

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

The research adopted a qualitative case study approach. This allows for an in-depth exploration of the challenges faced by English teachers in their specific context. It also facilitated an understanding of the factors that contribute to these challenges.

In the landscape of modern research, using qualitative case studies has gained notable traction. This methodology serves as a robust approach to the in-depth exploration of intricate social phenomena, providing nuanced insights that quantitative methods might overlook (Baxter & Jack, 2008). Qualitative case studies facilitated the examination of multifaceted issues by immersing researchers within a specific context, capturing the underlying complexities and interactions that shape the subject of study. This methodology proved particularly advantageous for comprehending complex human behaviors, organizational dynamics, and cultural intricacies, enhancing our understanding of these phenomena in real-world settings.

3.2 Focus of the Research

This research embarked on an in-depth exploration of the multifaceted challenges faced by English teachers within MTs, seeking to uncover the intricate interplay of factors influencing their pedagogical practices. Through a case study approach, this study sought to illuminate the diverse range of obstacles encountered by these teachers, ultimately contributing to a more nuanced understanding of the complex educational landscape within MTs.

3.3 Setting and Participants

The study took place in Sadananya District Ciamis Regency, where there are several Madrasah Tsanawiyah (MTs), which are Islamic junior high schools. The region is selected due to its significance in the local education landscape and

the prevalence of MTs. The setting is in a rural area which the study is focusing on. It enabled a comprehensive understanding of the challenges faced by English teachers. The participants of this research were four teachers who teach at four different MTs (Madrasah Tsanawiyah) in the Sadananya district. The participants consisted of two females and two males. A purposive sampling technique is employed to ensure a diverse range of experiences and perspectives. According to Teddlie and Yu (2007), Purposive sampling is conducted in various research scenarios, such as aiming for representativeness, facilitating comparisons, or honing in on specific, distinctive issues or cases. A group of English teachers at Sadananya District were chosen because of some criteria. First, they teach at diverse MTs with similar problems. Second, they have contributed to and taught English for more than five years.

3.4 Technique of Collecting the Data

Semi-structured interviews were conducted with English teachers from the chosen MTs. The semi-structured interview method was used because it was intended to allow participants to provide subjective comments addressing a specific occurrence they had encountered and because it allowed participants to feel free to answer all of the questions that were posed regarding their own experiences (McIntosh & Morse, 2015). The interviews were audio-recorded and transcribed to capture participants' responses accurately.

3.5 Technique of Analysing the Data

Thematic analysis is employed to identify recurring themes and patterns in the data. Thematic analysis, on the other hand, offers a systematic approach to identifying, analyzing, and reporting recurring patterns or themes within qualitative data (Braun & Clarke, 2006). This involved coding and categorizing the collected data to derive meaningful insights.

There are six phases in employing thematic analysis:

3.5.1 Familiarizing with the Data

This step involved writing down the information from the interviews, carefully looking through the data, and noting everything said during the interviews. The researcher paid close attention to find important meanings, repeated patterns, or new themes in the information.

3.5.2 Generating Initial Codes

In the next step, the researcher identified all the important information in the dataset to answer the research questions. They marked specific data with colors, making it easier to see how it related to the study's goals.

Table 3.1 Generating Initial Code

Utterance	Code
<p>As an English teacher here, there are certainly challenges for me. Time seems to pass quickly, and as you know, I've been teaching English at this MTs since 2004. Sometimes, I feel burned out. Everyone wants to teach the students well, but there are also government policies, like the new curriculum, which can influence our skills. I have to stay focused and keep up with these changes.</p> <p>On one hand, I understand the need to adapt, but on the other hand, I have many other responsibilities and activities outside of teaching. This balancing act is my problem, my challenge.</p>	<p>Boredom</p> <p>Curriculum Changes</p> <p>Another Job</p>

To investigate the difficulties faced by teachers in teaching English at MTs (Islamic Junior High School), the researcher assigned 15 initial codes. The list is arranged below.

Table 3.2 List of Generated Initial Code

No.	Initial Codes
1	Students' Characteristics
2	Vocabulary
3	Students English Skills
4	Students' Background knowledge
5	Students' Motivation
6	Boredom
7	Curriculum Changes
8	Another Job
9	Salary
10	Teachers Status
11	Lack of Media to Teach
12	Book
13	Duration
14	Availability of Internet
15	Lack of Teacher Training

3.5.3 Searching for the Themes

In the third stage, the researcher identified themes within the categorized and highlighted data. This involved examining the data transcript and pinpointing noteworthy or intriguing aspects relevant to the research questions.

Table 3.3 Searching for the Themes

Challenges Related to Students' language proficiency	Vocabulary
	Students' English Skills
Challenges Related to Students' learning motivation	Students' Motivation
	Students' Characteristics
	Students' Background

	knowledge
Challenges Related to Teachers' Motivation	Boredom
	Another Job
Challenges Related to Changes in Curriculum	Curriculum Changes
Challenges Related to Teachers' Professional Condition	Salary
	Teachers Status
	Lack of Teacher Training
Challenges Related to Non-Technological Facility	No Laboratory
	Duration
Challenges Related to Technological Facility	Availability of Internet
	Book

3.5.4 Reviewing Themes

In the fourth stage, the researcher concentrated on creating or refining the themes identified in the preceding step. This phase involved developing or adjusting themes that were uncovered in the process of searching for themes. The researcher revisited previously identified themes, with a specific emphasis on investigating teacher challenges in teaching English at MTs.

3.5.5 Defining Themes

In the fifth step, the researcher gives specific names and explanations for each theme. This helps make it easier to analyze the data by clearly describing what each theme is about and how they're related.

Table 3.4 Defining Themes

Theme

Students' language proficiency
Students' learning motivation
Curriculum changes toward teachers' pedagogical knowledge
Teacher's motivation
Lack of facilities

3.5.6 Producing a report

In the sixth stage, the researcher shared the results of the study, marking the conclusion of the analysis process.

(Braun & Clarke, 2006).

3.6 Steps of the Research

As part of the research, the researcher conducted the following stages:

Table 3.5 steps of the research

Identifying the problem.	Found a phenomenon and/or an issue based on teacher's experience during teaching English at MTs in Sadananya District, Ciamis
Reviewing literature.	To support this research, the researcher reviewed several literatures related to the study.
Objectives and research questions	The study investigated Teacher challenges in teaching English at MTs
Collecting the data	The data collection applied semi-structured interviews, because it was intended allowed participants

	to feel free to answer all of the questions that were posed regarding their own experiences (McIntosh & Morse, 2015).
Analyzing the data	This study used thematic analysis to analyze the data, which is an analytical process for analyzing, managing, representing, and informing themes found in a data set (Braun and Clark, 2006).
Writing the report	After all the steps above were conducted, the analyzed data were presented as the result of the study.

3.7 Research Schedule

Table 3.6 Research Schedule

No	Description	August 2023	September 2023	October 2023	November 2023	December 2023	January 2024	February 2024	March 2024	April 2024	May 2024
1	Research proposal writing										
2	Research proposal examination										
3	Data collection										
4	Data analysis										

