

CHAPTER III

RESEARCH METHOD

3.1. Research Design

The research method used in this study is descriptive qualitative. Krisyanto (2019: 59) states that this research is a type of research that describes an object of research based on its characteristics. Qualitative descriptive research aims to explain the phenomenon in depth through data collection. If the data collected is in-depth and can explain the phenomenon under study, then there is no need to look for other sampling.

According to Narbuko (2019: 44) Descriptive research seeks to convey responses regarding existing communication strategies based on data and observation results, then through data presentation, analysis and interpretation of data. The researcher only makes categories of actors, observes symptoms, and records them in his observation book. This research does not seek relationships, does not test hypotheses, and does not stick to theory. Thus, the researcher can freely gather the information needed from the research object while in the field

3.2. Research Location

The study was conducted at SMAN 1 Indrapuri, selected based on the researchers' prior engagement with the school through teaching practice and observational activities. This prior involvement provided the researchers with a thorough understanding of the school's environment and context, facilitating the collection of relevant data and ensuring the validity of the findings. Additionally,

the school's diverse student population and varied academic programs offered a representative sample for the research, enhancing the generalizability of the results. The focus of the research is on analyzing the English teachers' strategies in increasing students' learning motivation, making SMAN 1 Indrapuri an ideal setting due to its active and dynamic English language program.

3.3. Research Subject

In this research, the subjects were identified as two English teachers at SMAN 1 Indrapuri. According to Arikunto (2017:26), the research subject was defined as the object that was the focus of data collection, in this case, the English teachers who worked at the school. The selection of these second English teachers was based on several scientific considerations. First, these teachers had direct experience in teaching and understood classroom dynamics at SMAN 1 Indrapuri. Second, they had a variety of strategies used to increase student learning motivation, thereby providing comprehensive insight into effective approaches and the challenges faced. Third, their involvement as research subjects enabled researchers to obtain relevant and in-depth data through direct interviews.

3.4. Research Instrument.

3.4.1 Interview Guideline

The interview guide in this research designed to measure the effectiveness of the strategies used by English teachers at SMAN 1 Indrapuri in increasing students' learning motivation in learning English. The purpose of the interview is to gain an in-depth understanding of the extent to which the strategies implemented

by teachers have a positive impact on students' motivation levels. Through these interviews, researchers attempted to collect objective and reliable data about students' experiences in English classes. The interviews aim to identify specific elements that successfully motivate students, such as the use of technology, group interactions, or innovative learning approaches.

Table 3.1 Interview Guide about Motivational Strategy in Learning English

The concept of Theory	The indicators	Question
<p>According to Dornyei in Listiyanti, (2022) Motivational strategy is a technique that offer behaviour from humans and is related to certain goals</p>	<p>Creating the basic motivational conditions</p> <p>a) Appropriate teacher behaviour</p> <p>b) A pleasant and supportive atmosphere in the classroom</p>	<p>1. How can appropriate teacher behavior create a pleasant and supportive classroom atmosphere?</p> <p>2. What can teachers do to create a pleasant and supportive classroom atmosphere?</p>
	<p>Generating initial motivational</p> <p>a) Enhancing the learners' languagerelated values and attitude</p> <p>b) Increasing the learners' expectancy of success</p> <p>c) Increasing students' goal orientation</p>	<p>3. How can teachers improve students' values, attitudes and expectations of success in the learning process?</p> <p>4. What can teachers do to improve students' goal orientation so that they are more motivated in learning?</p>
	<p>Maintaining and protection motivation</p> <p>a) Making learning stimulating and enjoyable</p> <p>b) Setting learner goal</p> <p>c) Allowing learners to maintain a positive social image</p>	<p>5. How do teachers make learning stimulating and enjoyable for students?</p> <p>6. How can teachers help students set learning goals and maintain a positive social image?</p>
	<p>Encouraging positive retrospective self-evaluation</p> <p>a) Promoting motivational attribution</p>	<p>7. How do teachers provide motivating feedback and rewards</p>

	b) Providing motivational feedback c) Offering reward and grades in a motivational manner	to radiate student performance? 8. How can teachers promote motivational attributions in students' retrospective self-evaluations?
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3.4.2 Observation Sheet

The observation sheet is another important instrument in this research. The designed to systematically record and analyze actual classroom dynamics and strategies used by English teachers at SMAN 1 Indrapuri. The purpose of this observation sheet is to ensure that the findings or data reported by the researcher accurately reflect what actually happens in the classroom. By observing interactions, teaching methods, and student engagement in real-time, researchers aim to validate the effectiveness of the motivational strategies used. The observation sheet focuses on various elements, including the use giving number, reward, competition, ego-involment, giving task, knowing result, praise, punishment, interest and recognized gold to identify which aspects are most effective in increasing student learning motivation.

Table 3.2 Observation about Motivational Strategy in Learning English

Components	Indicator
Giving Number	The teacher explains the score to the student during the learning process
Reward	Teachers give the reward to students when they can answer the question, completed the task earlier, etc.
Competition	The teacher creates competition between students in the learning process
Ego-involvements	Teacher raises students' awareness to understand the importance of

	responsibilities, for example, the assignments given
Giving task	The teacher gives an easy task that will allow the students to feel successful to complete the task
Knowing the result	The teacher shows the grades or results of student tasks
Praise	Teacher praises students when they succeed or fail when doing something
Punishment	Punishment is given when the student disobeys the teacher's rules during the learning process, etc
Interests	The teacher is energetic during the learning process, the teacher creates an enjoyable learning atmosphere to increase student interest in the learning process, etc
Recognized goal	The teacher tells and remind the student of the goal of learning English to motivate them

Sadirman's (2014)

3.5. Data Collection Technique

Data is the most important part of a study, because with data researchers can find out the results of the research. In this study, data were obtained from various sources, using various data collection techniques and carried out continuously until the data is saturated. In accordance with the characteristics of the data required in this study, the data collection techniques used were:

3.5.1 Semi-Structured Interview

The primary method for data collection in this research involves conducting semi-structured interviews with three English teachers at SMAN 1 Indrapuri. These interviews aim to gather detailed information on the strategies these teachers use to enhance student motivation in learning English. The interview questions, based on

Dornyei's theory as cited in Listiyanti (2022), cover four main aspects: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation.

3.5.2 Observation.

Observations to understand the motivation strategies used by teachers at SMAN 1 Indrapuri, researchers prepared observation sheets based on indicators from the Sadirman (2014) framework. The first step is to determine the observation schedule and coordinate with the teachers who will be observed so as not to disrupt the teaching and learning process. During the observation, the researcher was present in the classroom to observe the teacher's behavior and their interactions with students. Apart from that, researchers also paid attention to the general class atmosphere, such as whether the class atmosphere was pleasant and whether the students seemed motivated. After the observations were completed, we collected and analyzed the recorded data to evaluate how often and effectively the motivational strategies were used by the teachers. The findings are then summarized in a report that includes the frequency and effectiveness of each motivation strategy.

3.6. Data Analysis Technique

After collecting the data, the researcher undertakes anticipatory actions before proceeding with data reduction. It is important to note that the steps in data analysis are interconnected and cannot be strictly followed in a linear fashion. In accordance with Matthew B. Miles and A. Michael Huberman (2009: 16-21), the data analysis process involves the following steps:

1. Data Reduction

Data reduction includes selecting, focusing, paying attention, simplifying, abstracting, and transforming raw data obtained from field notes, interviews, and documentation. This process aims to provide a clearer understanding of the observed phenomena. For example, in this research, data reduction might involve identifying key themes or patterns that emerge from interviews and observations regarding English teachers' strategies for increasing students' learning motivation.

2. Data Display (Data Presentation)

Data display refers to the presentation of structured information that allows drawing conclusions and formulating actions. In qualitative research, data presentation can be in various forms such as brief descriptions, charts, tables, graphs, and pictograms. By organizing data effectively, researchers facilitate understanding and interpretation of findings. For example, data from interviews and observations regarding various motivational strategies used by English teachers can be presented in tables or charts to highlight patterns or trends.

3. Drawing Conclusions or Verification

In this step, researchers draw conclusions or verify findings based on processing the data obtained through data reduction and presentation. These conclusions are tentative and may change if subsequent stages of data collection reveal conflicting evidence. However, if the initial conclusion is supported by strong and consistent evidence after returning to the field for further data collection, then it can be considered a credible conclusion. For example, conclusions regarding the effectiveness of particular motivational strategies used by English teachers can be

drawn based on analysis of interview and observation data, with the understanding that these conclusions may evolve as additional data are collected and analyzed.

Data for this study was collected through semi-structured interviews with English teachers and direct classroom observations. During interviews, teachers were asked about motivation strategies and their experiences in increasing students' learning motivation. Observations focus on capturing actual classroom dynamics and the application of motivational techniques. Next, the data collected is subjected to data reduction, where the main themes and patterns are identified. The findings are then presented through data display methods such as tables or graphs. Finally, conclusions are drawn based on the processed data, with an understanding of the temporary nature of these conclusions pending further data verification. Through this iterative process, an understanding of English teachers' strategies for increasing