

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1 Method of the Research**

In this research, the researcher used a descriptive case study. Yin (2014) defined a case study as an empirical investigation into an everyday occurrence within its real-life setting, particularly when the limits and circumstances are unclear. A descriptive case study involves an in-depth investigation of one or more phenomena in a real-world context (Gall, & Borg, 2007). Therefore, it found out teacher's strategies of utilizing authentic materials for optimizing English language learning.

#### **3.2 Focus of the Research**

This study focused on the teachers' strategies in utilizing authentic material for optimizing English language learning.

#### **3.3 Setting and Participant**

This study involved an English teacher from one junior high school in Tasikmalaya as the participant. The participant teaches two grade levels, namely seventh and eighth grades, and has more than ten years of experience in teaching English. The participant was selected because she has consistently incorporated authentic materials, such as short movies, songs, and newspapers, into the teaching and learning process for over a decade to enhance students' English learning. These materials help to make the lessons more engaging and effective. However, the participant faces challenges, such as the language being too difficult for students and time-consuming process of selecting and organizing materials. Overcoming these obstacles are the key to achieve optimal English learning. To address this, the participant uses strategies for choosing and applying authentic materials effectively in the classroom. Therefore, the participant was purposely chosen based on several characteristics: (1) an English teacher who uses authentic material in their teaching-learning, (2) an English teacher who faces challenges in implementing authentic materials, (3) an English teacher who has strategies to overcome challenges in implementing authentic materials and agrees to participate in this study.

Dealing with ethical issues, the participants received thorough detailed explanation of what, why, and how this study would be done before any data are collected. Additionally, they were assured of their confidentiality, anonymity, and freedom to withdraw from the research at any point during the process. Furthermore, the dates and hours for participating in the interview were arranged in advance with the participants.

### **3.4 Technique of Collecting the Data**

The data were collected by using a semi-structured interview. According to Jamshed (2014), a semi-structured interview offers the researcher to get an in-depth understanding of the information from the participants by asking several open-ended questions. It gives the interviewees a degree of freedom to explain their thoughts and draw attention to areas of particular interest and expertise they believed they possessed. Its questioning technique elicits fully comprehensive descriptions of phenomenon experiences (Nathan et al., 2019). Furthermore, a semi-structured interview was applied to explore teachers' strategies used by the teacher in implementing authentic materials.

The researcher produced 8 questions of the use of authentic materials from to Maley and Tomlinson (2017), including created for native speakers, reflects natural language use, contextually rich, culturally embedded, unmodified content, multi-modal formats, engages and motivates learners, encourages critical thinking. The eight indicators was used as the interview triggering of the research concept; exploring strategies of selecting authentic materials and implementing them in the classroom. Furthermore, the questions will be flexible and open-ended to obtain more information and gain a deeper understanding of teachers' strategies of using authentic materials in optimizing English language learning.

The interview was conducted in the participants' first language, Indonesian, so she could express her thoughts freely without possible language barriers and prevent confusion and miscommunication among the participants. Furthermore, obtaining the information used voice recording. In addition, the data was transcribed in order to highlight the statements relevant to the study's research questions.

### 3.5 Technique of Analyzing the Data

The researcher used thematic analysis for analyzing the interview transcription. According to Braun and Clarke (2006), thematic analysis is a method for analyzing, managing, representing, and providing information about the themes present in a data set. Here are the steps in using thematic analysis for qualitative data:

1. Familiarizing the Data

In this step, the researcher attempted to become familiar with the data. The researcher listened to the recording of the interview, made the transcript of the interview, and then read and reread the data from interview that has been transcribed.

2. Generating Initial Codes

In the second phase, the researcher started to organize the data into meaningful groups. The researcher coded the whole data set systematically and also compiled information relevant to each code. Furthermore, the researcher related the data based on the aim of the research and then categorized it using initial codes. The researcher used color to differentiate each aspect indicated by participants, which generated the initial codes. Here is below an example of interview transcription followed by generated initial codes from the data.

**Tabel 3.1 Generating Intial Codes**

<b>Transcriptions</b>	<b>Initial Codes</b>
<i>Tentunya karena saya ingin menghadirkan pembelajaran yang bermakna untuk peserta didik, yang berhubungan dengan kehidupannya sehari hari.</i>	Real life context
<i>ketika akan memilih dan menggunakan authentic material harus mempertimbangkan, dari segi</i>	Material Selection Criteria

<p>kemampuannya, latar belakangnya, dari usianya juga</p>	
<p>Adapun yang saya lakukan itu biasanya ketika ada kosakata yang sulit, sama membuat daftar vocabulary baru sebelum digunakan peserta didik.</p>	Language support
<p>Ibu menayangkan video daily routine vlogger luar negeri.</p>	Media formats used
<p>Contohnya video tentang Indonesian Street Food yaa yang memperkenalkan berbagai makanan Indonesia kepada kancah dunia</p>	Cultural element
<p>Ibu meminta anak-anak untuk berdiskusi perbedaan rutinitas di Indoneisa dan luar negeri. Dengan begitu, mereka jadi lebih paham penggunaan bahasanya.</p>	Meaningful activities
<p>Ya saya sering melakukan modifikasi...menambahkan subtitle atau memotong bagian yang kepanjangan.</p>	Modified mataerial
<p>Saya mencoba mengatur waktu khusus setiap minggu untuk mencari dan menyeleksi materi.</p>	Time management strategy

8 codes represented different aspects shown by participants' interview transcriptions. Here is the list of initial codes and their frequency.

**Tabel 3.2 Lists of Initial Codes and Their Frequency**

No	Initial Codes	Frequency
1	Criteria of Selecting Material	5
2	Modified Material	4
3	Real-life Context	2
4	Cultural Element	6
5	Language Support	5
6	Meaningful Activities	6
7	Time Management Strategy	1
8	Media Formats Used	6

### 3. Searching the Themes

In the third phase, the data turned into themes. The researcher combined the appropriate codes into a single theme that follows the research questions while eliminating codes that are irrelevant to the themes and research questions. Indeed, the themes are usually broader than the codes. It will identify major patterns in the initial codes, so it can be considered as the next level in interpreting the text. According to Braun and Clarke (2006), there is no given right or wrong way to determine how common a theme is in data analysis. It depends on the researcher to decide what qualifies as a theme. The importance of a theme should be based on how well it relates to the main questions of the study and whether it highlights a key aspect of the research topic. In conclusion, a theme should be chosen based on its relevance to the research questions and its significance in capturing key insights.

**Tabel 3.3 Searching the Themes**

<b>No</b>	<b>Codes</b>	<b>Potential Theme</b>
1	Criteria of Selecting Material	Selecting Material
2	Modified Material	Adapting Material
3	Real-life Context	Contextual Relevance
4	Cultural Element	Cultural Relevance
5	Language Support	Language Support
6	Meaningful Activities	Meaningful Learning
7	Time Management Strategy	Selecting Material
8	Media Formats Used	Using various resources

#### 4. Reviewing the Themes

In this phase, the researcher considers the preceding themes, which are completed in the third phase. The researcher checked whether the themes worked with the codes. The researcher reviewed the themes used theory from from to Maley and Tomlinson (2017). The researcher declined or altered the themes until the most acceptable themes were found.

**Tabel 3.4 Reviewing the Thmes**

<b>No</b>	<b>Potential Themes</b>	<b>Review</b>	<b>Action Taken</b>	<b>Final Theme</b>
1	Selecting Material	Overlap with Adapting Material; both focus on teachers' decision-making in material use	Merged with Adapting Material	Strategic Selection and Adaption of Materials

2	Adapting Material	See above	Merged	Strategic Selection and Adaption of Materials
3	Contextual Relevance	Closely related to Cultural Relevance and Meaningful Activities in terms of learner connection	Merged	Implementing Contextual and Cultural Relevance in Learning
4	Cultural Relevance	See above	Merged	Implementing Contextual and Cultural Relevance in Learning
5	Language Support	Closely connected to diverse resources and learner engagementSplit into two aspects: context/culture and support/variety	Merged	Facilitating Learning through Variety of Media and Language Support
6	Meaningful Learning	Split into two aspects: context/culture and support/variety	Part merged into Contextual and Cultural Relevance;	Implementing Contextual and Cultural Relevance in Learning /

			part into	Facilitating
			Facilitating	Learning
			Learning	through
			through	Variety of
			Support and	Media and
			Variety	Language
				Support
7.	Using various resources	See above	Merged	Facilitating Learning through Variety of Media and Language Support

#### 5. Defining and Naming the Themes

This step is where the researcher defined the themes as the answer to the research question. Those themes are (1) Strategic Selection and Adaption of Materials, (2) Implementing Contextual and Cultural Relevance in Learning, (3) Facilitating Learning through Variety of Media and Language Support.

**Tabel 3.5 Defining and Naming the Themes**

No	Theme	Definition
1	Strategic Selection and Adaption of Materials	This theme covers the teacher's process of selecting materials based on student needs (level, age, interests) and how the teacher adapts them (by cutting, subtitling, etc) to keep them authentic but comprehensible.

2	Implementing Contextual and Cultural Relevance in Learning	This theme emphasizes the importance of relating the material to the real-life of students and their culture. Teachers use teaching materials that not only teach language, but also cultural values and meaningful experiences.
3	Facilitating Learning through Variety of Media and Language Support	This theme describes how teachers facilitate learning through varied media (videos, songs, articles), and provide language support such as pre-teaching vocabulary, modeling and other scaffolding.

## 6. Writing the Report

In the last phase, the researcher wrote a report on the research findings. The researcher reported the final analysis to describe the findings of this study in the next chapter.

### 3.6 Time and Place of the Research

This research conducted at one of junior high school in Tasikmalaya, Indonesia in following represented table

**Tabel 3.6 Time and Place of The Research**

Activities	Month											
	Ja n	Fe b	Ma r	Ap r	Ma y	Ju n	Ju l	Au g	Se p	O ct	No v	De s
	2025											
Research Proposal Writing												
Research Proposal Examination												
Data Collection												
Data Analysis												
<i>Telaah Komprehensif</i> Examination												
Final Thesis Examination												