

CHAPTER 3

RESEARCH PROCEDURES

This chapter offers comprehensive details regarding to the research design and procedures implemented throughout this research project. It is structured into seven distinct sections for clarity and coherence. The first section focuses on the research method, explaining the design and methodology chosen by the researcher. The second section defines the study's focus to ensure alignment with the core research objectives and maintain contextual relevance. Subsequently, the third section provides insights into the research setting, participant details, and the process of participant selection, including identification and recruitment procedures. The fourth section outlines the data collection technique, specifying the instruments and methodology employed to gather essential data. Moving forward, the fifth section discusses the data analysis technique, outlining post-data collection processes and the methodologies utilized for data analysis. The sixth section elaborates on the sequential research steps undertaken during the study. Finally, the last section presents information on the temporal and geographical aspects of the research, incorporating graphical depictions of the research timeline for enhanced understanding and visualization.

3.1. Method of the Research

For this research, a descriptive case study methodology was employed, as it provides a detailed examination of a contemporary phenomenon within its real-life context, especially when boundaries and contexts are not clearly defined Yin (2014). Yin (2018) characterizes a descriptive case study as one that aims to depict a phenomenon within its actual environment, which aligns with the goal of this research to gain a comprehensive and in-depth understanding of the subject matter. By exploring the complexities of real-life events, case study research allows for a thorough analysis of the topic (Stake, 1995). Even though this research involved one participant and small-scale case studies may have limitations in generalizability, they offer in-depth insights that can inform educational practices and policies. According to Zainal (2007), descriptive case studies focus on investigating specific phenomena

in depth, typically involving a small scale and a limited number of participants. Ng and Lee (2015) emphasized the significant implications of a small-scale investigation on parental involvement in a special school, providing valuable insights for school management and policymakers. Consequently, for this study, a single participant was selected to provide rich, detailed insights into the challenges faced by an Indonesian EFL teacher in teaching English to students with autism spectrum disorder. This approach ensures a deep exploration of the teacher's experiences and perspectives.

3.2. Focus of the Research

This research focused on the challenges and the strategies done by an EFL Teacher who teaches students with autism spectrum disorder. It delineated what challenges the teacher experienced during teaching English to students with autism spectrum disorder and how they dealt with it. The descriptions were taken from the results of the interviews with a teacher who had purposely chosen based on some characteristics.

3.3. Setting and Participant

This research was conducted at SLBN Tasikmalaya, a special education school located in Tasikmalaya, West Java, Indonesia. The school was selected for its relevance to the study's context and criteria, focusing specifically on an elementary special education EFL teacher, referred to as P. With over 15 years of experience in educating students with autism spectrum disorder (ASD), P was chosen for her extensive expertise. Her background made her an ideal participant for providing insights into the implementation of teaching English to ASD students in this setting.

The implementation process involved several key components tailored to the unique needs of these learners. The curriculum adhered to national standards set by the Ministry of Education and Culture (*Kementerian Pendidikan dan Kebudayaan/KEMENDIKBUD*) but was modified to address specific challenges faced by ASD students. The class is 30 minutes long. P employed a variety of strategies, including visual aids, structured routines, and sensory-based activities, to enhance communication and engagement among the three students in her class—one verbal and two non-verbal. The classroom environment was arranged to minimize distractions and support sensory needs, featuring communication boards and

interactive tools. P's role was crucial in adapting lesson plans to accommodate each student's learning style, ensuring instructional methods were effective and inclusive. Student progress was assessed through tailored evaluation tools, allowing for ongoing adjustments to teaching strategies. Challenges such as varying communication abilities and sensory sensitivities were addressed through innovative strategies like personalized learning materials and one-on-one support. This detailed and adaptive approach aimed to improve English language learning outcomes for ASD students, providing valuable insights for future educational practices.

P's qualifications include a Bachelor's degree in English Education from Siliwangi University and a Master's degree in Special Education from Indonesia University of Education (*Universitas Pendidikan Indonesia*). Her professional experience spans roles such as an EFL teacher at SLB Yayasan Bahagia from 2005 to 2021 and at SLBN Tasikmalaya from 2021 to the present. She has also served in leadership positions within various educational organizations, such as the chair of the Resource Center at SLBN Tasikmalaya and the Community Service Bureau of Indonesian Association of Special Education Teachers/*Ikatan Guru Pendidikan Khusus Indonesia* (IGPKhI) West Java. Her role as an educator and leader in special education provides her with unique insights into the challenges and strategies in teaching English to students with autism.

In her classroom, P has developed strategies to address the diverse needs of her students. She has adapted her teaching methods to accommodate both verbal and non-verbal students, demonstrating flexibility and creativity in her approach. Her ability to tailor educational content and engage students with different communication abilities highlights her dedication to inclusive education.

To address ethical concerns, participant in this study was provided with detailed explanations regarding the purpose, methods, and procedures involved. It was explicitly communicated that their participation was entirely voluntary and that they had the right to withdraw at any time without consequence. In order to protect their privacy, confidentiality, and anonymity, participant's identities were replaced with pseudonyms. Additionally, interview schedules were prearranged with the participant to ensure convenience and accommodate their availability.

3.4. Technique of Collecting the Data

For data collection in this study, the researchers utilized a semi-structured interview technique. The semi-structured format allowed the researcher to adapt the interview based on the participant's responses. This flexibility enabled the exploration of unexpected or unanticipated topics, providing an opportunity to delve deeper into the participant's experiences and perspectives. Moreover, this approach aims to gather comprehensive descriptions of the experiences related to the phenomenon under investigation (Howitt, 2016).

The interview was addressed to one participant from SLBN Tasikmalaya. The researcher developed twenty-one key questions derived from Ikhtiar and Parveen (2023) about components of inclusive English language teaching strategies for ASD students. Six indicators were used to trigger the research concept: personalized support and services, systematic instruction methods, structured learning environments, specialized curriculum content, functional approach to addressing problem behaviors, and active family involvement in the educational process. Furthermore, the questions were flexible and open-ended to obtain more information and gain a deeper understanding of EFL Teacher's challenges and strategies in teaching English to students with autism spectrum disorder. Additionally, the interview was conducted twice, with ongoing data verification with the participant, ensuring that the researcher's interpretation accurately reflected her experiences.

To facilitate clear and effective communication, the interview was conducted in the participant's first language, Indonesian. This approach ensures that participant can freely express her thoughts without any potential language barriers, thus minimizing confusion and miscommunication among them. By using her native language, the participant had a greater opportunity to articulate her experiences and perspectives accurately. The data collected from the interviews was transcribed to ensure accuracy and relevance. This transcription process involved identifying and highlighting statements that were directly pertinent to the research questions of the study. By transcribing the data, the researchers could effectively analyze and interpret the participant's responses about the specific objectives of the study.

3.5. Technique of Analysing the Data

This research employed thematic analysis proposed by Braun and Clarke (2006). This particular approach to analyzing qualitative data involves identifying and analyzing patterns or themes within the data, allowing for a comprehensive exploration of the research topic. It aims to organize and provide a detailed description of the dataset in the most straightforward manner possible (Braun & Clarke, 2006). However, it also allows for the interpretation of various aspects related to the research topic, expanding beyond mere description. This approach is particularly suitable for novice researchers who may have limited experience with more complex qualitative research methods. One notable advantage of thematic analysis is its flexibility in terms of theoretical frameworks. Unlike other analysis methods that are closely tied to specific theories, thematic analysis can be applied to any theory chosen by the researcher. Thematic analysis offers the flexibility to provide a rich, detailed, and nuanced description of the data. It allows for the exploration of complex themes and patterns, providing a comprehensive understanding of the research topic. In performing the data analysis, the researcher adhered to the thematic analysis procedures described by Nicole Lee Fong Yee (2024) on her YouTube channel. Coding was done using Microsoft Word and the entire dataset was managed in Microsoft Excel. The selection of these software tools was based on Nicole Lee Fong Yee's (2024) recommendations for thematic analysis.

This adaptability of thematic analysis allows researchers to capture the intricacies and complexities of the data, ensuring a comprehensive and nuanced analysis. This thematic analysis by Braun and Clarke (2006) involves six stages that guide the researcher in analyzing the data. These stages are as follows:

1. Familiarization with the data

The researcher became acquainted with the data by reading and re-reading it to gain a comprehensive understanding of its content, in this context, the interview transcript. The researcher presented the interview transcription as points using line numbers, as shown in Figure 3.2 below.

INTERVIEW TRANSCRIPTION

Title : Teaching English to Autism Spectrum Disorder Students: EFL Teacher's Problems and Solutions

Place : Google Meet

Time : 08.31-09.17 (GMT +7)

Date : Saturday, 01 June 2024

Recording Device : Google Meet

1. A: Baik, Ibu sebelumnya saya Izin, izinkan saya untuk (eu) untuk (eu) apa, membahas mengenai
2. penelitian saya terlebih dahulu. (eu) Untuk judul dari penelitian saya ini adalah Teaching English
3. to Autism Spectrum Disorder Students (eum) EFL Teacher's Problems and Solutions. Jadi, tujuan
4. penelitian ini adalah untuk mengidentifikasi masalah dan juga solusi yang dihadapi oleh guru
5. Bahasa Inggris, Ibu, (eu) saat mengajar Bahasa Inggris kepada siswa dengan gangguan spektrum
6. autis. Nah, (eum) penelitian ini akan menguraikan tantangan yang dihadapi oleh ibu sebagai
7. guru Bahasa Inggris dan strategi apa yang (eu) ibu lakukan untuk menghadapi tantangan atau
8. masalah tersebut. Baik ibu (eum) ada yang mau ditanyakan enggak bu terkait penelitian saya
9. terlebih dahulu.
10. P: Oke jadi khusus pembelajaran Bahasa Inggris ya neng
11. A: Iya ibu, betul
12. P: Dan untuk anak autis saja ya
13. A: Iya ibu untuk anak autis saja. Fokus saya di anak dengan spektrum autis saja.
14. P: Baik, neng.

Figure 3.1. Interview Transcription

2. Generating initial codes

In this step, the researcher identified and assigned initial codes to segments of data that represent meaningful concepts or patterns after understanding the participant's answer. The researcher adhered to the thematic analysis procedures described by Nicole Lee Fong Yee (2024) on her YouTube channel. Coding was done using Microsoft Word, as shown in Figure 3.1, the characteristics mentioned by the participant were differentiated using a color-coding technique, which produced the codes. Then, the entire dataset was managed in Microsoft Excel, as depicted in Table 3.1. The selection of these software tools was based on Nicole Lee Fong Yee's (2024) recommendations for thematic analysis. The following table provides codes found in the interview results.

86. gitu **lu**, apa yang Ibu sampaikan dan ibu ajarkan kepada mereka? Seperti tadi hal-hal yang

87. **basic** tentang benda-benda di kelas seperti itu, apakah dengan *sign language*, atau seperti apa

88. itu?

89. P: Baik. Jadi kalau lihat anak-anak nonverbal itu memang tidak berkomunikasi secara lisan,

90. tetapi mereka ada *gesture-gesture* ataupun bisa diajak untuk berkomunikasi lewat gambar

91. seperti itu. Ketulan kedua anak saya ini merupakan anak dengan kebutuhan komunikasi

92. kompleks. Jadi yang terlihat banyak belajar atau banyak memberikan respon untuk

93. pembelajaran Bahasa Inggris itu sendiri masih hanya satu peserta didik karena yang lainnya

94. untuk memahami instruksi sederhana seperti ambil kan sudah bisa ya seperti rapikan seperti

95. itu. Masukkan, masukkan ke lemari dan lain sebagai itu masih belum sepenuhnya seperti itu.

96. Neng, yang dua memang **autisnya** berat. Jadi untuk pembelajaran Bahasa Inggris ini sendiri

97. masih yang apa namanya yang terlihat ada **respon** kemudian, **(eu)** kemudian terlihat secara

98. verbal mengikuti seperti itu. Dan juga pembelajarannya juga sangat sederhana seperti itu. Jadi

99. untuk **(eu)** kegiatan pembelajaran saya banyak menggunakan bantuan atau menggunakan alat

100. peraga edukatif atau alat pembelajaran edukatif seperti *puzzle-puzzle*, **(eu)** dan beber

101. pa media yang ada di sekolah seperti itu, dan juga media gambar jadi seperti itu, Neng.

102. I: Baik. Kemudian tantangan apa saja sih **lu** yang ibu hadapi ketika menyesuaikan **gitu**,

103. **apa**, pembelajaran dengan karakteristik anak-anak didik ibu **gitu**? Dan solusinya seperti

104. apa **lu**?

105. P: Tantangannya tentu saja anak-anak kan memiliki kemampuan awal, kondisi dan

106. karakteristik yang berbeda-beda. Jadi di sini yang menjadi tantangan adalah bagaimana

107. memberikan pembelajaran dengan *start* atau kemampuan awal yang berbeda-beda dan

108. tentunya diharapkan memiliki *progress* walaupun kita tidak bisa menentukan atau apa

109. memprediksi atau membatasi juga tidak bisa *progressnya* atau capaiannya seperti apa

110. seperti itu. Jadi untuk solusinya sendiri di sini adalah dengan *melakukan* pembelajaran

111. *terdiferensiasi*. Setiap anak diberikan, walaupun berada dalam kelas yang sama seperti

112. itu, kemampuan awal, karena kemampuan awal mereka berbeda, kondisi dan

Amalia Muldani
Solution: students' characteristics>communicating with Gesture

Amalia Muldani
Solution: students' characteristics>communicating with picture

Amalia Muldani
Solution: individualized learning>educative learning props

Amalia Muldani
Problem: Students' characteristics>Characteristics variability

Amalia Muldani
Problem: Students' characteristics>Skill variability

Amalia Muldani 11 hours ago
Problem: Individualized Learning>Unexpected Progress and Achievement

[Reply](#) [Resolve](#)

Figure 3.2. Using Ms. Word for Coding

Table 3.1. Analysed Data

No	Line No.	Participant	Codes (Category)	Potential Theme	Themes	Excerpt	Remarks
1	59	P	Characteristics Variability	Students' Characteristics Variability	Students' Characteristics and Needs	<i>Kebetulan anak saya yang kelas satu SD dengan spektrum autisme itu ada tiga orang dan ketiganya memiliki karakteristik yang berbeda-beda atau kondisi yang berbeda-beda.</i>	
2	62	P	Behavior Issue	Students' Inability to Control Behavior	Behavior Management	<i>Dan dua orang merupakan anak autis non verbal dan dimana satu orangnya itu sangat hiperaktif</i>	
3	69-70	P	Communication issue	Problem in Communication	Communication Challenges	<i>untuk anak kelas satu itu untuk pembelajaran Bahasa Inggris masih dalam pengenalan saja seperti itu karena untuk bahasa, memahami, bahasa Indonesia saja masih, apa ya, masih banyak kesulitan seperti itu</i>	
4	76-78	P	Communicating with picture	Communication Alternative with Non Verbal Students	Communication Challenges	<i>Kemudian untuk materinya sendiri seperti Magic Word seperti Sorry seperti itu. Kemudian thank you, kemudian Greetings masih seperti itu, Neng. Dan itu juga masih apa ya berupa pengenalan, pengenalan dengan gambar.</i>	

The codes then were simplified since they contained variety pieces of information, to better highlight the challenges and strategies of teaching English to ASD students. The researcher aligned the data with the research objectives and categorized it using initial codes, such as characteristics variability and communication issue.

Table 3.2. Generating Initial Codes

Initial Codes		
Characteristics	Unpredictable	Differentiated
Variability	Mood	Learning
Communication	Sensitive to	Assessment
Issue	Environment	
Communicating	Alternative	Time-
with Pictures	Lesson Plan	Consuming
Communicating	Unpredictable	Coordination
with Gestures	Behavior	
Autism Level	Knowing	Medical Help
Variability	Characteristics	
Educative	Class	Collaboration
Learning Props	Conditioning	
Unpredictable		
Progress	Behavior Issue	Acceptance
Unpredictable		
Achievement	Reward System	Empathize
Individualized	Needs and	
Learning	Preferences	
	Variability	
Individualized	Behavior	
Assessment	Management	

Table 3.3. The Initial Codes Frequency

Codes	Frequency	Codes	Frequency
Characteristics	6	Class Conditioning	4
Variability			
Communication	5	Behavior Issue	2
Issue			
Communicating with	3	Reward System	8
Picture			
Communicating with	8	Needs and	3
Gesture		Preferences	
		Variability	
Autism Level	2	Behavior	4
Variability		Management	
Educative Learning	8	Differentiated	4
Props		Learning	
Unpredictable	3	Assessment	2
Progress			
Unpredictable	2	Time-Consuming	3
Achievement			

Individualized Learning	6	Coordination	8
Individualized Assessment	4	Medical Help	4
Unpredictable Mood	4	Collaboration	2
Sensitive to Environment	2	Acceptance	5
Alternative Lesson Plan	4	Empathize	6
Unpredictable Behavior	2	Knowing Characteristics	6

3. Searching for themes

The researcher explored the data to identify potential themes or patterns that emerge from the initial codes. This involves organizing the codes into broader categories or themes. In this research, the codes of the theme were later be divided into two categories based on the research questions: challenges and strategies.

Table 3.4. Searching for Themes

No.	Initial Codes	Potential Themes
1	Characteristics Variability	Students' Characteristics Variability
2	Autism Level Variability	Students' Autism Level Differences
3	Needs and Preferences Variability	Students' Unique Needs and Preferences
4	Knowing Characteristics	Understanding Students' Characteristics
5	Unpredictable Mood	Sensitivity to Sensory Input
6	Sensitive to Environment	
7	Individualized Learning	Individualized Learning Support
8	Individualized Assessment	
9	Communication Issue	Problem in Communication
10	Communicating with picture	Communication Alternative with Non-Verbal Students
11	communicating with gesture	
12	Unpredictable Behavior	Students' Inability to Control Behavior
13	Behavior Issue	
14	Behavior Management	Managing Students' Behavior
15	Class Conditioning	Conditioning Positive Environment

16	Reward System	Managing Behavior by Reward System
17	Educative Learning Props	Educative Learning Tools
18	Unpredictable Progress	Unpredictable Progress and
19	Unpredictable Achievement	Achievement
20	Alternative Lesson Plan	Providing a Backup Lesson Plan
21	Differentiated Learning	Personalized Learning
22	Assessment	Understanding Students' Characteristics through Assessment
23	Time Consuming	Extensive Process
24	Coordination	Coordination with Family
25	Medical Help	Involvement of Medical Help
26	Collaboration	Collaborating with Family
27	Acceptance	Family's Acceptance
28	Empathize	Empathize to Family
4.	Reviewing and refining themes	

The researcher revisited the themes identified in the previous stage. Additionally, the researcher reflected on the coherence of each theme in conveying the underlying data and initiated the process of defining the essence of each theme and their interrelations.

Table 3.5. Reviewing of Themes

Themes		Potential Themes
Addressing ASD Students Characteristics and Behavior	Challenges	Students' Characteristics Variability
		Students' Autism Level Differences
		Students' Unique Needs and Preferences
		Understanding Students' Characteristics
		Sensitivity to Sensory Input
		Individualized Learning Support
		Students' Inability to Control Behavior
		Managing Students' Behavior
		Unpredictable Progress and Achievement
		Extensive Process
	Strategies	Providing a Backup Lesson Plan Personalized Learning

		Understanding Students' Characteristics through Assessment Managing Behavior by Reward System Educative Learning Tools Conditioning Positive Environment
Maintaining Effective Communication with ASD Students	Challenges	Problem in Communication
	Strategies	Communication Alternative with Non-Verbal Students
Integrating Collaborative Partnership with Stakeholders in Teaching English to ASD Students	Challenges	Family's Acceptance
	Strategies	Involvement of Medical Help Collaborating with Family Coordination with Family Empathize to Family
5. Defining and naming themes		

The researcher defines and names the identified themes to reflect the content and meaning they represent within the dataset.

Table 3.6. Defining and Naming Themes

Themes		Definition
Addressing ASD Students Characteristics and Behavior	Challenges	The difficulties faced by teacher in understanding and managing the unique cognitive, communicative, sensory, and behavioral characteristics of ASD students.
	Strategies	The tailored approaches and techniques employed by teacher to effectively manage and support the diverse cognitive, communicative, sensory, and behavioral needs of ASD students.
Maintaining Effective Communication with ASD Students	Challenges	The difficulties encountered in establishing and sustaining clear, meaningful communication with ASD students.
	Strategies	The strategies and methods employed to enhance and sustain clear and meaningful

		communication with ASD students.
Integrating Collaborative Partnership with Stakeholders in Teaching English to ASD Students	Challenges	The difficulties encountered in establishing and maintaining effective partnerships with stakeholders—such as parents, special education professionals, therapists, and school administrators—in the context of teaching English to ASD students
	Strategies	The approaches and methods used to build and sustain productive partnerships with stakeholders in teaching English to ASD student

6. Producing the final report

The researcher presents the findings of the thematic analysis, providing a clear and coherent account of the identified themes and their interpretation in relation to the research questions.

By following these six steps, researchers could effectively analyze and interpret the data, uncovering meaningful themes and generating insights relevant to the research objectives.

3.6. Steps of the Research

Completing this research involved several methodical steps to ensure a comprehensive understanding of the issues related to teaching English to ASD students. The steps are as follows:

1. Investigating Issues and Gaining a Thorough Grasp of the Situation: This initial step involved a deep dive into the challenges and dynamics of teaching English to ASD students to develop a clear understanding of the phenomenon under study.
2. Conducting a Literature Review: A comprehensive review of existing literature was conducted to contextualize the research within the broader academic field and identify gaps that this study aimed to address.
3. Stating the Aims and Study Question: Based on the experiences of the research participant, the aims and research questions were broadly defined to guide the investigation.

<i>Telaah</i> <i>Komprehensif</i> Examination	
Final Thesis Examination	