CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The research used a descriptive case study as its design. Descriptive case studies are used in this study to explain the nuances of real-life circumstances that may not be well captured by experimental or survey research, as well as to examine or describe the data in a real-life environment. The purpose of a descriptive case study is to provide a thorough, contextualized view of a specific phenomenon (Yin, 2018). It has to do with the main goals of this study, which are to talk about the problems teachers have when they teach the Alpha generation and the ways they deal with those problems. Thus, this approach is used as it is an appropriate way to conduct the study and can effectively describe the existence of phenomena.

This study aims to explore two main objectives related to teaching the Alpha generation. Firstly, it seeks to identify and understand the specific challenges encountered by teachers when instructing the Alpha generation. Secondly, the research aims to investigate the strategies and solutions employed by teachers to effectively address these challenges. By examining these aspects, the study aims to contribute valuable insights into enhancing pedagogical practices tailored to the needs of the Alpha generation, thereby supporting the advancement of educational strategies that promote meaningful learning experiences in contemporary educational contexts.

B. Research Setting and Participants

This study involved two English teachers in Indonesia who had experience teaching Alpha Generation students in either primary or secondary schools. Both participants regularly encountered students using slang in English classroom activities. The decision to select two participants was intentional to allow for in-depth exploration of each teachers' experiences and perspectives. A smaller sample enabled the researcher to focus on the richness and detail of the data, ensuring a manageable yet insightful analysis. Despite the limited number, having two

participants still allowed for the identification of both similarities and differences in teaching approaches, contributing to a more nuanced and contextually grounded understanding of the issue.

The criteria for participants in this study were those who had faced challenges in teaching Alpha Generation, especially those related to the use of digital technology and English language skills. Participants also needed to have experience in finding solutions or strategies to overcome these challenges, as well as relevant educational and training backgrounds in teaching English. In addition, the selected participants have taught Alpha Generation for at least two years, allowing them to provide valuable insights into the dynamics of education in Indonesia. Furthermore, the participants were required to have taught students who frequently used slang words during English lessons, as this linguistic behavior represents a unique challenge and area of interest in teaching English to the Alpha Generation.

C. Data Collection

This study employed semi-structured interviews (SSI) as the method for data collection, selected for their adaptable nature in exploring the primary research topic organically (Heigham & Croker, 2011). The reason for using SSI is to provide flexibility in data collection, allowing researchers to explore in-depth information while maintaining focus on key topics. This approach allows researchers to follow the flow of conversation, explore unexpected topics, and gain richer insights into participants' experiences and views.

This approach facilitates a comprehensive qualitative understanding of participants' experiences and their interpretations (Rubin & Rubin, 2011), allowing interviewees the latitude to express their thoughts and highlight their areas of expertise. In this research, SSI was specifically used to explore how English teachers address the challenges they encounter when teaching Alpha Generation students, with a focus on issues in English language education. The interview questions covered various topics, including the challenges students face in learning, the learning styles of Alpha Generation, teaching strategies for English, the influence of technology on language skills, maintaining student motivation,

identifying effective teaching methods, and the social and cultural factors that impact learning. The flexibility of the questions aimed to gather in-depth insights into the strategies teachers use to effectively educate Alpha Generation students.

D. Data Analysis

In this phase, the researcher employed thematic analysis (TA) as the method of analysis. This approach focuses on identifying recurring patterns or themes within a dataset; it serves as an analytical tool "for recognizing, analyzing, and presenting patterns (themes) within data" (Braun & Clarke, 2006), aimed at categorizing meanings based on these themes. The flexibility of thematic analysis (TA) allows for adaptation to the researcher's chosen theoretical framework. Moreover, TA facilitates the interpretation of data and the organization of extensive datasets into coherent themes, enhancing the richness, detail, and complexity of the data description. In practice, thematic analysis (TA) involves six systematic steps that guide the researcher in examining and identifying relevant data, including:

1. **Familiarizing with the Data**

   The procedure involves transcribing the data, reading it multiple times, and transcribing the interview data. In this initial phase, the researcher carefully reviews all interview transcripts related to teaching English to Alpha Generation, aiming to understand their significance and identify any patterns or overarching themes. The first step is to carefully read the entire data multiple times to understand its content. This allows the researcher to become familiar with the context and meaning of the data as a whole. Then, while reading, make notes of important or relevant details that may be useful in further analysis.

   Data were collected through interviews with:
   • Pak Raka Akmal (Junior High School English teacher)
   • Pak Rizki Gunawan (Elementary School English teacher)
   Key patterns identified:
   • Digital behavior and habits of Gen Alpha students
   • Informal language/slang use
   • Teacher strategies and digital tools

- Discipline issues and parental involvement

2. Generating Initial Codes

The second step involves extracting all relevant data from the completed dataset to address the research question. The researcher emphasized the codes related to the study's goal by color-coding the data (using red, blue, green, navy, gray, orange, yellow, etc.) to distinguish the various aspects indicated by the participants. Additionally, the codes were simplified to identify the themes that highlight the challenges faced and the solutions implemented by the teacher in teaching English to Alpha Generation.

Table 1 Generating Initial Codes

Participant	Excerpt	Initial Code
P1	*"Mereka gampang bosan dalam belajar."*	Short attention span
P2	*"Sering main game, sering nonton Youtube, jadi ngantuk."*	Tech-related fatigue
P1	*"Mereka cukup sulit diatur."*	Discipline issues
P2	*"Tergantung orangtua, ada yang tidak disiplin sama sekali."*	Parental influence
P1	*"Saya pakai Kahoot, Quizzes, mereka antusias."*	Gamified learning
P2	*"Audiovisual dan game bikin mereka tidak bosan."*	Visual learning
P2	*"Saya ngobrol dengan siswa di luar jam kelas pakai bahasa Inggris."*	Informal interaction
P2	*"Proyektor dan layar di sekolah terbatas."*	Lack of infrastructure
P1	*"Perlu pelatihan untuk guru tentang slang."*	Teacher support need

3. Searching for the Themes

In the third step, the researcher extracts themes from the categorized data and emphasizes them. This process involves reviewing the data transcripts to identify noteworthy or intriguing elements related to the study's question. The researcher then combines the relevant initial codes highlighted in the previous step to form grouped codes that align with the research questions.

Table 2 Searching for the Themes

Searching for Themes

No.	Axial Code	Initial Code
1	**Cognitive and Digital Challenges**	Short attention span, Learning fatigue, Preference for visual learning
2	**Behavioral and Parental Factors**	Discipline challenges, Parental influence on behavior
3	**Interactive and Adaptive Teaching Strategies**	Gamified learning, Informal teacher-student interaction
4	**Institutional Support and Constraints**	Lack of digital infrastructure, Teacher support need

4. Reviewing Themes

The researcher rechecked to ensure whether the themes relate to the codes and the whole data set or not.

Table 3 Reviewing the Themes

(Theme)	Categories	Initial Codes
Digital Overload and Attention Struggles	Cognitive and Digital Challenges	Short attention span, Learning fatigue, Preference for visuals
Social Environment and Learning Behavior	Behavioral and Parental Factors	Discipline challenges, Parental influence
Interactive Pedagogy and Student Engagement	Interactive and Adaptive Strategies	Gamified learning, Informal teacher-student interaction
Systemic Limitations and Teacher Preparedness	Institutional Support and Constraints	Lack of infrastructure, Teacher support need

5. Defining and Naming Themes

The researcher generated an exact name of the themes taken from the theory of motivation used: 1) Teachers' challenges in teaching Alpha Generation 2) Teachers' Solutions in teaching Alpha Generation.

6. Producing the Report

In the final step of the analysis, the researcher presents the findings, focusing on the challenges encountered by the teacher and the solutions implemented when teaching English to Alpha Generation.

E. Steps of the Research

a. Identifying the Problem

The initial step involves recognizing a phenomenon or issue based on personal experience related to teaching English to Alpha Generation students.

b. Reviewing the Literature

To support the research, the researcher reviewed relevant literature, including books and research articles, to provide a foundation for the study.

c. Objectives and Research Questions

The study aimed to identify the challenges and solutions associated with teaching English to Alpha Generation students in Indonesian.

d. Collecting the Data

Data collection was carried out using semi-structured interviews (SSI), which provide rich, detailed qualitative information about participants' experiences and their interpretations of those experiences (H. J. Rubin & Rubin, 2012).

e. Analyzing the Data

The study employed thematic analysis (TA) for data analysis. According to Braun and Clarke (2006), thematic analysis is a method used to analyze, manage, represent, and interpret themes within a data set.

f. Writing the Report

Once the previous steps are completed, the analyzed data will be interpreted and presented in the final report of the study.

F. Research Schedules

This research was carried out in January – July 2025. Meanwhile the research time will be carried out in the following table below:

Table 4 Research Schedules

No	Description	Jan	Feb	Mar	Apr	May	Jun	Jul
1	Research Thesis Writing	■	■					
2	Research Thesis Examination			■				
3	Data Collection			■				
4	Data Analysis				■			
5	Report				■			
6	Comprehensive Examination					■	■	
7	Thesis Examination							■