

CHAPTER 3

RESEARCH PROCEDURE

This chapter presents the methodology employed in this study. It describes seven parts of the research procedure: the research method, research focus, setting and participant, data collection, data analysis, steps of the research, and research schedule.

3.1. Research Method

The design of this study is a descriptive case study. A descriptive study technique is designed to explain natural phenomena in the context of daily real-life activities. (Yin, 2003). The method was selected because a case study enables the researcher to thoroughly investigate a phenomenon (Patton, 2002; Noor, 2008). In this case, researchers can find phenomena related to a teacher's challenges while teaching English to young learners based on a qualitative study in English course programs. As stated by Surya, quoted by Andhi & Babay Hidrianti in 2009, courses are a continuous process to help people understand the material to direct themselves and behave ethically, as well as by family environment and societal conditions.

3.2 Focus of the Research

This research focused on scrutinising teachers' challenges and strategies for teaching English to young learners in English courses. The description was taken from the interviews with teachers purposely chosen to have challenges.

3.3 Research Setting and Participants

The research was conducted on non-formal education in Tasikmalaya, West Java, Indonesia. In this English course, teachers teach for 3 hours for two meetings a week, and English teachers teach privately for 2 hours for two weekly meetings. The researcher selected this place because it is adapted to teachers who teach English to young learners in English courses. Second, the phenomenon of teachers facing challenges while teaching English to young learners occurred there, and the English teachers agreed to be participants.

In this research, the participants were involved in four English teachers who teach English to young learners in non-formal education. The participants are four because they taught the same in teaching English to young learners in English courses. They were recruited after they had agreed to participate in this research. They have experience teaching English for 1-2 years, so they only have enough experience teaching English, especially in teaching young learners. They were male and female between the ages of 23-25 years. Two teach English courses at Tasikmalaya. The other two teach English privately.

3.4 Data Collection

The researcher collected the data using a semi-structured interview with the participants. The researcher asked different questions to collect information during the interview. However, if the researcher avoids wandering from the specified topic (Young et al., 2018), the researcher can pose more questions or modify them throughout the interview. Additionally, the researcher was expected to collect in-depth information based on the interview questions. Besides, the interviews were conducted in Bahasa Indonesia and English to avoid misunderstandings between participants and researchers.

The interview was addressed to four participants from teachers who teach English courses at Tasikmalaya who face challenges while teaching English to young learners. The researcher produced five questions adapted from Nunan (2010, p. 7-10) on the theory of cognitive development, motivation, attention, multilevel groups, and assessment. More significantly, the prescribed question topics for the interview covered teachers' challenges in teaching English to young learners in English courses. This was performed to avoid being in the too broad scope of the interview. Furthermore, the questions were flexible and open-ended to obtain more information and better understand teachers' challenges in teaching English to young learners in English courses and strategies applied while facing these challenges. The interview was first conducted in Indonesia so the participants could express their thoughts freely without possible language barriers and to prevent confusion and communication among the participants. Furthermore, the information was obtained

through a voice call on WhatsApp. In addition, the data were transcribed to highlight the statements relevant to the study's research questions.

3.5 Data Analysis

Data analysis is the process of processing data from the object being studied and drawing conclusions that are valid sources of information. The researcher will use thematic analysis to analyse all the data. (Braun & Clarke, 2006) stated, "A method for identifying, analysing, and reporting patterns within the data." "It explains your data set in (rich) detail and minimally organises it." Braun and Clarke (2006) developed a thematic analysis framework using the following six procedures:

1. Familiarizing with the Data

In this phase, the researcher transcribed the data from the interview and then read and re-read the data transcript related to this research topic: teachers' challenges in teaching English to young learners in courses and strategies applied while facing these challenges.

2. Generating Initial Codes

In this step, the researcher categorised the data by using initial codes that were coloured to highlight the data in different coin names related to identifying teachers' challenges in teaching English to young learners in courses and strategies applied while facing these challenges.

Table 3. 1 Generating Initial Codes

Transcriptions	Initial Codes
<p>Tentu saja, terutama saat mengajar anak-anak. Saya menghadapi tantangan dalam mengajar bahasa Inggris kepada anak-anak di Indonesia karena status bahasa Inggris sebagai bahasa asing, bukan sebagai bahasa kedua. Guru harus berupaya ekstra untuk membantu anak-anak memahami berbagai hal yang diucapkan. Misalnya, peserta didik mengalami kesulitan mengingat kosakata. Oleh karena itu, guru yang mengajar anak-anak dalam kursus bahasa Inggris harus menyiapkan materi dengan metode dan media pengajaran yang sesuai dengan materi pengajaran untuk meningkatkan perkembangan kognitif, yang menjadi tantangan bagi guru., saya juga mempersiapkan metode pembelajaran yang membuat peserta didik tertarik misalnya permainan kosakata, game edukatif untuk membantu young learners mengingat kosakata dan mengingatnya dari materi yang telah dipersiapkan teacher.</p>	<p>Difficulty in remembering vocabulary</p> <p>Utilising games</p>

9 initial codes represented different aspects shown by participants' interview transcriptions. Here is the list of initial codes and their frequency.

Table 3. 2 List of Initial Codes and Their Frequency

No	Initial codes	Total
1.	Difficulty in remembering vocabulary	2
2.	Maintaining learners' motivation	4
3.	Managing learners' attention	3
4.	Adjusting various learning styles	3
5.	Learning assessments	2
6.	Utilising Storytelling	1
7.	Utilising games	3
8.	Utilising learning	3
9.	Technology-based learning	1

3. Searching for a Theme

In this step, the researcher combined the appropriate codes into potential themes that followed the research question while eliminating codes irrelevant to the themes and research questions.

Table 3. 3 Searching for Themes

Themes	Codes	M	F
Teacher's challenges in teaching English to young learners in English courses	Difficulty in remembering vocabulary	2	-
	Maintaining learners' motivation	2	2
	Managing learners' attention	1	2
	Adjusting various learning styles	1	2
	Learning assessments	1	1
Teacher's strategies used in teaching English to young learners in English courses	Utilising Storytelling	1	-
	Utilising games	1	2
	Utilising songs	2	1
	Technology-based learning	-	1
Total		11	12

Information. M= male and F= female

4. Reviewing Themes

In this phase, the researcher re-examined the themes that have been identified as teachers' challenges and the strategies used by the teachers facing these challenges in teaching English to young learners in English language courses to ensure that the code placement has been grouped into the appropriate themes.

5. Defining and Naming the Themes

In this phase of identifying the essence of each theme, the researcher determined and named the theme based on the data obtained, namely, teachers' challenges in teaching English to young learners in English courses and teachers' strategies used in teaching English to young learners in English courses.

Table 3. 4 Defining and Naming the Themes

Themes	Initial Codes
1. Teacher's challenges in teaching English to young learners in English courses	Difficulty in remembering vocabulary Maintaining learners' motivation Managing learners' attention Adjusting various learning styles Learning assessments
2. Teacher's strategies used in teaching English to young learners in English courses	Utilising storytelling Utilising games Utilising songs Technology based-learning

6. Producing the Report

The researcher reports the findings of this study, which include the teachers' challenges in teaching English to young learners in English courses and the strategies utilised to overcome these challenges.

3.6 Steps of The Research

Table 3. 5 Steps of The Research

Steps	Description
1.	Identify and describe the research issue about teachers' challenges in teaching English to young learners in English courses and the strategies utilised to overcome these challenges. The researcher discussed the challenges and strategies used in teaching English with teachers who teach English in non-formal education and private courses, especially in teaching English courses. Some teachers face many challenges while teaching English to young learners in English courses. Therefore, the data used is a phenomenon appointed as the basis of this research.
2.	Analyse current research and find sources in journals or publications relevant to the research topic. The researcher read various journals about teachers' challenges in teaching English to young learners in English courses and the strategies utilised to overcome these challenges. Then, the researcher searched for literature reviews on the same topic for more information and support for the statements needed in this study.
3.	After collecting the relevant references, the researcher investigated the study objectives, which were related to the teachers' challenges and strategies applied while facing these challenges in teaching English to young learners in English courses and the strategies utilised to overcome these challenges. Writing a proposal, in the first stage of this study, the researcher created a thesis that clearly outlined every aspect of the thesis, such as the background of the study, literature review, research procedures, findings and discussion, and conclusion and suggestions.
4.	The next step is to review this thesis with the supervisors and examiner. Data was collected using semi-structured interviews with participants via WhatsApp voice calls based on agreement, writing the interview result, data analysis using Braun and Clarke's (2006) thematic analysis, creating a proposal report, and examining the thesis.

3.7 Time and Place of the Research

The research was conducted in Tasikmalaya, West Java, Indonesia because the participants were teachers from non-formal education and private courses. Furthermore, the data collection process was carried out directly with the participants through semi-structured interviews via voice call on WhatsApp.

Table 3. 6 Time of the research

Activities	Month										
	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul		
	2023					2024					
Proposal Writing											
Proposal Examination											
Data Collection											
Data Analysis											
Thesis Examination											