

CHAPTER 3

RESEARCH PROCEDURES

This chapter presents the methodology used in this research. It describes five parts of the research procedure: the research methods, setting, and participants, data collection, data analysis, and research schedules.

A. Research Design

This study used a qualitative approach with a descriptive case study. According to K.Yin (2018) A case study is a research approach that examines a current phenomenon (the "case") in detail and within its actual environment, particularly when the distinctions between the phenomenon and its context are not distinctly apparent. This research was conducted on the phenomenon of an English teacher in one of the elementary schools in Tasikmalaya who did not have a graduate background in English education. Therefore, this research is worthwhile, as it aims to investigate the challenges and solutions faced by teachers when teaching English in elementary schools.

B. Research Setting and Participant

This study was conducted in one of the state elementary schools in Tasikmalaya, West Java, Indonesia. This research was conducted in an elementary school in Tasikmalaya, because in that school the researcher found a phenomenon, namely a class teacher who was required to teach English but did not have an English language education background, due to the absence of a designated English teacher at the school. The teacher faced challenges in English pronunciation when teaching. This phenomenon was the reason for the researcher to look deeper into what the challenges and solutions were faced by the teacher. Therefore, the teacher was selected as the sole participant in the study based on her relevance to the research context. She is 34 years old, a non-English teacher at an elementary school who teaches English as a foreign language. She teaches according to her abilities, as she does not have a formal educational background in the field of English. She graduated from Primary School Teacher Education and has 6 years of experience teaching English at an elementary school. In that school, English subjects were

taught for two hours each week. She agrees to participate in this study. This study aims to investigate the challenges and solutions that teachers face when teaching English to young learners at an elementary school in Tasikmalaya.

C. Data Collection

In data collection, researchers used observations to directly observe the challenges and solutions faced by non-English language teachers when teaching in the classroom. These observations refer to aspects of the TEYL principles by Shin (2021), which include understanding student characteristics, creating a supportive classroom environment, designing effective learning, adapting material interactions, and integrating student development. These principles serve as a guide in observing the learning process that leads to the challenges and solutions faced by teachers. Observations were conducted at two grade levels: grades 3 and 6. Grade 3 represents the lower grades, which are the initial level in learning English, and grade 6 represents the upper grades, which are preparatory classes for entering higher levels of school. Researchers conducted two observations in each class to obtain richer and more in-depth data. Each observation session lasted 52-66 minutes in one meeting. Researchers documented activities using electronic devices and used an observation checklist to record and describe challenges and solutions that emerged during the learning process.

To support the observation results, the researcher conducted a semi-structured interview with the non-English teacher. This data collection approach was chosen because it allowed for in-depth exploration of the participants' experiences, beliefs, and perceptions directly (Heigham & Croker, 2009). Interview questions were prepared using TEYL principles and served as complementary and supporting data developed from the observation results, to deepen understanding of the challenges and solutions implemented in the classroom. Interviews were conducted face-to-face in a quiet room at the school to ensure comfort and avoid distractions. Additionally, interviews were audio-recorded with the participants' consent.

D. Data Analysis

To answer the research question, the data were analyzed procedurally using

Thematic analysis (Braun & Clarke, 2006), principles of Teaching English to Young Learners ((Shin et al., 2021)). To expose the challenges and solutions of the EYL teacher in teaching English to young learners in the context of Indonesia. Thematic analysis is an approach to qualitative research that teaches the systematic coding and analysis of qualitative data. (Braun & Clarke, 2012). Braun and Clarke (2006) developed a thematic analysis framework using six analytical frameworks, following procedures:

1. Familiarizing with the Data, in this step, the researcher transcribed the data from the interview and then read and re-read the data transcript related to this research topic: challenges and solutions in teaching English in an elementary school.
2. Generating Initial Codes, in this step, the researcher categorized the data by using initial codes that were colored to highlight the data in different coin names related to identifying teachers' challenges and solutions in teaching English in elementary school.

Table 1. *Generating Initial Codes of Observation*

| Notes | Code | |
|---|-----------------------------|---------|
| During the initial activity, students mentioned that they didn't like English because it was difficult. | Low Motivation | Student |
| However, not all students were actively involved in answering. Some students hesitated and answered slowly. | Lack Confidence | Self |
| ...During the activity, some students practiced seriously, while others were seen joking and paying less attention to the activity. | Limited Attention and Focus | |
| Students are asked vocabulary after they know and pronounce it together. Some students can already answer, but there are students who still need teacher guidance because they are not able to answer the vocabulary when their books are closed. | Diverse Competence | Student |

| | |
|--|-----------------------------------|
| The teacher introduces and pronounces vocabulary to the students, which the students then follow. The teacher's pronunciation is not quite right (e.g., "library" is pronounced "libreri"). | Incorrect Pronunciation Modelling |
| Kelas 3 (1) | |
| There are confusing instructions regarding the use of the past tense when completing the exercise activities in the worksheet book. | Concept Explanation |
| The learning teacher opens with greetings and light questions and answers, such as "how are you today?", advises students whose transmissions are not to disturb the lesson without making them feel embarrassed, and does not judge students who are not ready to perform. The teacher also tries to build communication by asking students about their feelings during the lesson. | Comfortable Learning Environment |
| At the beginning of the lesson, the teacher invites students to repeat together the vocabulary that has been exemplified, using short dialogues from the book. Students imitate them in turns and discuss working on the assignment in the LKS about tonight's activities. | Interactive Activities |
| Moreover, the teacher gives encouragement to the students by saying, "If you don't like it because it's difficult, then the key is to watch and listen carefully and like the lesson first." | Giving Feedback Positive |
| The teacher is seen trying to adjust the follow-up learning based on the student's response. For example, when students say that English is difficult, the teacher provides motivation that students must like the lesson first in order to understand. | Instruction Adjustment |
| The teacher writes the theme and explains the meaning of "want to be" simply by looking at the notebook that she | Self learning |

has. The teacher tries to make it easy for the students to understand.

Table 2. *List of Initial Codes of Interview*

| Notes | Code |
|--|-----------------------------------|
| Ya kemarin ada satu orang yang mengatakan bahasa inggris itu sulit, ya tidak apa apa itu tantangan buat kita . | Low Student Motivation |
| Ya, terkadang anak-anak merasa tidak percaya diri, dan ini juga menjadi salah satu tantangan bagi saya, terutama dalam mengajar bahasa Inggris. Biasanya, siswa merasa tidak percaya diri ketika diminta berbicara atau menjawab pertanyaan dalam bahasa Inggris. Mereka takut membuat kesalahan atau malu jika diolok-olok teman. | Low Self-Confidence |
| sebenarnya memang karena siswanya banyak, otomatis memang situasi kelas itu, kurang kondusif. Mengapa kurang kondusif, karena kan mereka juga masih adaptasi dari sebelumnya mereka kelas 2 lalu kelas 3, jadi masih terbawa suasana yang dari kelas 2. Karena mereka juga memang tingkatannya masih kelas bawah, jadi kita pasti sebagai guru akan dihadapkan situasi tersebut dan itu tantangan bagi kita. | Limited Attention and Focus |
| ada siswa yang cepat pahamnya, ada juga yang harus pelan pelan. Itu bagian dari tantangan. | Diverse Student Competence |
| iya, tentu pernah. Saya juga pernah mengalami pengucapan yang kurang tepat. Biasanya itu terjadi karena saya lupa mengecek cara pengucapannya. Biasanya saya dibantu dengan google translate untuk melatih pengucapan saya | Incorrect Pronunciation Modelling |
| kalau untuk kelas atas seperti materinya kan udah tentang grammar, berupa kalimat kalimat, bacaan menerjemahkan. | Incorrect Concept explanation |

| | |
|---|--|
| Yang memang kalau bukan basicnya bahasa inggris pasti kesulitan, itu hal yang wajar ya. Karena ibu sendiri kan lulusan PGSD yang belajar bahasa inggrisnya itu hanya satu semester. | |
| Cara saya mengenali siswa, terutama kalau dari kelas bawah, adalah dilihat dulu dari minat siswa. Dia sebenarnya hobinya apa, minatnya apa, lalu cara belajarnya bagaimana. Pendekatan dulu sih, lebih kependekatan dulu. | Comfortable Learning Environment |
| caranya alihkan fokus mereka untuk tidak bermain, dengan bertanya langsung kepada anak tersebut. Kita alihkan fokus perhatiannya kepada pelajaran dengan cara maju kedepan, bernyanyi bersama – sama, lakukan permainan yang berkaitan dengan materi bahasa inggris. Dengan cara bermain gambar, atau bermain tebak – tebak. Diadakan ice breaking yang bisa dilakukan diawal, ditengah dan diakhir. | Interactive Activities |
| Solusinya Sampaikan dorongan ke anak seperti ” kamu harus semangat lagi belajarnya, yang keras, jangan ragu – ragu karena salah itu sebagian dari belajar” tingkatkan lagi kepercayaan diri kamu, karena kamu itu siswa yang mampu, siswa yang berpotensi, ayo bangun percaya diri kamu” atau bisa juga kalau karena latarbelakang kehidupannya, kita ajak ngobrol siswa tersebut, dari hati kehati, dijam istirahat. | Giving Positive Feedback |
| mungkin nanti tugasnya bisa berbeda, karena levelnya sudah cepat paham, boleh lah kita kasih tugas yang menantang. Berbeda dengan siswa yang belum cukup paham, kita harus kasih tugas yang memang dia mampu dan dia paham. | Instruction Adjustment |

| | |
|--|---------------|
| Lalu bagaimana? Ya belajar, belajar lagi dari awal buka lagi bukunya sebelum mengajar. Melihat referensi lain juga di internet, youtube. Kitaka sebagai guru juga sebenarnya belajarnya itu jangan sampai berhenti, harus tetap belajar, pahami dulu materinya. Kalau untuk pengucapan saya sering menggunakan google translate, atau melihat video di youtube untuk mencari tahu dari cara pengucapan katanya. Saya juga mencari referensi tambahan dari youtube untuk memahami materi. | Self learning |
|--|---------------|

Table 3. *Calculating Initial Codes*

| Initial Codes | Source | |
|-----------------------------------|-------------|-----------|
| | Observation | Interview |
| Low Student Motivation | 1 | 2 |
| Low Self-Confidence | 1 | 1 |
| Limited Attention and Focus | 3 | 1 |
| Diverse Student Competence | 2 | 1 |
| Incorrect pronunciation modelling | 2 | 1 |
| Incorrect Concept explanation | 1 | 1 |
| Interactive Activities | 4 | 3 |
| Giving Positive Feedback | 4 | 2 |
| Comfortable Learning Environment | 4 | 3 |
| Instruction Adjustment | 4 | 3 |
| Self learning | 1 | 1 |

3. Searching for a Theme, in this step, the researcher eliminated codes that were unrelated to the themes and research questions while combining the pertinent codes into possible themes that followed the research topic.

Table 4. *Searching for Themes*

| Initial Codes | Potential Themes |
|-----------------------------|---|
| Low Student Motivation | Challenges in Engaging Unmotivated, Distracted, and Insecure Learners |
| Low Self-Confidence | |
| Limited Attention and Focus | |
| Diverse Student Competence | Challenges in Managing Diversity in Student Language Abilities |

| | |
|-----------------------------------|--|
| Incorrect pronunciation modelling | Teacher competence challenges |
| Incorrect concept explanation | |
| Comfortable Learning Environment | Creating an Engaging and Supportive Learning Environment |
| Interactive activities | |
| Giving positive feedback | Adjusting English Instruction for Diverse Learners |
| Instruction Adjustment | |
| Self learning | The Resolution of Teacher Competence Challenges |

4. Reviewing Themes, in this step, the researcher reviews existing themes identified as challenges and strategies used by elementary school English teachers, ensuring that code assignments are grouped according to theme.

Table 5. *Reviewing for Themes*

| Potential Codes | Reviewing Themes |
|---|---|
| Challenges in Engaging Unmotivated, Distracted, and Insecure Learners | Teacher's Challenges in Facilitating Effective English Learning |
| Managing Diversity in Student Language Abilities | |
| Teacher competence challenges | |
| Creating an Engaging and Supportive Learning Environment | Solutions to Support Effective English Language Learning |
| Adjusting English Instruction for Diverse Learners | |
| The Resolution of Teacher Competence Challenges | |

5. Defining and Naming the Themes: In this step, the researcher identifies the essence of each theme and names the themes based on the data obtained, namely the challenges of the teacher in teaching English in an elementary school and the strategies used by the teacher in teaching English in an elementary school.

Table 6. *Defining and Labeling Themes*

| | |
|---------|---|
| Theme 1 | Teacher's Challenges in Facilitating Effective English Learning |
| Theme 2 | Solutions to Support Effective English Learning |

6. Producing the Report, in this step, researchers report the findings of this

