

## **CHAPTER III**

### **RESEARCH PROCEDURES**

#### **A. Research Design**

This research wanted to know the student-teachers' strategies in motivating the students in EFL Classroom so that the reader could improve the quality of teaching and learning process by realizing their strategies. Thus, this research used descriptive case study as a research method. Descriptive case study as a case study whose purpose is to describe a phenomenon ('the case') in its real-world context (Yin, 2014). As Widodo (2013) stated, "a descriptive case study aims only to present a detailed, contextualized picture of a particular phenomenon. The case study data can be gathered through interviews, classroom observation, document artifact (e.g., diaries, documents)".

#### **B. Research Setting and Participants**

Participants for this research are 3 student-teachers' of the English Education Department in one of the Universities in West Java. Specifically, Participant I (PI) teaches in one private school in Tasikmalaya for grade 7<sup>th</sup> and 8<sup>th</sup>, Participant II (PII) teaches in private school in Salopa for grade 7<sup>th</sup> and 8<sup>th</sup>. Both are student teachers in their 8<sup>th</sup> semester. They are 22 years old and they have already taken the school based internship program. Participant

III (PIII) is a student teacher in the 10<sup>th</sup> semester, she has taken the school-based internship program, and she is 23 years old. She teaches in one private school in Tasikmalaya for 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade. They are chosen because they are not only still being students in university but also being teachers in school.

### **C. Procedure**

In conducting the research, these steps were applied as follows: First, three participants were recruited; the researcher asked their willingness for being participants in this study with casual private conversation. Next, by their agreements, the researcher began to do the interviews. The interviews were recorded separately and privately. It steered in Indonesian language because of some considerations: (1) It encouraged participants to speak freely about their feelings and experiences, (2) It made the interview more comfortable and relaxed to express their thoughts and opinions, and (3) It made the interview seem like a casual conversation. Finally, the results of interviews, in the form of voice recordings, were transcribed and analyzed using thematic analysis framework by (Braun & Clarke, 2006).

### **D. Data Collection**

To collect the empirical data, this research used semi-structured interviews. In this interview, researchers know what topics need to be covered, and are allowed to develop the question needed (Richards in

Heigham & Crocker, 2009). A semi-structured interview is a type of interview; it gives freedom to the interview while the researcher could also get in depth information about the learning process. Further, Semi-structured interview is a more flexible version of interview. The form of a semi-structured interview guide was considered loose (Åstedt-Kurki & Heikkinen 1994, Dearnley 2005) and flexible (Dearnly 2005, Turner 2010), which allowed dialogue during an interview (Cridland *et al*, 2015, Whiting 2008), the opportunity to change the order of the question (Dearnley, 2005) and easy movement from question to question (Åstedt-Kurki&Heikkinen, 1994) (as cited in Kallio et al, 2016).

The process of the interview was recorded by using a sound recorder until the end of the session. The interview data record using digital recording to generate more contextual data, to gather richer data, and to do careful micro-interaction and thematic analysis (DuFon 2002; Fetterman 2010). Three participants were individually interviewed with several open ended questions related to their experience on giving motivation while teaching. The questions were adapted from Dornyei's stepwise approach. Dornyei's theory was chosen because the stepwise approach was more applicable. During the interview process, I used Indonesian language to make the participants more confident in responding to my questions and to build a relaxed atmosphere.

## E. Data Analysis

The data from the interview were transcribed by using selective verbatim transcript. Next, the researcher read carefully and analyzed data that had been transcribed. Then, the data analyzed using Braun and Clarke's (2006) thematic analysis. The thematic analysis aims to classify meanings based on themes; it is an analytical tool for identifying, analyzing, and reporting patterns (themes) within data (Braun and Clarke, 2006). This analysis consists of several stages as follows:

### 1. Familiarization with data

The data from the interview was transcribed. In this phase, the researcher has to read and re-read the data to become familiar with the depth and breadth of the data, and then make notes or make the ideas. The aim of data analysis at this step was to prepare written texts to build up a coding system.

### Transcript of Interview

Transcript : F (Interviewer)/ PI Participant I/ Interviewee

Setting : Siliwangi University

Time : 11.00 AM, August 8th, 2019

Length of the interview: 15:42

Transcript F (Interviewer)/P1	Transcript
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(Participant 1)		F(Interviewer)/ P1	
		(Participant 1)	
F	<i>Bismillahirrohmanirohim, Assalamu'alaikum warahmatullahi wabarakatuh, selamat pagi teh</i>		<i>Bismillahirrohmanirohim, Assalamu'alaikum warahmatullahi wabarakatuh, Good morning</i>
P1	<i>Waalaikumsalam warahmatullahi wabarakatuh, pagi teh</i>		<i>Waalaikumsalam warahmatullahi wabarakatuh, Good morning</i>
F	<i>Ya, mohon maaf nih di ganggu waktunya saya Fani Inova mau sharing teh mau tanya-tanya juga tentang teteh di dalam kelas kebetulan teteh juga mengajar kan ya untuk anak SMP kelas 7 dan 8 betul teh?</i>		<i>Well, sorry for interrupting your time. My name is Fani inova. I want to know about teaching learning for junior high school. As it happened that you are a student-teacher who teaches in junior high school right?</i>
P1	<i>Iya betul</i>		<i>Yes that is right</i>

**Figure 3.1.***Transcript of Interview*

## 2. Generating initial codes

After being familiar with the data, the data were classified into several codes. I coded every data item by colouring the codes.

For 1st grade, they are still young learners, so they are still transitioning from elementary school. If they are invited to	Make the students' enthusiastic and active in learning
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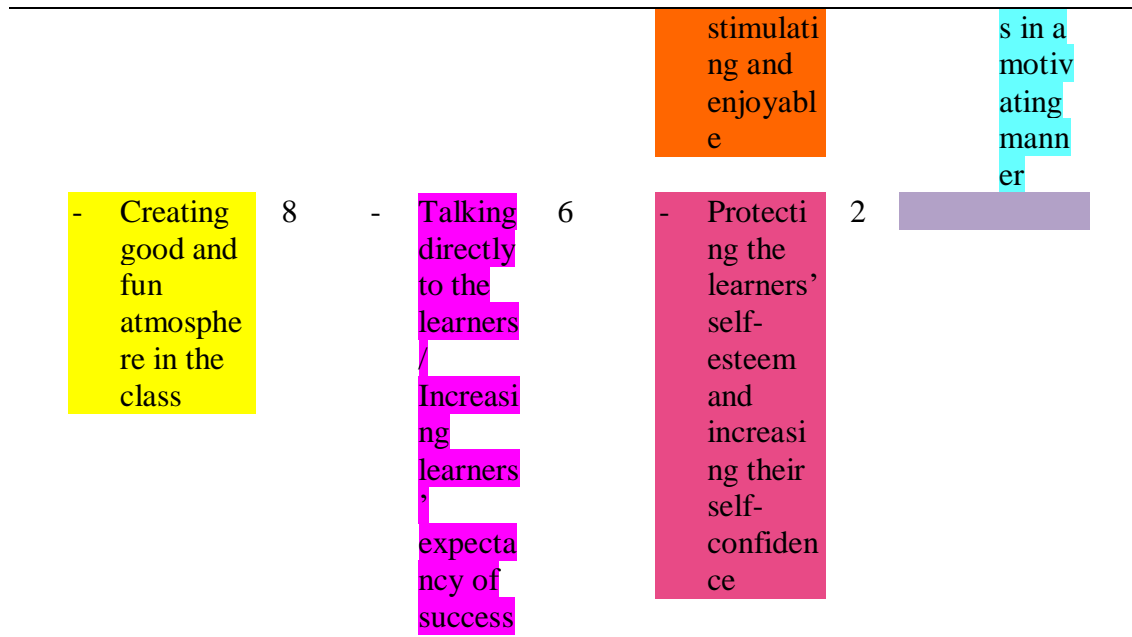
sing, they will be excited. Yes, it must be really exciting, so sometimes they like to be given a song, even yesterday at the meeting they also asked to sing again, so they asked for more. Though CDs, Videos, interesting props or role-playing	Using various methods
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**Figure 3.2** *Coloring the Codes*

### 3. Searching for themes among codes

In this step, the data was coded based on the results from the interview. The codes obtained from the data were analyzed and classified into themes. Then, the themes were also colored differently in order to ease the process of the codes into the appropriate theme.

<b>Make the students' enthusiastic and active in learning</b>		<b>Making the teaching materials relevant for the learners</b>		<b>Using various method</b>		<b>Offer rewards</b>	
- Appropriate teacher behaviours	5	- Adjusting to Indonesia's Culture	10	- Motivate using game, song, media, sharing & roleplay/ Making learning	16	- Giving reward/ offering rewards and grade	8



**Figure 3.3.** *Grouping the codes*

#### 4. Reviewing themes

The themes appearing in the data are reviewed due to the frequency of the data emerging. In addition, the theme that has less frequency of emergence was reduced or replaced the theme.

Make the students' enthusiastic and active in learning		Making the teaching materials relevant for the learners		Using various method		Offer rewards	
Appropriate teacher behaviours	P1: 4 P2:	Making the teaching materials relevant	P1: 4 P2:	Protecting the learners' self-esteem	P1: 3	Offering rewards and grades in a motivating	P1: 4 P2:

	4	for the learners	3	and increasing their self- confidenc e		manner	1
	P3: 6		P3: 4				P3: 3
A pleasant and supportiv e atmosphe re in the classroo m	P1: 2	Enhancing the learners' L2 related values and attitude	P1: 1	Making learning stimulatin g and enjoyable	P1: 1	Promoting motivation al attributions	P1: 1
	P2: 1		P2: 1		P2: 4		
	P3: 1				P3: 2		

**Figure 3.4.***Reviewing the Themes*

## 5. Defining and naming themes

Beside the reduction of the data, in this phase, there might be the combination of themes whereas some of the themes may need to be broken down into smaller components. Deciding the themes used to be interpreted, and giving names for each theme used is in this phase. The theme is classified into the dominant data that appears.

Theme 1	Make the students' enthusiastic and active in learning
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Theme 2 Making the teaching materials relevant for the learners

**Figure 3.5.***Defining and naming the themes*

6. Producing the final report

The interpretations of the data were done in this phase and it reported the reader about the data in a way which can convince the reader of the merit and validity of the analysis.

Thus, the data was categorized and coded based on recurring themes, which represents data sets relevant to specific research questions.

### F. Research Schedule

No.	Activities	Aug- Sept. 2017	Oct- Nov 2017	Dec 2017	Jan- Dec. 2018	Jan- Dec 2019	Jan- Dec 2020	Jan- Sept 2021	Jan- Dec 2021
1.	Submission of Research								
2.	Research Approval								
3.	Chapter 1								
4.	Chapter 2								
5.	Chapter 3								
6.	Seminar Proposal Examination								
7.	Conducting the Research								
8.	Chapter 4								
9.	Chapter 5								
10.	Final Thesis Examination								

**Table 3.1** *Research Schedule*