

CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

This research provided a real picture of the English teaching process in an Indonesian primary class. Therefore, the method used in this research is a case study, as it presents an empirical investigation of a contemporary phenomenon within its real-life context, where the boundaries between the phenomenon and its context are unclear (Yin, 2018). More specifically, this study employs a descriptive case study design, which, according to Yin (2018), aims to provide a detailed and systematic explanation of a phenomenon using a stated theoretical framework. This method enables researchers to gain a comprehensive understanding of what occurs in the classroom, how the teaching process unfolds, and who participates, all while being grounded in real-world situations. The focus of this research described the phenomenon of an English teacher teaching in the classroom and then compare it with previous research, examining whether the results are the same or dissimilar, and whether any discoveries or phenomena emerge from this research. Thus, this research falls within the educational field.

B. Research Setting and Participants

This research was conducted in an elementary school in Tasikmalaya. The selection of the research location was made based on several key considerations. Researchers chose the school because it was easily accessible, making observation and data collection easier. The availability of flexible time at school was also beneficial, as it allowed the researcher to plan study activities without disrupting the teaching and learning process. The subjects studied were consistent with the research aims, so the school is considered academically relevant. Furthermore, the researcher was a teacher at the school. This allowed for direct and natural observation of learning activities conducted by other teachers without disrupting the learning process. In addition, English language learning has been implemented in this school for several years. Thus, the current learning environment supports the implementation of research on foreign language acquisition by learners.

The participant in this research is an English teacher who started teaching at this elementary school in 2023. Although her experience in elementary school is relatively new, the teacher has a previous teaching background in a tutoring institution. The tutoring institution's teaching experience has provided the foundation for interacting with students, preparing teaching materials, and implementing learning methodologies appropriate for primary school-aged children. Her combined experience in both formal and non-formal education makes her a relevant and valuable source of insight into English language teaching at the primary level. The teacher was selected purposively, based on her active role in delivering English instruction and her accessibility for classroom observation.

C. Data Collection

In collecting the data, the researcher used classroom observation as the instrument to gather the necessary data from the participant. The observation method is defined as an activity that involves paying attention to an object using all the sensory organs (vision and hearing). The researchers conducted three classroom observations after receiving ethical clearance from teachers and students to ensure transparency and respect. As a non-participant observer, the researcher employed observation guidelines to gather information about student actions, teaching methods, and classroom atmosphere, thereby assessing the efficacy of teaching and student involvement. This research observed English teaching activities at the primary school level, starting from preparation activities, presentation, method of execution, teacher's character, and interaction between teachers and students, which integrates learning principles for young learners. It used observation guidelines adapted from Brown (2000). Additionally, this observation activity was recorded using a cell phone as documentation to facilitate the researcher in analysing the data obtained.

D. Data Analysis

The data from classroom observations were analysed using thematic analysis proposed by Braun and Clarke (2006). Thematic analysis is a method for identifying and analysing patterns in qualitative data (Clarke & Braun, 2013). There are six stages in thematic analysis (Braun & Clarke, 2006):

1. Familiarization with the data. This involves reading and re-reading, listening and re-listening to the data, and writing down each initial analytic observation. The observation sheets reveal a structured teaching approach with consistent methodologies across all three classes (A, B, C)

Table 3.1 Key aspects observed

Preparation	The teacher consistently arrives on time, brings teaching materials, and sets clear objectives.
Presentation	Explanations are delivered in both English and Indonesian, with visual aids (flashcards) used in classes B and C.
Methods	A mix of direct instruction, repetition, interactive activities, and student participation.
Classroom Interaction	Positive reinforcement, fair treatment of students, and encouragement of English use.

2. Coding: In this phase, the essential features of the data relevant to the research question will be labelled. The researcher generated initial codes by utilizing a colouring strategy to distinguish between parts that the subjects recognized.

Table 3.2 Generating Initial Codes

Data from Observation	Initial Code
Guru membawa daftar hadir, media ajar, buku referensi	Lesson preparedness
Menghubungkan materi dengan pelajaran sebelumnya	Prior knowledge activation
Guru menjelaskan dengan Bahasa Inggris sederhana, lalu diterjemahkan ke Bahasa Indonesia	Bilingual instruction
Memperagakan cara melafalkan kosakata	Modelling pronunciation
Menggunakan gerakan tangan untuk memperagakan 'read'	Kinesthetic demonstration
Siswa menirukan ucapan guru secara bersama-sama	Repetition drills
Guru menunjukkan flashcard, siswa menyebutkan kosakata	Flashcard usage
Siswa menggambar tempat berdasarkan petunjuk	Creative production task

Guru hanya menggunakan lagu ‘good morning’ sebagai ice breaking	Limited auditory activity
Guru mengatakan ‘Good job!’ saat siswa menjawab benar	Positive reinforcement
Guru memanggil nama siswa satu per satu untuk menjawab	Individual participation
Guru tidak langsung mengoreksi jawaban salah, tapi memberi kesempatan memperbaiki	Error correction strategy
Materi tentang tempat liburan lokal (pantai, kebun binatang)	Relevant to daily life
Tidak ada pengenalan budaya asing	Monocultural focus
Siswa dudul melingkar	Seating arrangement for engagement
Guru berkata ‘teman-teman, perhatikan!’ untuk memfokuskan siswa	Attention management
Guru membagi giliran ...	Fair participation

3. Looking for themes: The researcher then examined the codes produced, identified commonalities among them, and began to develop themes.

Table 3.3 Looking for Themes

No.	Initial codes	Sub Themes
1	Lesson preparedness	Structured teaching
2	Prior knowledge activation	
3	Bilingual instruction	Bilingual Scaffolding
4	Modelling pronunciation	
5	Kinesthetic demonstration	
6	Flashcard usage	
7	Repetition drills	Multimodal Engagement
8	Creative production task	
9	Limited auditory activity	
10	Positive reinforcement	Student-Centred Interaction
11	Individual participation	
12	Error correction strategy	
13	Relevant to daily life	Monocultural focus
14	Monocultural focus	
15	Seating arrangement for engagement	Classroom Management

16	Attention management
17	Fair participation

4. Theme review: During this phase, the sub-themes were established, and the researcher examined the overall structure to determine whether they grouped significantly into larger themes.

Table 3.4 Main Themes

Sub themes	Main themes
Structured Teaching	Structured Lesson Phases
Bilingual Scaffolding	
Multimodal Engagement	Multimodal Teaching Strategies
Student-Centred Interaction	Student-Centred Classroom
Classroom Management	
Monocultural focus	Localized Content

5. Defining and naming themes: During this phase, the researcher must conduct and write a detailed analysis of each theme.

Table 3.5 Defining and Naming Themes

Sub-themes	Themes	Description
Structured Teaching	Structured	Teachers follow structured learning stages (warm-up, presentation, practice, production, closure) with a bilingual approach.
Bilingual Scaffolding	Lesson Phases	
Multimodal Engagement	Multimodal Teaching Strategies	The use of visual media (flashcards), kinesthetic (movement), and auditory (drill) to accommodate different learning styles.
Student-Centred Interaction	Student-Centred Classroom	Positive interactions, compliments, and equal opportunities for participation.
Classroom Management		
Monocultural focus	Localized Content	Materials related to students' daily lives without the integration of foreign cultures.

6. Writing up: This phase entails weaving the analytic narrative and data together to tell the reader a coherent and persuasive story about the data.

E. Research Schedules

The research was conducted from January 2025 to July 2025 in one of the primary schools in Tasikmalaya. The school is located at Jl. A.H. Nasution, Mangkubumi, Tasikmalaya, West Java, Indonesia. Here is the detail, as follows:

Table 3.6 Research Schedule

Description	Jan 2025	Feb 2025	March 2025	Apr 2025	May 2025	Jun 2025	Jul 2025
Thesis writing							
Thesis examination							
Data Collection							
Data Analysis							
Report							
Thesis Result Seminar							
Thesis Examination							