

CHAPTER III

RESEARCH PROCEDURES

This section deals with how the researcher obtains the data, its start with the method chosen, categorizing the participants, and step by step on how to obtain the data. The data collected in this section will be used for the next chapter to be analyzed.

A. Research Method

The study used Descriptive case study as the research method. A case study is a design used for getting the data. Yin (1994) explains, case study research allows the detailed descriptions of a phenomenon and its real life. As such, the strength of a single case lies in its ability to illustrate details of the phenomenon described (Eisenhardt & Graebner, 2007, as cited in Shih & Huang, 2017) Descriptive case study is responsible for intensive study of a unit. It is the investigation and exploration of an event thoroughly and deeply to get a very detailed and in-depth study of a person or event. “A descriptive case study is one that is focused and detailed, in which propositions and questions about a phenomenon are carefully scrutinized and articulated at the outset. This articulation of what is already known about the phenomenon is called a descriptive theory” (A. J. Mills, G. Durepos & E. Wiebe, 2010). It helped to specify the boundaries of the case. This is especially the case with subjects that cannot be physically or ethically recreated. In this study, The method was used

to find out how high achievement students' engagement in English learning at undergraduate level.

B. Setting and Participants

This research was conducted in a university located in West Java, Indonesia. The research participants were from the English Department, Faculty of Educational Sciences and Teachers' Training. The study were at the undergraduate level of English Department at one of the universities in Indonesia. The university implements Indonesian as a daily language and mixed it with English in the classroom. The study was conducted because this topic has not been conducted yet.

Two EFL students chosen for the participants of this research. The students are two of the highest GPA students from the 7th semester that have the GPA above 3.5 and have studied English for at least 9 years, participants are male and female students. The participants ages range from 20 to 21 years old. The students also have joined the organization and be able to keep the high grades till the current semester, the students also reported to have a good social relationship as many of the students on the same year know them and acknowledge them. One of the students received the campus awards as the best students on "Mashudi awards" on 2019, the other one also has a good track in academic event like become a Facilitator of International Leadership and English Language Camp in Malaysia. Both of the students are now becoming teachers at two different schools despite them still being college students.

C. Data Collection

The researcher used semi-structured interview by Dornyei (2007) to gain as much data as possible, semi structured interview selected as its flexibility to move from the structured question to open question about the topic to be covered. the questions about how the participants living in the campus live which relate to the students' engagements. To get the data, the interview questions were designed based on the theory of Appleton (2006) Cognitive Engagement theory and Witkow (2012) Social engagement theory. The questions asked in *Indonesian* in order to make it easier to communicate and to make the participants free to answer the questions. The questions used "interview guide" according to Dornyei (2007) as the instrument, The interview was done by using whatsapp application as a tool to collect the data and combine with a voice recorder to keep it. Then, the results of the interview will be transcribed and then analyzed.

D. Data Analysis

The data then analyzed by using Mathew B. Miles and A. Michael Hubberman (1994) Qualitative data analysis, the steps are:

1. Data reduction

The researcher chose the data based on the students' engagement theory, which divided into 2 big themes (Cognitive and Social) and made it simple to make it easier to analyze.

Based on the 2 theories, the question highlighted to these questions:

- a. Cognitive engagement : Strategies in learning, learning goals, invest in learning, relevance of school to future aspirations.
- b. Social engagement : having friends in college, participating in academic activities with friends, living with parents, extracurricular activities.

2. Data display

The data then grouped based on the answer of the participants about the action they performed in making engagements in their campus live. The students' engagement used as the indicator, as for the example in this table.

No	Indicator	Sub-Indicator	Findings	Number of Questions
1	Cognitive Engagement	A. Invest in Learning B. Goal Setting in Learning C. Strategies and Learning Styles D. Relevance of School To Future Aspirations		1. 1 Question 2. 3 Questions 3. 2 Questions 4. 2 Questions
2	Social Engagement	A. Social awareness B. Relationship Skills with peers and adults		1. 4 Questions 2. 2 Questions. 3. 2 Questions

Created based on Appleton (2006) and Witkow (2012) study.

3. Conclusion drawing

At the end of data collection, researcher begin to noting what the data mean, explanation, and possible configurations.

4. Research Schedule

No	Description	October 2019	November 2019	December 2019	February 2020	June 2020	October 2020
1	Submission of research topic						
2	Research topic approval						
3	Writing research proposal						
4	Proposal approval						
5	Seminar proposal examination						
6	Data collect						
7	Data analysis						