international language, by learning English, later he can be good at English, can communicate with Caucasians, can go abroad, also can study abroad.</i>	Giving awareness of the importance of English learning
<i>To motivate my daughter to be more involved in her learning, I always give her rewards and praise her. Even though what she does is small, she still likes to be praised by me. However, for larger achievements, both her father and I like to give her rewards to celebrate her success.</i>	Giving praise and rewards
<i>I encourage children's cognitive engagement in learning English by setting the seriousness of learning. One of the ways I make her serious about English learning is by setting learning goals. I tell her that my goal for her to learn English is that I want her to be good at English, so that she can communicate with others using English, can communicate with foreigners, and be ready for her future, such as education so that later she can go to the favorite university that she dreams of, both at home and abroad, and then for work too, so that later she can get a good job if she has English skills.</i>	Setting goals
<i>I help her by accompanying her to learn English at home.</i>	Accompanying learning at home
<i>I enrolled her in an English course to help Cantik learn English and encourage her engagement.</i>	Enrolling students in the English course
<i>Another way is overcoming children's difficulties. To overcome her difficulties, first, we evaluate which parts are difficult, now if we have found her difficulties in that</i>	Helping students' difficulties

section, we provide solutions with, for example, from vocab, we give her facilities for googling, if she still does not understand the use of verbs, we give an overview, we give an analogy.

Regarding [REDACTED] cognitive engagement, I encourage her by reading English storybooks, watching movies, and listening to songs together. All in all, metacognitive activities include reading books, watching movies, listening to songs, and conversing in English together.

Introducing English learning with metacognitive activities

To encourage [REDACTED]'s cognitive engagement in learning English, we use the strategy that focuses on creating a relaxed learning atmosphere. The goal is to ensure that while we are teaching, the children do not feel like they are in a serious learning. Therefore, the approaches we employ are centered around fun learning activities.

Providing a fun learning strategy

To assist and encourage [REDACTED] cognitive engagement in learning English, we provide a variety of materials and tools at home. There are books and DVDs, and I also give him gadgets specifically for learning, such as an iPad. Additionally, I have installed Wi-Fi at home so he can freely access online learning resources. We also have a TV for watching movies or educational content on YouTube. Moreover, I provide a wealth of learning materials, including books and video-based content available on YouTube.

Providing learning materials and tools

In addition to the course, I also enrolled [REDACTED] in the English Club, an extracurricular activity at her school, to help her learn English and encourage her cognitive engagement.

Enrolling students in the English course

A total of 10 initial codes represented different aspects shown by participants' interview transcription. Here is a list of the initial codes and their frequencies.

Table 3.3 List of Initial Codes and Their Frequencies

No	Initial codes	Total
1.	Giving awareness of the importance of English learning	3
2.	Giving praise and rewards	3
3.	Setting goals	2
4.	Accompanying learning at home	7
5.	Enrolling students in the English course	9
6.	Helping students' difficulties	4
7.	Introducing English learning with metacognitive activities	5
8.	Providing a fun learning strategy	5
9.	Providing learning materials and tools	6
10.	Enrolling students in the English course	3

3) Searching for themes

This step required identifying patterns or meanings in the codes and then grouping them into broader themes.

Table 3.4 Searching for Themes

No	Initial Codes	Potential Themes	Themes
1.	Giving awareness of the importance of English learning	Improving students' awareness of mastering English	Motivating the students
2.	Setting goals		
3.	Giving praise and rewards	Giving motivation	
4.	Accompanying learning at home	Teaching English at home	Teaching and guiding the students
5.	Helping students with difficulties		
6.	Introducing English learning with metacognitive activities		
7.	Providing a fun learning strategy	Guiding students in learning English	
8.	Providing English learning materials and tools	Facilitating English learning materials and tools	Facilitating English learning materials and tools
9.	Enrolling students in the English course	Facilitating additional English learning	Facilitating additional English learning
10.	Enrolling students in the English Club		

4) Reviewing themes

This step required rechecking whether the formulated themes were coherent with the data and refining them by combining or breaking down the themes into sub-themes.

Table 3.5 Reviewing Themes

No	Themes	Sub-Themes
1.	Motivating the students	Improving students' awareness of mastering English Giving motivation
2.	Teaching and guiding the students	Teaching English at home Guiding students in learning English

No	Themes	Sub-Themes
3.	Facilitating English learning materials and tools	Providing English learning materials and tools
4.	Facilitating additional English learning	Enrolling in the English course and the extracurricular English Club

5) Refining, defining, and naming themes

This step involved identifying and defining the essence of each theme, and refining the themes that align to fit and answer the research question.

Table 3.6 Defining Themes

Themes	Definitions
Motivating the students	A key aspect of parents' roles in encouraging students to be cognitively engaged in learning English involves generating and strengthening students' motivation for English learning by giving instrumental support.
Teaching and guiding the students	The parents' active roles in encouraging students' cognitive engagement in learning English include teaching and providing direct guidance in English learning at home, which impacts students' engagement in thinking, understanding, and applying knowledge.
Facilitating English learning materials and tools	The parents' efforts in providing various English learning resources and tools to support students' English learning and encourage their cognitive engagement in learning this language.
Facilitating additional English learning	The parents' role in encouraging students' cognitive engagement in learning English includes providing students with additional English learning opportunities, such as enrolling them in English courses and joining them in the extracurricular English Club.

Table 3.7 Defining Sub-themes

Sub-themes	Definitions
Improving students' awareness of mastering English	Parents' roles in encouraging students' cognitive engagement in learning English include providing an understanding of the importance of learning English and setting learning goals to make students realize its value and benefits, which in turn triggers cognitive engagement, such as attention, understanding meaning, and curiosity in learning.

Sub-themes	Definitions
Giving motivation	Parents' roles involve giving praise, rewards, and emotional support to encourage students to be more enthusiastic, serious, and cognitively engaged in learning English.
Teaching English at home	Parents' roles in encouraging students' cognitive engagement in learning English through teaching English at home include assisting students in learning English at home, such as vocabulary exercises and assisting with homework, helping with learning difficulties, and also introducing them to metacognitive activities such as reading books, watching movies, listening to music, or communicating lightly using English.
Guiding students in learning English	Parents' roles in encouraging students' cognitive engagement in learning English include providing direct guidance by offering students a fun English learning strategy.
Providing English learning materials	Parents' roles in encouraging students' cognitive engagement in learning English involve providing learning materials, such as English books, modules, or worksheets, that students can use to learn English.
Providing English learning tools	Parents' roles involve providing learning tools or supporting technology, such as gadgets, WiFi/internet access, audiovisual media like TV, and educational YouTube or learning apps to support students' cognitive engagement in learning English.

6) Producing the report

In this step, the researcher wrote a report that narrated the findings, supported by data citations, while connecting them to relevant theories or literature.

E. Schedule of the Study

This study was conducted from October 2024 to July 2025.

Table 3.8 Schedule of the Study

Description	Oct 2024	Nov 2024	Dec 2025	April 2025	May 2025	June 2025	July 2025
Research Proposal Writing							
Research Proposal							

Description	Oct 2024	Nov 2024	Dec 2025	April 2025	May 2025	June 2025	July 2025
Examination							
Data Collection							
Data Analysis							
Report							
Thesis Result Seminar							
Thesis Examination							

As shown in Table 3.8, this study began with writing a research proposal and continued through the thesis examination. Then, this study was conducted at a state university in Tasikmalaya.