# CHAPTER 3

## RESEARCH PROCEDURES

### 3.1. Method of the Research

This research used a descriptive case study as one of the qualitative research methods. According to Yin (2018), a descriptive case study describes a phenomenon and context in real life. This research focused on the phenomenon of the challenges faced by students and the solutions to overcome the challenges in learning English in junior high school. Therefore, the case study suits the aim of this research.

### 3.2. Focus of the Research

This research focused on investigating the students' challenges during English learning activities in the classroom and their solutions at the junior high school level.

### 3.3. Setting and Participants

This research was conducted at one of the public junior high schools in Tasikmalaya, West Java, Indonesia. In this school, English is taught for 4 hours for two weekly meetings. This place was chosen because, first, the researcher took part in the School-Based Internship Program at the school where the research location was accessible. Second, the phenomenon of challenges in learning English occurs there, and the agreement of students becomes participants.

In this research, the participants were two English students in one of the public junior high schools in Tasikmalaya. They were chosen because the researchers saw they faced most challenges in English class. Their ages ranged from 12-13 years old. It turned out that both of them consistently scored below the standard of minimum completeness of mastery learning on exams and found it challenging to accomplish the enrichment assignments. Generally, their first language is Sundanese. More importantly, they are willing to participate as the participants in this research, and they were given

consent before being interviewed. Based on gender, they were categorized into male (N=1) and female (N=1).

### 3.4. Technique of Collecting the Data

Data collection used semi-structured interviews. It is carried out through voice recording using a cell phone to investigate the challenges and solutions of students in learning English. This type of interview was chosen because of its flexibility. It can cover the main topics, challenges, and solutions while learning English at junior high school also allowed to develop naturally and not necessarily in the order planned. Step in conducting a semi-structured interview (Adam, 2015):

1. Selecting participants and arranging an interview

    This phase deals with the items that must be prepared prior to conducting the interview. Such is selecting participants in line with the conditions and criteria. The interview was conducted with two people. The researcher contacted them to request and schedule an interview time.

2. Drafting questions and the interview guide

    The interview questions were adapted from Mindset Theory (Dweck, 2006) and Socio-cultural Theory (Vygotsky, 1978). There are four main indicators: Challenges of English Language Learning, Attitudes to Encountering English Language Learning Challenges, Environmental Influences, and Efforts to seek solutions.

3. Starting the interview

    The first step in this process is to request permission to record the interview. In this method, the researcher explained the research, including the title, research topic, and other details. The researcher utilized a VIVO Y21S audio recorder to record the conversations that occurred. Then, the researcher encouraged the individual to speak freely.

4. Polishing interview techniques

Each participant was interviewed for between 30 to 60 minutes. Following that, it began with a question from the question list. The conversation was conducted in Indonesian.

5. Analyzing and reporting a semi-structured interview

The researcher evaluated the results in this part, verifying the correctness of the data collected during the recording. In addition, the data was transcribed and translated. Thematic analysis was used to analyze the data.

## 3.5. Technique of Analyzing the Data

The researcher used thematic analysis for this research. Braun and Clarke (2006) stated that thematic analysis aimed to identify, analyze, and report the patterns (themes) within data. The reason why this analysis is adapted is that the obstacles and solutions to learning English were discovered from the interview data and organized into numerous topics to summarize the findings. Those who use thematic analysis can make active decisions regarding their analysis (Braun & Clarke, 2006). They noted that the steps to conduct a thematic analysis are:

1. Becoming familiar with the data

The first step, the researcher needs to read and re-reading the interview transcript while making notes in the data transcript. Meaning and theme or pattern must be obtained at this phase.

2. Generating initial codes

At this phase, the researcher began to arrange and discover pertinent data or anything intriguing linked to the study subject. The researcher is concerned with answering specific research questions. The researcher highlights the code or relevant data by coloring the data. For example, codes identified in the following excerpts:

**Table 3.1** *Generating Initial Codes*

| Example quote | Initial codes |
|---|---|
| P1: menurut aku termasuk sih Bu, karena selama ini pembelajaran tuh monoton. Penyampaian materi abis itu ngasih tugas, jarang tuh Bu yang nampilin video atau mutarin lagu dan semacamnya, ditambah lagis sekarang juga kelas kerasa tegang Bu, perlu kegiatan yang mencairkan suasana atau setidaknya setiap pertemuan ada yang beda gitu Bu, jadi lebih menarik dan ga ngebosenin. Tugas juga kalo bisa jangan kebanyakan individu, menurut aku lebih baik kelompok lebih rame dan bisa kerja sama juga. | Teacher-Centered Approach to English Language Teaching practices<br>The Use of Various English Language Teaching Techniques<br>Recommended Instructional Media |
| P2: untuk kesulitan biasanya kondisi kelas sih Bu, waktu kelas 7 kelas tuh berisik banget Bu jadinya ga bisa fokus kepelajaran, | Disruptive Classroom Atmosphere |
| P2: Intinya kitanya tuh jangan sampe takut gitu bu. Karena aku takut, biasanya aku kalo ga tau tuh diem aja sih bu soalnya kalo mau nanya juga berasa gimana gitu bu | Fear of Making Mistakes |
| P2: terkait kesulitan-kesulitan tadi sih aku lebih ke ngikutin aja sih bu ga ada yang bertindak seperti apa. Nah kalo untuk main game dan mengenal bahasa Inggris dari fitur-fitur yang ada di game itu karena tertarik aja. | Differentiated Learning Styles<br>Growing English Vocabulary Knowledge |
| P1: hhmm, kalo waktu SD ga terlalu sulit sih Bu, materinya masih gampang beda sama yang sekarang, ditambah lagi gurunya yang sekarang kalo masuk langsung pake Bahasa Inggris, aku engga ngerti. Padahal kan ga semua ngerti Inggris Bu, harusnya campur gitu jangan full Inggris jadi semua bisa ngikutin. Dan bahasa inggris itu pengucapan sama penulisannya beda Bu, jadi kadang kesulitan disana juga. | Learning Language Practicing Materials<br>Translanguaging Practices<br>Students' Incomprehensibility |

3. Searching for themes

  In the third phase, the researcher analyzed the topic from the data identified in the previous stage. This is the process of grouping by selecting a data transcript and identifying anything intriguing or noteworthy with the research questions.

**Table 3.2** *Initial Codes and Their Frequency*

| Initial codes | Frequency |
|---|---|
| Challenges | |
| 1. Teacher-centered approach to English language teaching practices | 2 |
| 2. Disruptive classroom atmosphere | 2 |
| 3. Fear of making mistakes | 2 |
| 4. Students' incomprehensibility | 2 |
| 5. Learning language practicing materials | 4 |
| Solutions | |
| 1. Recommended instructional media | 4 |
| 2. The use of various English language teaching techniques | 2 |
| 3. Differentiated learning styles | 4 |
| 4. Growing English vocabulary knowledge | 2 |
| 5. Translanguaging practices | 3 |

4. Reviewing themes

  The researcher reviewed the data that had been coded for each topic to see whether or not they formed a logical pattern.

5. Defining and naming themes

  Based on the data collected, the researcher defined and named the theme. The researcher determined and gave the name of the theme based on the data obtained, namely about the students' challenges during English language learning activities in the classroom and potential solutions to the students' challenges during English language learning activities in the classroom.

**Table 3.3** *Defining and Naming Themes*

| Initial codes | Sub themes | Themes |
|---|---|---|
| Fear of making mistakes | Challenges of practicing English listening, speaking, and writing | The students' challenges during English language learning activities in the classroom |
| Students' incomprehensibility | | |
| Teacher-centered approach to English language teaching practices | Teacher-centered strategies in English language learning | |
| Learning language practicing materials | | |
| Disruptive classroom atmosphere | English language learning anxiety | |
| Differentiated learning styles | More English language learning practices | Potential solutions to the students' challenges during English language learning activities in the classroom |
| Growing English vocabulary knowledge | | |
| Recommended instructional media | Adjusted english language learning activities to student learning style | |
| Translanguaging practices | | |
| The use of various English language teaching techniques | Effective classroom management | |

6. Producing the report

  In the last step, the researcher reported the result of this research about the students' challenges during English language learning activities in the classroom and potential solutions to overcome students' challenges during English language learning activities in the classroom. The writing process has begun by taking notes, defining themes, and choosing sample data extracts in earlier steps.

### 3.6. Steps of the Research

This research conducted with following stages:

3.6.1. Identifying the problem : The researcher found a phenomenon and/or an issue based on self-experience during a School Based Internship held by one of the universities in Tasikmalaya, West Java, Indonesia, namely Siliwangi University.

3.6.2. Reviewing literature : In order to support this research, the researcher reviewed several kinds of literature on the related study, such as books, research articles and journals from the internet.

3.6.3. Organizing objectives and research questions : The research investigated the students' challenges and solutions during learning English in junior high school.

3.6.4. Collecting the data : The data collection used semi-structured interviews because of their flexibility to give the interviewer freedom to explain their thoughts and guide the participants into the certain interests and skills that they believe participants have.

3.6.5. Analyzing the data : In analyzing the data, this research set up a thematic analysis. Braun and Clarke (2006) stated that thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data.

3.6.6. Writing the report : After all the steps above are conducted, the analyzed data was interpreted before it is finally presented as the result of the research.

## 3.7. Time and Place of the Research

**Table 3.4** *Research Schedule*

| No. | Description | Mar | Apr | May | Jun | Jul | Aug | Sept | Oct | Nov |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. | Research proposal writing | ■ | ■ | | | | | | | |
| 2. | Research proposal examination | | | ■ | | | | | | |
| 3. | Data collection | | | | ■ | ■ | | | | |
| 4. | Data analysis | | | | | | ■ | ■ | | |
| 5. | Comprehensive examination | | | | | | | | ■ | |
| 6. | Final thesis examination | | | | | | | | | ■ |

The place of the study was conducted in one of the junior high schools in Tasikmalaya, since the participants are from the 7th grade at the school.