

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employs a mixed methods research design, combining both quantitative and qualitative approaches to gain a comprehensive understanding of how perceived linguistic deficiency affects learners' motivation and learning strategies. Specifically, this study adopts a sequential explanatory design, where quantitative data is collected and analyzed first, followed by qualitative data to further explain and deepen the findings.

A sequential explanatory design involves two consecutive phases in which quantitative data are collected and analyzed first, followed by qualitative data collection to explain, elaborate, and contextualize the quantitative findings. According to Bowen (2017), this design is considered a practical and sensible approach because interviews can help explain findings obtained from questionnaires that may not be identified when only one method is used. Furthermore, conducting the study sequentially provides clarity in data collection, analysis, and evaluation processes.

The use of a sequential explanatory design was considered appropriate because the phenomenon investigated in this study involves not only measurable patterns but also learners' subjective experiences. By

combining quantitative and qualitative data, the study was able to obtain a more comprehensive understanding of how students perceive and respond to the experience of falling behind in language learning.

In this research, the first phase is collecting quantitative data through a questionnaire distributed to students. The questionnaire aims to measure students' perceptions of their linguistic deficiency, their emotional responses, and their level of motivation in language learning. The data obtained analyzed using descriptive statistics such as mean scores and percentages to identify general patterns and trends.

In the second phase, qualitative data collected through semi-structured interviews with selected participants. These interviews aim to explore in more depth how students interpret their experiences of feeling left behind and how this perception influences their motivation and learning strategies. The qualitative data will be analyzed using thematic analysis to identify recurring themes.

The integration of both data types allowed the researcher to compare and connect the quantitative results with qualitative insights. The findings interpreted using the framework of Self-Determination Theory (SDT), focusing on autonomy, competence, and relatedness in shaping learner motivation.

B. Research Setting

This study was conducted at Antasari State Islamic University,

specifically within the English Education Department, started from April 25, 2026 to June 22, 2026. These students have already been exposed to foundational English courses and are in the phase of developing more advanced language skills. At this stage, differences in proficiency levels among students become more apparent, making it an ideal setting to explore perceived linguistic deficiency and its impact on motivation and learning strategies.

By focusing on students in this department, the study aims to gain insights into how learners experience the feeling of falling behind, how they respond to it emotionally, and what strategies they use to cope. The structured language learning environment at UIN Antasari Banjarmasin provides a relevant academic context to analyze the role of social and instructional influences in shaping students' motivation and persistence in language learning.

C. Participants

The participants of this study were the students from the English Education Department at UIN Antasari Banjarmasin, especially from forth semester, class of 2024. This is because these students have progressed beyond the introductory stages of language learning, making them more likely to experience perceived linguistic deficiency as they encounter more complex

linguistic concepts and interact with peers of varying proficiency levels.

This study conducted in two phases, following a sequential explanatory mixed methods design. The first phase involves the collection of quantitative data through questionnaires, followed by the second phase which focuses on qualitative data collection through semi-structured interviews to further explore and explain the initial findings. For the quantitative phase, approximately 30 students will be selected using purposive sampling to obtain a broader overview of learners' perceptions, emotional responses, and motivation through a questionnaire. For the qualitative phase, 4 participants selected from the questionnaire respondents based on their willingness and relevance to the research focus. These participants then invited to participate in semi-structured interviews to provide deeper insights into their experiences of perceived linguistic deficiency

By selecting students in this field, this study aims to capture the perspectives of learners who are actively developing their English proficiency but may also experience self-doubt, motivation shifts, and adaptive or maladaptive learning behaviors in response to their perceived progress.

D. Data

The data in this study consist of both quantitative and qualitative data. The quantitative data are obtained from the questionnaire responses, which

include learners' perceptions of their linguistic deficiency, emotional responses, and levels of motivation in language learning. These data are presented in numerical form.

The qualitative data are derived from open-ended responses in the questionnaire and semi-structured interviews. These data are in the form of participants' narratives, opinions, and personal experiences regarding their feelings of falling behind and how it influences their motivation and learning strategies.

E. Technique of Data Collection

This study employed two data collection techniques, namely questionnaires and semi-structured interviews, in accordance with the sequential explanatory mixed methods design. In this design, quantitative data were collected and analyzed first, followed by qualitative data collection to further explain and elaborate the quantitative findings.

1. Questionnaire

The questionnaire was used to obtain quantitative data regarding students' experiences of falling behind in language learning, their emotional responses, motivation, and learning strategies. The questionnaire was distributed to 30 students of the English Education Department, specifically the class of 2024.

The instrument consisted of 28 questions measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The questionnaire items were developed based on the theoretical framework of this study, particularly motivation in language learning, perceived linguistic deficiency, emotional factors in language learning, and Self-Determination Theory (SDT).

The questionnaire was administered online using Google Forms to facilitate data collection and ensure accessibility for all participants. Prior to further analysis, the reliability of the instrument was examined using Cronbach's Alpha through SPSS.

2. Semi-Structured Interview

After the quantitative data had been analyzed, semi-structured interviews were conducted to obtain more in-depth information regarding students' experiences and responses to feeling left behind in language learning.

Four participants were purposively selected from the questionnaire respondents to represent diverse experiences and perspectives. Semi-structured interviews were chosen because they provide flexibility for participants to elaborate on their experiences while still allowing the researcher to focus on predetermined themes.

The interviews explored three main areas: (1) students' experiences of feeling left behind in language learning, (2) students' motivation in relation to perceived linguistic deficiency, and (3) students' learning strategies in response

to feeling left behind. The interviews were conducted individually, recorded with participants' consent, and subsequently transcribed for analysis. The use of questionnaires and interviews also served as a form of methodological triangulation, allowing the researcher to strengthen the validity of the findings by integrating quantitative and qualitative evidence.

Table 3.1 Timeline of Data Collection

Stage	Activity	Timeline
Stage 1	Preparing research instrument	25-29 April 2026
Stage 2	Questionnaires distribution to students of the English Education Department (Class of 2024)	8 May 2026
Stage 3	Analyzing quantitative data using SPSS	10 June 2026
Stage 4	Conducting semi-structured interviews	12-15 June 2026
Stage 5	Analyzing and integrating quantitative and qualitative data findings	15-22 June 2026

Overall, the data collection procedure was conducted systematically by prioritizing quantitative data collection before proceeding to the qualitative phase. This sequence allowed the researcher to obtain a general overview of the phenomenon and subsequently gain a deeper understanding of learners' experiences, motivation, and learning strategies related to perceived linguistic deficiency.

F. Research Instrument

To collect relevant data, this study were used questionnaires and semi-structured interviews as research instruments:

1. Questionnaire

The questionnaire designed to measure students' perceptions of their linguistic proficiency, their emotional responses to feeling behind, and their motivation and strategies. Includes Likert-scale and open-ended questions, allowing participants to express their thoughts.

2. Interview Guideline

Semi-structured interview guideline that containing of open-ended questions that encourage students to reflect on their experience of feeling left behind, how they manage their motivation, and the role of autonomy, competence, and relatedness in their learning journey. Follow-up questions used to explore responses in greater depth.

G. Data Analysis

The data in this study were analyzed using a sequential explanatory mixed methods approach. In this design, quantitative data were analyzed first, followed by qualitative data analysis to further explain and elaborate the quantitative findings (Creswell, 2018). Finally, both sets of findings were integrated to provide a comprehensive understanding of students' experiences of falling behind in language learning, their motivation, and their learning strategies.

The quantitative data obtained from the questionnaires were analyzed using Statistical Package for the Social Sciences (SPSS). First, a reliability analysis was conducted using Cronbach's Alpha to examine the internal consistency of the questionnaire instrument. Subsequently, descriptive statistical analysis was performed to identify general response patterns by calculating the minimum score, maximum score, mean, and standard deviation for each questionnaire item.

To facilitate the interpretation of the descriptive statistics, the mean scores obtained from the questionnaire were classified into five categories. The interpretation of the mean score is as presented in the table 3. 2 below.

Table 3. 2 Mean Interpretation

Mean Score	Interpretation
1.00-1.80	Very low
1.81-2.60	Low
2.61-3.40	Moderate
3.41-4.20	High
4.21-5.00	Very High

The qualitative data obtained from the semi-structured interviews were analyzed using thematic analysis. The interview recordings were first transcribed into written form. Subsequently, the researcher read the transcripts repeatedly to gain familiarity with the data and identify meaningful patterns related to students' experiences, motivation, and learning strategies. The data

were then coded and organized into themes that corresponded to the focus of the study.

The themes generated from the interview data included students' experiences of falling behind in language learning, students' motivation in relation to perceived linguistic deficiency, and students' learning strategies in response to feeling left behind. These themes were then interpreted in relation to the theoretical framework of the study, particularly motivation in language learning, perceived linguistic deficiency, emotional factors, and Self-Determination Theory (SDT).

Finally, the quantitative and qualitative findings were integrated during the interpretation stage. The qualitative findings were used to explain, elaborate, and provide deeper insights into the quantitative results, allowing the researcher to obtain a more comprehensive understanding of how students experience and respond to perceived linguistic deficiency in language learning contexts.