

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

This chapter provided the methodology utilized to conduct the study. The research method, setting and participants, data collection, data analysis, steps of the research, and research timetable were the seven components of the research procedures that were described.

#### **3.1 Method of the Research**

The study adopted a descriptive case study. According to Yin (2018), a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries and contexts are not clearly evident. Therefore, it was appropriate for this study, to explore the teachers' challenges and solutions during the teaching of English.

#### **3.2 Focus of the Research**

The focus of this research was to investigate teachers' challenges, referring to the obstacles, difficulties, complexities, and solutions faced by vocational high school English teachers while teaching English in the classroom.

#### **3.3 Setting and Participants**

This research was held in a private vocational school in Tasikmalaya, West Java due to many reports of a problem with teaching and learning English. The participant involved are two English teachers who have been teaching at least for the last eight years who teach the same major in the light vehicle engineering major and also face challenges in teaching English and apply several strategies to overcome these challenges that can respond to interview questions. To protect the confidentiality of the participants' personal data, their names have changed to Teacher A, and Teacher B. Teacher A (female) has been teaching for 28 years and is currently teaching grades 10 and 12. Teacher B (female) has been teaching for 8 years and is currently teaching grade 10 and 11. The researcher collected data on the problems that arise during teaching in the light vehicle engineering major.

Dealing with ethical issues, the participants received thorough explanations of what, why, and how this study would be conducted. Participants were given clear instructions to fill out and sign the consent form, indicating their formal agreement to take part in the data collection process. They were guaranteed that their confidentiality and anonymity are protected, and they had the freedom to withdraw from the research at any stage.

### **3.4 Data Collection**

The researcher used semi structured interview to collect the data. The semi-structured interview is a type of exploratory interview that is most frequently applied in the social sciences to obtain clinical data or for qualitative research purposes (Magaldi & Berler, 2020). According to Adams (2015), SSI or semi-structured interview conducted conversationally with one respondent at a time, the SSI employs a blend of closed and open-ended questions, often accompanied by follow-up why or how questions. The dialogue can meander around the topics on the agenda rather than adhering slavishly to verbatim questions as in a standardized survey and may delve into totally unforeseen issues. In this study, the questions were adapted from Munna and Kalam (2021). The interview was conducted in person at the vocational school and was recorded using an audio recorder. The interview was conducted once per participant and the duration of the interview lasted for about 40 minutes per participant.

### **3.5 Data Analysis**

The researcher used thematic analysis to break down the results of semi-structured interview. According to Braun and Clarke (2006) Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail. According to Braun and Clarke (2006), theme analysis has six steps, including:

### 3.5.1 Familiarizing the data

During this phase, the researcher became acquainted with the data by carefully reviewing the interview transcripts multiple times.

### 3.5.2 Generating Initial Codes

During this phase, the researcher initiated the organization of the data by assigning symbols or markers that aligned with the objectives of the study. The researcher utilized a coloring technique to distinguish various aspects identified by the participants, which resulted in the creation of initial codes.

**Table 3.1** *Generating Initial Codes*

Extracts	Initial codes
<p>“cari dulu background anak itu kenapa sebelumnya gitu kan apakah emang lagi ada masalah atau emang gasuka gitu si anak itu tentang bahasa inggris atau misalnya gangerti ke materi nya bisa dibantu dari anak lainnya yang ngerti gitu”</p>	<p>Understanding the students' background</p>
<p>“di kelas itu enggak ada itu proyektor nah jadi kalau buat secara online agak susah karena kurang gitu enggak ada gitu proyektor atau infokus itu”</p>	<p>Lack of teaching facilities</p>
<p>“guna fungsi seorang guru untuk membangkitkan motivasi belajar sehingga bisa mereka itu bisa menyukai pelajaran tersebut”</p>	<p>Increasing student motivation</p>
<p>“yang kedua ya itu dalam menentukan kegiatan pembelajaran bagaimana seorang guru itu harus bisa membuat anak tertarik membuat anak tertantang dalam pembelajaran bahasa inggris, bagaimana sih kita menciptakan plan pembelajaran yang menarik buat siswa nah itu dia kesulitannya dalam yang paling sering ditemukan dalam membuat modul ajar atau rpp ya”</p>	<p>Difficulties of finding the teaching material</p>

The researcher identified 17 initial codes, each representing different aspects highlighted in the participants' interview

transcriptions. These codes encapsulated various themes and patterns observed in the data, providing a comprehensive framework for further analysis and interpretation of the participants' experiences and insights. Here is the list of initial codes and their frequency.

**Table 3.3 Calculating initial codes**

NO.	Initial Codes	Total
1.	Submission of teaching and learning facilities	2
2.	Lack of teaching facilities	12
3.	Finding references for teaching and learning activities	8
4.	Using "live worksheets" as references	2
5.	Adaptive teaching method	11
6.	Using reserve time in the formation of learning activities	1
7.	Integrating the material with the major	5
8.	Difficulties of finding the teaching material	3
9.	Difficult to determine the suitable teaching method	4
10.	The misalignment of time during the planning of learning activities	2
11.	Joining teachers training or workshop	3
12.	Teachers needs to be creative	14
13.	Support from colleagues	5
14.	Understanding the students' background	12
15.	Enjoyable learning activities	18
16.	Increasing student motivation	2
17.	no collaboration from parents regarding English Subject	5

### 3.3.1 Searching for themes

During this phase, the researcher consolidates relevant codes into cohesive themes that align with the research questions. Simultaneously, any codes that are unrelated or irrelevant to the identified themes and research questions are eliminated.

**Table 3.4 Searching for themes**

<b>Initial codes</b>	<b>Sub-theme</b>
Submission of teaching and learning facilities Lack of teaching facilities	Limited Learning Facilities
Difficulties of finding the teaching material Difficult to determine the suitable teaching method	Formulating the Engaging Learning Materials
The misalignment of time during the planning of learning activities	Time Management Issues
No collaboration from parents regarding English Subject	Limited Support from Parents
Submission of teaching and learning facilities	Solution For Limited Learning Facilities
Finding references for teaching and learning activities	Using Various Sources in Formulating Learning Materials
Using “live worksheets” as references Adaptive teaching method Integrating the material with the major	
Understanding the students' background	
Using reserve time in the formation of learning activities	Adjusting the Complexities of Learning Materials with Time Allocation
Joining teachers training or workshop Teachers needs to be creative Support from colleagues	Collaborate with Homeroom Teacher

## Enjoyable learning activities

### 3.3.2 Reviewing themes

During this phase, the researcher revisits the previously identified themes from the third phase. The researcher carefully evaluates the themes to determine their appropriateness for the study. If any themes are deemed unsuitable, the researcher either rejects them or modifies them until the most suitable and acceptable themes are established.

### 3.3.3 Defining and naming themes

The researcher analyses and interprets each identified theme as an answer to the research question that was initially posed.

Table 3.5 Defining and naming themes

Sub-theme	Themes
Limited Learning Facilities Formulating the Engaging Learning Materials Time Management Issues Limited Support from Parents	The challenges faced by English teachers at a vocational school
Solution For Limited Learning Facilities Using Various Sources in Formulating Learning Materials Adjusting the Complexities of Learning Materials with Time Allocation Collaborate with Homeroom Teacher	The way English teachers overcome the challenges

### **3.3.4 Producing the Report**

The final phase in thematic analysis involves the researcher creating a report on the research findings. Once the central themes have been identified and analysed, the researcher synthesizes the results and presents them in a comprehensive report. This report typically includes an overview of the research question, a description of the methodology employed, a presentation of the central themes and their supporting evidence, and an interpretation of the findings. The report aims to provide a clear and coherent account of the research outcomes based on the identified themes.

## **3.4 Research Steps**

Here are the steps in this research:

1. Recognizing and identifying the problem/issue/phenomenon

The researcher's initial step was to investigate a phenomenon that occurred in the learning process at the vocational school and to emphasize it about the study's objectives.

2. Exploring significant research, identifying research gaps, and developing the research question

After determining the problem, the researcher formulated research questions, determined the investigation's focus, and then reviewed pertinent research to fill in any gaps left by earlier studies.

3. Determining research design

The researcher considered the most appropriate research design to utilize in this study based on the research topic, research questions, and research objective.

4. The research proposal writing process

5. Examining relevant literature

In order to support the research, it entails choosing, reading, and analysing sources like books or journals.

6. Selecting and developing an appropriate research method(s)

Selecting the research instrument is the seventh stage. The researcher selects an appropriate tool to gather the data. Semi-structured interviews are used in the research.

7. Selecting interview subjects and conducting the interview

First, the researcher chose research subjects, in this case three English teachers at the vocational school. After that, the researcher will contact the chosen subjects to obtain their consent. The researcher will interview the participants about the school after setting a day and time with them.

8. Analysing data

Following the collection of data, the researcher will evaluate it using a descriptive qualitative method and a thematic approach that is appropriate for the information obtained from the interview transcript.

9. Explaining findings and conclusion

In this final step, the researcher presents the results or findings and makes a conclusion about the research and discussion.

### **3.5 Time and Place of the Research**

This research conducted at one of the vocational schools in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research will be conducted in the period from January 2023 to June 2024.

