

CHAPTER 3

RESEARCH PROCEDURES

This chapter presents the methodology used to conduct research in this study. It describes the five parts of the research procedures, such as; research design, research setting and participants, data collection, data analysis, and research schedule.

3.1 Research Design

This study used a descriptive case study as a research design. According to Ary et al., (2010), a case study concentrates on a particular unit to offer an in-depth and comprehensive explanation. Further, a descriptive case study aims to describe a phenomenon in a real-life context in which it occurred. (Yin, 2018). A descriptive study was chosen because of the phenomenon in this study, where a teacher was faced with various challenges in teaching English to EBD students in regular schools. Therefore, this design was used to investigate an English teacher's experience regarding the challenges the participant faced and also the strategies that the participant employed to overcome those challenges while teaching English to students with EBD in regular schools.

3.2 Research Setting and Participant

This study was conducted at a junior high school located in Sukamanah, Tasikmalaya City, West Java, Indonesia. This school provides English subjects and is a place where the participant teaches the EBD student. This school is a regular school, not a special school that is usually intended for students with special educational needs.

In this study, the researcher involved an English teacher who taught English to EBD student in the school mentioned above. He graduated with a bachelor's degree majoring in English Education at a university in Indonesia and has 30 years of teaching experience. The participant was deliberately chosen because he had taught English to EBD student since the student first entered junior high school until grade 8. In addition, out of all the English teachers at the school, he is the only one who works with EBD students. On this basis, the participant was selected on the

consideration of being able to provide sufficient information to answer research questions based on his teaching experience to EBD student.

In addition, the data indicating that the student had emotional and behavioral disorders was contained in the letter issued by the school regarding the special needs student data at that school. In the letter, there are two special needs students, one of whom is an EBD student (enclosure 2). Furthermore, as teaching English to EBD students in a regular school context became a phenomenon in this study, the researcher concentrated on the challenges that the participant faced and also highlighted the strategies that the participant employed to overcome those challenges. Furthermore, understanding the challenges faced by teachers and how to develop strategies to help them overcome these problems, will certainly increase the effectiveness of teaching and learning in the classroom, especially in classrooms where there are EBD students included.

3.3 Data Collection

The primary data in this study were obtained through semi-structured interviews (SSI). Howitt (2016) stated that semi-structured interviews are generally the choice of qualitative researchers because SSI can encourage participants to talk deeply and at length about a topic. This technique helps researchers to understand the views, attitudes, and experiences of participants more comprehensively and allows for in-depth exploration in the context of research.

In collecting the data, participants' consent was given first and continued by starting the interview with the participant (an English teacher). The Interview was conducted based on the day's agreement with the participant, as well as based on permission from the principal of the school. The interview was conducted face-to-face in one of the junior high schools in Tasikmalaya with a duration of 41 minutes. In addition, the interview was conducted on March 13, 2024.

In this study, the participant was asked several questions about his experience in teaching English to EBD student by highlighting its challenges and strategies. The interview guidelines in this study were adopted by Castillo-Montoya (2016) which consists of four types of questions:

- a) Introductory question: A relatively neutral question brings up general

information.

- b) Transition questions: Questions that connect introductory questions to key questions.
- c) Key questions: Questions that are most related to the research question and objectives.
- d) Concluding questions: Questions that are easy to answer and provide a closing opportunity.

The questions were adapted based on challenges in teaching English to EBD students and Ormrod's (2008) theory on teaching strategies for students with EBD. Eight indicators were used to trigger the research concept: specialized pedagogical treatment, supportive learning environment, student's academic and cognitive processes, EBD symptoms, conducting one-on-one communication toward students' progress, giving a direct command, conducting learning activities relevant to student's interest, and paying attention to students who plan to commit suicide. Furthermore, the questions were flexible and open-ended to obtain more information and gain a deeper understanding of teachers' challenges and strategies in teaching English to EBD students.

In addition, the researcher checks relevant documents. The teacher was asked to provide some supporting documents to what he had said to the researcher. A teaching media (e.g., picture cards/flashcards), was the document gathered. This is done as a participant triangulation and as a strategy to strengthen the interview results. As stated by Bowen (2009), documents are used as a way to verify findings or support evidence from other sources.

3.4 Data Analysis

In this study, the researcher used thematic analysis by Braun and Clarke (2006) as a technique to analyze data. Thematic analysis is the process of identifying, organizing, and offering insights systematically into patterns of meaning (themes) across data sets (Braun & Clarke, 2006). The data or themes are interesting and important, and say something about a problem. Then, it is continuously used to discuss the research (Maguire & Delahunt, 2017). Therefore, by using this technique, the researcher found the answers to the research questions

	<p>kadang-kadang wawa selalu mengganggu teman-temannya, jadi membuat konsentrasi belajar anak-anak itu buyar neng ga fokus. Ketika kita enak sedang belajar, wawa keluar dari bangkunya dulu terus jalan-jalan. Wah, wawa ini gimana gitu ya jalan-jalan. Nah, yang parahnya itu kan temen SD-nya itu disini juga sekolah, kayaknya ini terbawa kebiasaan di SD terbawa kesini. Makanya ketika wawa berada di kelas itu diganggu sama mereka neng. Wah, biasanya kaya di aungin harimau gitu roarrrr gitu jadi wawa itu langsung nangis sambil tidur-tiduran itu. Nah itu neng, jadi ketika wawa ada dikelas itu memang anak-anak tidak fokus belajar gitu. Makanya kami memutuskan untuk memisahkan neng.</p>	<p>Student's learning behavior</p> <p>Student's learning behavior</p> <p>Problem in socializing</p> <p>Student's emotional instability</p> <p>Providing a different learning place to study</p>
R	Oh ya	
P	<p>Soalnya beberapa kali dicoba berada dikelas belajarnya itu mengganggu. Makanya kami memutuskan untuk belajar diluar. Nah caranya yaitu memberi catatan neng.</p>	<p>Providing a different learning place to study</p> <p>Give student tasks</p>
R	Catatan apa pak?	
P	<p>Catatan misalnya gini "Pak sekarang yang mana sih belajarnya?" "Nih yang ini wawa ya nah ini dicatat saja". Karena kan kami harus berada dikelas neng, nah sementara salwa belajarnya biasanya di TU atau di tempat guru piket sedang kosong misalkan ya disana, tapi ya dicatat betul. Jadi saya bolak-balik gitu ngajarnya. Gitu neng, kalo belajarnya kadang-kadang saya pribadi lupa karena tidak memperhatikan. Ketika jam pelajaran dia datang neng "Pak kan sekarang wawa mau belajar" "Oh iya nanti sebentar" kadang-kadang gitu juga kalo kita ga inget sekarang ada si wawa nih di kelas 8, 8E. Kalau lupa neng, suka disamperin juga gurunya, gitu neng. Itulah wawa. Nah kelebihanannya ya neng ya, kadang-kadang mengenai vocabulary ya neng ya</p>	<p>Providing a different learning place to study</p> <p>Understanding student's interests in learning</p>

	<p>untuk bahasa inggris kadang-kadang wawa lebih banyak ning dibandingkan temen-temennya. Misalkan ditanya "Wawa coba bahasa inggrisnya harimau" bisa dia neng. Harimau, nama-nama benda yang ada dikelas dia bisa, itu kelebihanannya dalam bahasa inggris, tapi kalau di pelajaran yang lain bapak kurang tahu.</p>	
R	<p>Baik, berdasarkan apa yang bapak sampaikan berarti ada perbedaan ya pak treatment antara ke siswa biasa dengan ke salwa. Bagaimana modifikasi dilakukan gitu pak dalam mengajar bahasa inggris kepada wawa?</p>	
P	<p>Yaa jadi gini neng, tidak ada cara yang lain selain mencatat karena kami disini tidak punya program neng karena cuma satu orang wawa saja yang kaya gitu, yang punya kelainan. Kami tidak punya program, ketika kami minta ke kurikulum, ke kepala sekolah juga memang tidak ada. "Udahlah gimana aja caranya Pak" katanya, kasih saja pelajaran minimal mencatat, hanya gitu saja neng tidak ada lagi.</p>	<p>Lack of teaching methods</p> <p>Lack of school support</p> <p>Lack of teaching methods</p>

22 initial codes represent the different aspects indicated by the participant interview transcription. Here is a list of the initial codes and their frequency.

Table 3.2 List of initial codes and their frequency

No	Initial Codes	Total
1	Student's profile	2
2	Student's learning behavior	5
3	Problem in socializing	5
4	Student's emotional instability	5
5	Providing a different learning place to study	10
6	Give student tasks	2
7	Understanding student's interests in learning	6
8	Lack of teaching methods	4
9	Lack of school support	4
10	Recalling what students learn	2
11	Lack of teaching sources	2
12	Adjusting the student's learning pace	2

13	Student's difficulties in academic processes	7
14	Lack of participation	1
15	Assessment regulation	2
16	Teacher's confusion in teaching	2
17	Build good communication	2
18	Teacher's appreciation	1
19	No student punishment	1
20	Providing interesting materials	1
21	Implementing interesting activities	1
22	Student's inability to learn English skills	2

c) Search for Themes

After generating codes, the researcher grouped by combining the appropriate initial codes that have been highlighted in the previous step. The codes are organized into broader themes that seem to say something specific about the research questions.

Table 3.3 Search for themes

No	Initial Codes	Potential Themes
1	Student's profile	EBD Student Condition in the Learning Process (Challenges)
2	Student's learning behavior	
3	Student's emotional instability	
4	Student's difficulties in academic processes	
5	Student's inability to learn English Skills	
6	Lack of participation	
7	Understanding student's interests in learning	Providing Tailored Support to Help Student Learning (Strategies)
8	Recalling what students learn	
9	Adjusting the student's learning pace	
10	Providing interesting materials	
11	Implementing interesting activities	
12	Give student tasks	
13	Lack of teaching methods	Lack of Teacher's Knowledge and School Support (Challenges)
14	Lack of school support	
15	Lack of teaching sources	
16	Assessment regulation	
17	Teacher's confusion in teaching	
18	Problem in socializing	Student's Relation in the Classroom (Challenges)

19	Build good communication	Teacher's Interpersonal Approaches in Teaching (Strategies)
20	Teacher's appreciation	
21	No student punishment	
22	Providing a different learning place to study	

d) Reviewing and Refining Themes

In this step, the researcher reviews the data associated with each theme. As outlined by Braun and Clarke (2006), this step entails themes review and refinement. The initial stage of the process entails a review of the data that has been coded. At this stage, the researcher examines all the data that has been organized for each theme and considers whether the data presents a coherent pattern. If it is not, the researcher may reject or modify the data until the most appropriate one is found.

Table 3.4 Reviewing themes

No	Initial Codes	Potential Themes
1	Student's profile	EBD Student Condition in the Learning Process (Challenges)
2	Student's learning behavior	
3	Student's emotional instability	
4	Student's difficulties in academic processes	
5	Student's inability to learn English Skills	
6	Problem in socializing	Student's Relation in the Classroom (Challenges)
7	Lack of teaching methods	Lack of Teachers' Knowledge and School Support (Challenges)
8	Lack of school support	
9	Lack of teaching sources	
10	Teachers' confusion in teaching	
11	Understanding student's interests in learning	Providing Tailored Support to Help Student Learning (Strategies)
12	Recalling what students learn	
13	Adjusting the student's learning pace	
14	Providing interesting materials	
15	Implementing interesting activities	
16	Build good communication	Teacher's Interpersonal Approaches in Teaching (Strategies)
17	Teacher's appreciation	
18	No student punishment	

19 Providing a different learning place to study

Subsequently, the researcher refines the themes by evaluating the validity of each theme with the overall data set, to obtain an accurate representation of the theme.

Table 3.5 Refining themes

Potential Themes	Themes
EBD Student Condition in the Learning Process Student's Relation in the Classroom	Teacher's Challenges Related to EBD Student
Lack of Teacher's Knowledge and School Support	Teacher's Challenges Related to Teaching and Support
Providing Tailored Supports to Help Student Learning Teacher's Interpersonal Approaches in Teaching English	Teacher's Strategies in Teaching English

e) Define Themes

The researcher comes to conclusions about the themes that appear in the data.

This step is the final refinement of the themes and the aim is to identify the essence of what each theme means and how the themes relate to each other.

Table 3.6 Defining themes

Themes	Sub-themes	Definition
Teacher's Challenges Related to EBD Student	EBD Student Condition in the Learning Process	EBD students' conditions in the learning process that provide serious obstacles for the teacher in teaching practice
	Student's Relation in the Classroom	EBD student relationships include conflict between peers that hinders the learning environment and affects the well-being of the individuals involved.
Teacher's Challenges Related to Teaching and Support	Lack of Teacher's Knowledge and School Support	Teacher's difficulties when instructing EBD student in English class
Teacher's Strategies in	Providing Tailored	Teaching strategies that

Teaching English	Support to Help Student Learning	offer learning support such as tools and guidance to help EBD student achieve tasks or goals that they may not be able to achieve independently.
	Teacher's Interpersonal Approaches in Teaching	Strategies that the teacher used to build and maintain positive relationships with EBD student.

f) Writing-up

In this step, the researcher reports research findings by aligning or comparing the findings with the results of related or previous studies.

3.5 Research Schedule

The study was conducted in one of the junior high schools in Sukamanah, Tasikmalaya City, West Java, Indonesia.

Table 3.7 Research schedule

Description	2023				2024						
	Sep	Oct	Nov	Dec	Mar	May	Jun	Oct	Nov	Dec	
Research Proposal Writing											
Research Proposal Examination											
Data Collection											
Data Analysis											
Report											
Comprehensive Review											
Thesis Examination											