

CHAPTER III

RESEARCH METHODOLOGY

3. 1 Research Design

This research used a qualitative approach, and the researcher used a descriptive case study as his research design. Descriptive case studies are designed to explain the natural occurrences seen in the relevant data (Zainal, 2017). A descriptive case study uses a reference theory or model to guide the gathering of data and the characterization of cases. enabling the theory to be examined from various angles (Scholz & Tietje, 2002; Yin, 2014).

According to Zainal, (2017), there are three benefits to using a descriptive case study, the first of which is that the researcher can observe the participants within his or her environment in an appropriate context. Second, it can be used for both a qualitative and quantitative approach. Third, it can describe the complexities of real-life situations.

3. 2 Research Setting and Participants

Both teachers are currently teaching in Tasikmalaya; the first teacher, whom I will call Mrs. Gilpin from now on, is currently teaching junior high school students who are in the age range of 13 to 15 years old, which is an age of transition from children to teenagers. Both of her students who participate in this research are named Jon and Tifa to conceal their identity. She teaches her students according to the curriculum of 2013, usually called "Kurtilas", because her school is still in the process of implementing the new curriculum, called curriculum "Merdeka". She teaches in an area where the area is considered to be still in development with students who live in a rural area and are therefore limited to English language exposure, but the area still has access to the city.

The second teacher, whom I will call Mrs. Jane from this point on, is currently teaching high school students who are in the range of 16 to 18, which is an age of transition from teenager to adult. Both of her students who participate in this research are named Beth and Ennis to conceal their identity. She teaches her

students according to the newest curriculum, called curriculum “Merdeka”. She is fortunate enough to teach in a school where she has excellent facilities and good technology implementation, which is to be expected because the school was considered to be a favourite among parents and students alike in Tasikmalaya and is in the busiest area in the city where certain facilities are easily available to students.

Before the data were collected, both teachers were given a consent form to prove that they had indeed agreed to do this research and to ensure that their students and their own identities were safe.

3.3 Data Collection

The data was gathered through a semi-structured interview with both participants and two of their students. The researcher used an interview framework based on Milkova's (2012) interview framework on how to decide teaching strategy and Mottet and Beebe's (2002) theory of emotional response. The interview was conducted directly and also recorded to be further analysed and studied.

Data from the teachers was able to be gathered through direct interviews conducted in their school and also through a digital interview through WhatsApp. Meanwhile, for simplicity, not giving the students and the researcher any burden to decide which time they can do an interview, and also avoiding the sense of awkwardness between the researcher and the students, the researcher decided to do multiple digital interviews with the students through WhatsApp. The type of interview approach, interview dates, and its source can be seen in the table below.

Source	Interview Approach	Interview Date
Mrs. Gilpin	Direct and online	04 th , 23 rd March and 09 th May 2024
Mrs. Jane	Direct	31 st March 2024
Jon	Online	5 th , 26 th , and 28 th March 2024
Tifa	Online	6 th , 26 th , and 28 th March

		2024
Beth	Online	2 nd May 2024
Ennis	Online	3 rd May 2024

Table 3. 1 Kinds of Interviews

3. 4 Data Analysis

The researcher used Miles et al. (2014) definition of qualitative data analysis to facilitate researchers in obtaining conclusions. This method of data analysis was used because it offers convenience and time efficiency in analyzing raw obtained data from the participants' interviews.

3. 4. 1 Data Condensation

After gathering some data through direct interviews and online through WhatsApp, the researcher then tried to condense the data to make the data much easier to analyse. In the example below, one of the teachers described why she used project-based learning to teach her students.

Original Data	Condensed Data
So, I use project-based learning to give my students real context by giving them examples of things that exist in their daily lives. I gave them an assignment to recycle waste and then write an analytical text about it... First, I make a lesson plan, and then when the time to teach comes, I do an ice-breaking session in the form of games or ask how they are doing. After that, I present the material... I purposefully told my students to do it in a group because it is better to do projects in groups.	I used project-based learning to give my students context by providing them with real-life examples and instructing them to do a group project to solve this problem.

Table 3. 2 Condensed Data from Teacher

After condensing the data from the teachers, the researcher, then proceeded to condense the data from their students to gather their reactions based on Mottet and Beebe's (2002) emotional response theory. Here is an example of said data mentioning how a student feels about project-based learning.

Original Data	Condensed Data
Well, because of reason number three. I like to make a product because I feel like it doesn't bore me as much as just answering an assignment does.	I like it because I get to make a product instead of doing an assignment.

Table 3. 3 Condensed Data from Student

a) First Cycle Coding

In this section, the researcher assigned the initial code in the condensed data. In this coding cycle, the researcher used a process coding approach to analyse the data. To help the researcher remember the data, he made an initial number for each code. To show an example of a process when analysing the data, the researcher showed the first cycle coding process when he tried to analyse students' reactions to problem-based learning.

Data	Initial Codes
She is like a mother to me. She listens to my problems and always knows what's going on in the class.	1. Require personal attachment with students
Reading paragraphs to answer questions is boring.	2. Unengaging learning process

Table 3. 4 First Cycle Coding

After assigning initial codes, the researcher developed an example of a provisional listed code that came from a conceptual framework. The codes were all related to the initial code.

Teacher personal attachment with students
Mother figure Always present Fun learning environment
Unengaging learning process for students
Students are bored with doing a regular assignment Lack of fun learning activities Not wanting to read long paragraphs to answer question

Table 3. 5 Developed Code

b) Second Cycle Coding

The second step is to process and create a coding pattern. The researcher categorised the result codes from the first cycle of coding into a smaller theme. Once again, for example, the researcher showed the process of second-cycle coding with problem-based learning which can be seen below

Generated Code	Pattern Code
Teacher personal attachment with students	Problem-based learning requires teachers to have a personal attachment to students to work
Unengaging learning process for students	Problem-based learning can make the learning process unengaging

Table 3. 6 Pattern Code

Because there are multiple teaching strategies to cover, the pattern code that had been processed will be inserted into the teaching category that is mentioned by the teachers, thus making the pattern code a subcategory or sub-theme inside the teaching strategies category.

3. 4. 2 Data Display

After data reduction, the next step is data display, which implies a visual representation that involves a table to present findings. This process requires the researcher to assemble organised data into an accessible, compact form so the readers can observe the data and make their conclusion or proceed to the next

process of showing the outcome.

Teaching Strategies		Students' Emotional Response			
Mrs. Gilpin	Mrs. Jane	Tifa	Jon	Beth	Ennis
1. I like to give real-life examples so they can understand the subject at hand.	1. I use problem-based learning quite often.	1. She always comes to class and likes to joke around. 2. She is like a mother to me. She listens to my problems and always knows what's going on in the class.	1. She's a fun teacher who never over-explained the material.	1. I don't like answering regular assignments.	1. Regular assignments make me a lazier student. 2. Reading paragraphs to answer questions is boring and confusing.
1. I gave them examples of grammar patterns to help them make sentences and try to repeat them in Indonesian.		2. I enjoyed the way she teaches but I was immediately confused when she gave me assignments.	1. I felt happy to learn this material because English is my favourite subject in school.		
	1. I used project-based learning to teach them how to recycle. 2. I told them to do projects in groups to make it easier for them.			1. I like to create something with recyclable material. 2. I felt great when I got to create something. 3. I'm not particularly good at English but I do have a desire to improve when I	1. I was pleasantly happy when I made "Sop Buah" for my procedure text assignment. 2. I like working together with my friends on this project.

				learn this material.	3. I was able to answer her questions confidently in English when she taught me this material.
	<ol style="list-style-type: none"> 1. I use Canva as a substitute for PowerPoint and make booklets. 2. I sometime told my students to create a short video using CapCut and to post it on social media to showcase the result of their projects 3. I use Quizizz to asses my students' performance 			<ol style="list-style-type: none"> 1. I do enjoy learning through watching videos. 2. I don't have to write with my hands. 	<ol style="list-style-type: none"> 1. I don't feel bored when she teaches me like this. 2. It's fun to be competitive when answering questions on Quizizz.

Table 3. 7 Data Display

3. 4. 3 Conclusion Drawing and Verification

After the researcher finished with the previous process, the researcher made his conclusion about the topic that had been mentioned, which can hopefully shed light on this issue and provide complementary data for future researchers who will dabble in this topic. The conclusion of this data came from the descriptive text and dialogue box that was mentioned previously.

3. 5 Research Schedule

The research time in question is the period for the implementation of the research as outlined in the form of a table, as follows:

Description	January/2024	February/2024	March/2024	April/2024	May/2024	June/2024	July/2024
Research Proposal writing	█						
Research Proposal Examination				█			
Data Collection				█			
Data Analysis					█		
Report					█		
Thesis Result Seminar							█
Thesis Examination							█

Table 3. 8 Research Schedule