

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used a case study as a design of the research. According to Yin (2003) stated “In brief, the case study method allows investigators to retain the holistic and meaningful characteristics of real-life events” (p. 2). This design was chosen to investigate factors that make the students motivated to speak English in the classroom.

B. Research Participants

The participants of this research were the students at one of the Junior High Schools at Tasikmalaya. The students were in the 9th grade and they learn English four hours a week. The researcher chose 8 students as participants because they have good enthusiasm while learning speaking, they always pay attention and they were active in the classroom such as asking about the topic that they did not understand, volunteering to answer, and making good communication while learning. The consent form was issued to ensure their readiness of joining this research.

C. Data Collection Technique

Data of this research were collected through semi-structured interviews. The technique was used to help the researcher obtain necessary data which covered factors that motivate the students to speak English in the classroom. The semi-structured interview was conducted for four times at the School during recess. There are eight students as participants and the researcher

interviewed two students in every recess. The focus of the semi-structured interview was about the students' opinion regarding the factors that motivate them to speak English in the classroom. The semi-structured interview was held by permitting the interviewer to develop the questions based on the participants' answer. It is supported by Heigham and Croker (2009) "semi structured-interviews organized and supported, with a general set of questions covered according to how the interviewee responds" (p. 121). The semi-structured interview questions adapted from Dornyei's (2001) theory about motivational conditions in the classroom consisting of:

- a. Appropriate teacher behaviors and good relationships with the students.
- b. A pleasant and supportive classroom atmosphere.
- c. A cohesive learner group with appropriate group norms.

D. Data Analysis

In this research, the researcher used "Thematic Analysis" (Braun and Clarke, 2006) to analyze the data. Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. There are six steps of thematic analysis:

1. Familiarizing with the data

In this phase, the researcher highlighted the data with different colours which indicated different information and read the data from the participants' respondent in the interview transcriptions repeatedly. It helped the researcher become familiar and understand the information

within the data. The reading process produced the following data highlighted in different colours.

Table 3.1 Highlighted Data

Questions	Answers
Bagaimana pendapat kamu tentang guru yang suka berbagi tentang pengalamannya dan mengaitkannya dengan topik yang akan dipelajari?	: Karena saya jadi punya gambaran tentang topik yang akan dipelajari.
Memang pengalaman apa yang pernah diceritakan sama kamu?	: Pernah waktu itu disuruh mendeskripsikan sesuatu tempat, dan guru saya menceritakan keadaan di Pantai Pangandaran, saya suka sekali mendengar ceritanya
Bagaimana perasaanmu ketika guru kamu peduli sama kamu, misalnya ketika kamu sudah stuck tentang topik yang dipelajari dan guru kamu selalu langsung membantu kamu?	: Sangat senang kak karena bukannya memarahi tapi malah mengoreksi
Bagaimana sikap guru kamu saat kamu membuat kesalahan? Misalnya berbicara tapi grammarnya salah?	: Beliau sangat baik kak, dia tidak pernah memarahi saya justru malah membantu saya
Coba ceritakan tentang pengalamanmu itu?	: Pernah waktu itu saya disuruh melakukan percakapan dengan teman saya di depan kelas, kemudian saya salah mengucapkan kalimat. Saya sangat malu waktu itu tapi guru saya memberi semangat dengan mengatakan "tidak apa-apa lanjutkan kamu pasti bisa" akhirnya saya semakin percaya diri di depan kelas
Bisakah kamu menceritakan tentang pengalamanmu ketika kamu belajar kerja kelompok? Adakah perbedaan antara	: Ketika kerja kelompok, tugas yang beratpun rasanya lebih mudah dikerjakan kak, karena diselesaikan bersama-sama

<i>belajar individu dan kelompok?</i>	
<i>Mana yang lebih memotivasi kamu ketika belajar Speaking?</i>	<i>Saya lebih semangat kalau belajar kelompok kak.</i>
<i>Bagaimana perasaanmu ketika membuat kesalahan ketika belajar Speaking tetapi teman yang lain tetap menghargai dan tidak merendahkan usaha kamu?</i>	<i>Malu kak, tapi justru itu membuat saya lebih percaya diri karena teman yang lain selalu mendukung saya, dan mereka tidak pernah menertawakan saya ketika salah di depan kelas</i>

2. Generating initial codes

After the researcher coloured the data differently based on information related to what makes the students motivated while learning speaking and familiar with the data, the researcher generated it into several codes and each code had different colours which represented different information.

Table 3.2 Codes

Codes
Readiness to learn speaking
Students' interest to learn speaking
Positive feedback from the teacher
Corrective feedback from the teacher
Being brave to say what their mind
Students feel easy to solve the task
Supportive classroom atmosphere
Stimulates the students' confidence

3. Searching for themes

After getting the codes, the researcher started to make a long list of different codes and classified the codes into several potential themes. The themes that were appropriate and relevant to this research.

Table 3.3 Searching for Potential Themes

Theme A Related to Apperception	Theme B related to teacher's feedback	Theme C related to group discussion	Theme D related to relationship among students
Readiness to learn speaking	Positive feedback from the teacher	Being brave to say what their mind	Feelings of safety
Students' interest to learn speaking	Corrective feedback from the teacher	Students feel easy to solve the task	Stimulates the willingness

4. Reviewing themes

The themes searched in the previous step were reviewed. It was being done by reconsidering the correlations among codes and information the codes had. By doing so, the researcher could decide the appropriate themes for the reasearcher.

Table 3.4 Reviewing Themes

Theme A Related to Apperception	Theme B related to teacher's feedback	Theme C related to group discussion	Theme D related to relationship among students
Readiness to learn speaking	Positive feedback from the teacher	Being brave to say what their mind	Feelings of safety
Students' interest to learn speaking	Corrective feedback from the teacher	Students feel easy to solve the task	Stimulates the willingness

5. Defining and naming themes

In this phase, the researcher defined and named them. Names given to the themes were interpretation from the different codes of the data.

Table 3.5 Defining and Naming Themes

Theme A The use of apperception	Theme B Teacher's feedback	Theme C Learning with group discussion	Theme D Good relationship among students
Refers to the activity undertaken by the teacher before teaching learning process begin to stimulate students to get involved in the material	Refers to the information delivered by the teacher regarding the performance of the students in order to improve students' achievement in the future	Refers to the communication between students in a group in order to change ideas or share their opinion	Refers to the condition where the students feel safe and support each other while learning speaking occur

6. Producing the report

After defining and naming the themes, the researcher produced the reports from the data analysis result with the interpretation and supported every theme with the theories to make the report valid and reliable.

E. Research Schedule

This research was conducted from February until December 2020 in Tasikmalaya, West Java.