CHAPTER III

METHODOLOGY

This chapter presents the methodology of the study as follows: research design, setting and context, participant of study, instruments of the study, data collection and procedure and technique of data analysis.

3.1 Research Design

The design of this study is a qualitative descriptive method. The purpose of a research design is to provide a plan of study that permits accurate assessment of cause and effect relationships between independent and dependent variables. The classic controlled experiment is an ideal example of good research design. Lincoln (2000) claimed that qualitative research involves interpretive and naturalistic approaches: "This means that qualitative researchers study things in their natural settings, trying to understand, or interpret, phenomena in terms of the meaning that people bring to them". Kriyantono (2006) stated that qualitative research aims to explain phenomena in depth through deep data collection. The study collected data using questionnaires and reflection. Data also be analyzed to see whether integrating Ice Breaking can enhance the motivation of the students.

3.2 Settings and contexts

This research conducted at one of the Islamic states junior high school in South East Sulawesi in the academic year 2020/2021. The level of English of the class was very poor and most were not motivated to study. To deal with this

situation the teacher applied icebreaking in the teaching and learning process. Icebreaking in this research was used according to the class condition.

It was used at the beginning when the class brainstorm the topic and to cheer them up so they can be ready with the class. It was also used in the middle of the class when they get very bored. At this point, most, of the teacher played some vocabulary games, such as a guessing game. It was also used at the end of the class. This aimed to wrap up the class. Most students felt enthusiastic about this because it was also the signal of the end of the class. To illustrate, the icebreaking in this research was not the main material, was played mostly 5 to 7 minutes, was just a way to help the student enjoy the teaching and learning process.

3.3   Participant of the Study

The participants of this study explored by Class Eighth Graduate B of Islamic Junior High school for academic year 2020/2021, which numbered 24 students in the class consisting of 13 women and 11 men. What stands out from this class which makes them as research participants is that their high willingness to learn is easily enhanced by something interesting it saw based on initial observation when the researcher taught them in the first grade. These participants are also researcher's students while still teaching internships, so that observations on students' abilities can be seen since teaching internship and the improvement can be seen when this research began.

3.4   Instrument of the Study

The data for the study were collected using two instruments to gain necessary information for research, they are classroom observation, questionnaire, and students' reflection.

The first instrument, observation. Observation in this research aimed to capture all the teaching and learning processes. This was not used as the main data for this research rather it was used for a better description of the setting and context of this research.

The second instrument was a questionnaire. This aimed to collect information as the basic material for the preparation and to take samples of respondents' attitudes or opinions. The item of questionnaires was about evaluating their motivation throughout the teaching and learning process. The questionnaire was distributed to 24 students. The questionnaire was given twice before the icebreaking application and after the Icebreaking application. Each questionnaire sheet about Icebreaking enhances students' motivation in learning contains 16 item statements that contain eight positive statements (statement number 1, 3, 5, 7, 9, 11, 13, 14) and eight negative statements (2, 4, 6, 8, 10, 12, 15, 16) for each section. The questionnaire was adapted from Elaish, Ghani, Shuib & Al-Haiqi (2019).

Finally, the last instrument that the researcher used was students' reflection. Reflection is a crucial cognitive practice in the research field (Steier, 1995). The reflection was in the form of questions that related to the research topic. Reflection was given directly to students to be answered on paper. Reflection is

related to the learning carried out by students in class during the application of the Icebreaking method. In reflection, students answered questions that lead students' responses to students' feelings, students' responses to the application of the ice breaking method, and student motivation towards the application of the ice breaking method that has been done during the teaching and learning process.

3.5   Data Collection and Procedure

The procedure of collecting the data from questionnaires was as follows: The adapted questionnaire from Elaish, Ghani, Shuib & Al-Haiqi (2019) was given twice before icebreaking application and after application with 16 questions for each section. The point in giving the questionnaire twice so that it can be seen clearly the change in student motivation after the application of Icebreaking. While reflection was given in the last meeting. Reflection is given to students when the researcher has done the teaching in class to know student's interpretation of their motivation in the subject through icebreaking individually. Reflection contains three questions covering student motivation during learning English. This reflection was inspired by Cavilla (2017) who gave a guide to compile a reflection as a reference for performance and motivation. Reflections are given in Indonesian, as well as students answered in Indonesian as well.

3.6   Technique of Data Analysis

The questionnaire data analyzed by the Likert Scale were recapitulated through multiplication in excel.   There are five choices of responses to the statement on the questionnaire as follows; strongly agreed, agree, doubt, disagree

and strongly disagree. For each vote result, the statement is multiplied into positive and negative statement scores (Artino, La Rochelle, Dezee, & Gehlbach, 2014). The score ranges for positive statements starting from SS (strongly agree) = 5, S (agree) = 4, R (doubtful) = 3, TS (disagree) = 2 and STS (strongly disagree) = 1. Vice versa, on the negative statement STS (strongly disagree) = 5, S (agree) = 4, R (doubtful) = 3, S (agree) = 2 and SS (strongly agree) = 1. While students' reflections were analyzed through the data coding. The researcher coded the students' reflections to collect the data. After analyzing the data from the questionnaire and the reflection journal completely, a conclusion presented systematically. Coding did not constitute the totality of data analysis; however, it was used to organize and interpret the data to underlying messages to become clearer to be complete research. The coded data was used to describe the motivation of the students to study English after being exposed with icebreaking.

In Coding, the researcher used Thematic Coding (thematic analysis). thematic coding is a way to analyze data in order to identify patterns or to find themes through data that has been collected by research (Braun & Clarke, 2013). The themes that were used for this research were motivational and attractive. The students' reflections have been read and categorized by the researcher using two colors and labels. code M with Yellow color is the signs of a motivational category while code A with Light Blue color is the signs of an attractive category.

The example of the data as follow:

Table. 3.1; Example of data coding

Theme and Code	Students' Reflection	Code
Motivational (M)	Today's lesson makes me very happy because I rarely learn English such this way. (ST.19 of Q1) (M)	(M)
	Having a game in the middle of a lesson makes me excited and not bored. (ST.23 of Q2) (M)	(M)
Attractive (A)	Yes, because we can learn while playing. (ST.10 of Q3) (A)	(A)
	Because playing can also hone my English. (ST.24 if Q3) (A)	(A)

Note.   (Adapted from Braun and Clarke 2013)

ST   : Student   M   : Motivation
Q   : Question   A   : Attraction