

CHAPTER III

RESEARCH PROCEDURES

A. Method of the Research

This study used classroom research as the method because it tried to look at the phenomenon in which the teacher applied rewards in EFL context. It was stated that “classroom research tries to look at classroom phenomena (e. g., teacher talks, students’ talks, teacher-student interactions, seating arrangements) without providing any pedagogical treatments in the classroom which examines naturally occurring phenomena in the language classroom (Widodo, 2013, p. 16).” Hence, this research design was to investigate the impact of rewards on students’ behavioral engagement in EFL context.

B. Research Participants & Setting

The participants in this study were an English teacher and 33 students of 10th grade in one of the senior high schools in Tasikmalaya. The English teacher was 41 years old woman. She has been teaching English for more than 14 years. In addition, the second participants were 22 females and 11 males students of 10th grade of the senior high school. They were mostly 16 years old. They have been studying English since preschool. Now, they study it in a senior high school. For interviews, there were 4 students as the participants. The participants were named student 1, 3, 7 and 16.

The setting of the study was in the senior high school located in Manonjaya, Tasikmalaya. The school provided some facilities to support English learning process consisting of English laboratory, tape recorder, and

active speaker. In addition, there were some competitions which had been followed by the school, such as debating competition, English singing songs contest and speech contest.

C. Data Collections

This study used observation and interview as the data collection techniques. The researcher collected the data by observing teaching learning process when the English teacher gave rewards to students in EFL context. During the observation, the researcher was as a non participant observer. The researcher did not involve in any decision the teacher conducted in the teaching learning process. She only conducted observation by recording it through video. In addition, the researcher interviewed the students to look for the impacts of rewards on their behavioral engagement in EFL context. Furthermore, type of interview was semi-structured interview in which while interviewing the participants, she would record it by using recorder.

D. Research Procedures

In this study, the researcher collected the data using observation and interview. The researcher conducted the observation in two meetings. Each meeting consisted of 45 minutes. During the teaching learning process, the researcher used mobile phone to record the teaching learning process. The process of video recording was taken by the researcher in order to capture the whole situation during teaching learning process. Then, the researcher watched and checked all the situations during the teaching learning process in the classroom. The moment when the teacher gave rewards to students in EFL

context was captured closer. After doing the observation, the researcher conducted the interview. The researcher asked 4 students. The process of selecting students to be interviewed was determined by the results of observation with several criteria, such students who have good and weak behavioral engagement. Furthermore, the researcher interviewed the students about the impacts of rewards to their behavioral engagement in EFL context.

E. Technique of Analyzing the Data

After conduct the research, the researcher starts to cultivate of data using thematic analysis. These are steps of thematic analysis (Braun & Clark, 2006) :

1. Familiarising yourself with your data

In this study, the data were in the form of video and audio recording. In this step, the researcher watched the data from video recording and the audio recording by listening and transcribing it. After that, the researcher read and re-read the transcription to familiarize herself with the data.

2. Generating initial codes

In this step, the researcher used highlighters to take notes on the text of the data. The researcher coded all of the data into several relevant categories. For different code, the researcher used different color.

3. Searching for themes

In this step, the researcher collected the data that was identified by the same code and calculating codes. After that, codes which appeared only once was omit. Then, the researcher had a long list of different codes. The codes got

from the data had been analysed and classified into theme refers to the research question.

4. Reviewing themes

In this step, the researcher checked whether codes and theme was appropriate. Then, the researcher combined two different codes in the same code.

5. Defining and naming themes

In this step, the name of the themes were checked due to the correlation with the data. At the end of this stage, the name theme was officially formed.

6. Producing the report

This step involved final analysis and wrote the report. The interpretations of the data had been compiled in this step by the researcher.

F. Research Timeline

Table 1. Research Timeline

No.	Activities	Feb. 2017	June- Dec. 2017	Jan.- May 2018	May 2018	Jun- Dec. 2018	Jan 2019	Feb.- Apr. 2019	Mei- July 2019
1	Deciding research theme								
2	Writing research proposal								
3	Seminar Proposal								
4	Collecting data								
5	Analyzing data								
6	Writing Research Report								