

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The present study focused on a certain phenomenon, that is, the learners' motivation in learning English at Indonesian EFL setting. Therefore, a descriptive case study was used as a research method in this study. Yin as cited in Hood (2009) states, "A descriptive case study aims only to present a detailed, contextualized picture of a particular phenomenon" (pp. 70-71). This descriptive case study was used to describe EFL learners' motivation in learning English in Indonesia.

B. Research Participants and Setting

The participants of this study were 25 learners at the seventh grade of a junior high school in Tasikmalaya. They were about 12-13 years old. They consisted of 13 males and 12 females. They approximately had an elementary level of English proficiency because they were the beginners of learning English at the Indonesian educational level formally. They were willing to be the participants of this research shown by signing the consent form given by the researcher. Therefore, the researcher was interested in investigating them because he found some of the learners felt nervous, anxious and fear when they learned English.

This research was conducted at a junior high school in Tasikmalaya in March 2018.

Table 3.1
Research Schedule

No.	Activities	March 2019				April 2019			
		1	2	3	4	1	2	3	4
1.	Recruiting participants			√					
2.	Interviewing the participants at their own school, recorded with an audio recorder			√					
3.	Transcribing the audio recordings of the interviews							√	
4.	Analysing the interview transcripts to identify the learners' motivation in learning English						√	√	

C. Data Collection

The data were collected through interview. The type of interview was a semi-structured interview. It is a type of interview with a set of questions to guide the interview, but the researcher is free to follow up responses to the questions (Grebenik & Moser as cited in Lowe, 2007, p. 81). This type of interview was chosen to get the more detailed information from the participants. The number of questions was 8 items (enclosed). This interview was used to get the data about the factors causing the learners' motivation in learning English, such as integrative motivation, instrumental motivation, and need for achievement.

D. Data Analysis

1. Data Reduction

The first thing to do before analysing the data was reducing the data. It included data reduction that referred to the process of selecting, focusing, simplifying, abstracting, and transforming the data into written

form (Miles and Huberman, 1994). The data of this research were categorized into the components of English learning motivation (Dornyei, 1994), as follows:

a. Language level

- 1) Integrative motivational subsystem is associated with a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community.
- 2) Instrumental motivational subsystem (instrumentality) is related to the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary.

b. Learner level

- 1) Need for achievement involves the tendency to approach achievement situations as well as an interest in excellence.
- 2) Self-confidence is the belief that one has the ability to produce results, accomplish goals or perform tasks competently.

c. Learning situation level

- 1) Course-specific motivational components concern the syllabus, the teaching materials, the teaching method, and the learning tasks.
- 2) Teacher-specific motivational components concern the teacher's personality, teaching style, feedback, and relationship with the learners.
- 3) Group-specific motivational components concern the dynamics of the learning group.

2. Data Display

After reducing the data, and the next step was displaying the data. Displaying data helped the researcher understand what was going on and what the researcher should do with the data (Miles and Huberman, 1994). In this section, the data were organized, arranged and displayed in a form that would help the researcher understand the data. Then, the information gained in this research was described clearly. Therefore, the research results were displayed using table and description.

3. Conclusion Drawing

Drawing conclusion was the last step of the activity. In this process, the researcher concluded, drew and verified the data (Miles and Huberman, 1994). This part provided a conclusion of research finding that was obtained from interview. The conclusion also provided to answer the research question. The summarizing of data reduction and data display was concluded by the researcher.