CHAPTER 3
RESEARCH METHODOLOGY

This chapter provides a comprehensive explanation of the research methodology, which covers of the research design, namely qualitative design, setting, and participants, which consisted of three EFL teachers, data collection techniques, which used semi-structured interviews, data analysis, and techniques used to ensure data validity.

3.1 Research Design

This study utilized a qualitative case study design. According to Yin (2018), case studies are used to examine phenomena in depth in real-life contexts. This design was chosen because this study focuses on understanding in depth the emotional regulation strategies of EFL teachers in facing challenges when teaching English in junior high schools. This approach was appropriate for the research objective, and it allowed researchers to explore teachers' experiences directly through interviews and understand the emotional context that arises in the teaching process. Thus, a case study was considered most appropriate for revealing how teachers regulate their emotions when facing various challenging classroom situations.

3.2 Focus of Research

The focus of the research was to explore the emotion regulation strategies used by EFL teachers in managing challenges while teaching English at a junior high school. This study highlights five emotion regulation strategies based on Gross's (2015) theoretical framework, namely: situation selection, situation modification, attentional deployment, cognitive change, and response modulation.

3.3 Research Setting and Participants

The research was conducted at a junior high school in Tasikmalaya, West Java, Indonesia. The school was chosen because it reflects the challenges such as students who have diverse abilities and motivation to learn, and students'

misbehavior. Based on preliminary interviews and the long-term teaching experiences of the participating teachers, the school was chosen as the research setting due to the frequent occurrence of students' misbehavior, as reported by the participants. This phenomenon was commonly found in specific grades, such as Grade 8A and 8C, as well as in several classes at Grades 7 and 9, particularly among male students who were difficult to manage, frequently talked during lessons, and disrupted the focus of the teaching-learning process. This school also shows noticeable differences in their ability to understand English, where some students can follow basic instructions, while many others still struggle with basic vocabulary and simple sentences. Students' motivation to learn English also varies, ranging from active and engaged learners to those who show low participation and limited interest in classroom activities. This school reflects a more mixed student profile, which results in greater instructional and emotional challenges for teachers. This condition is relevant to the focus of the study, which examines how teachers manage their emotions when facing various challenges in teaching English.

The selection of participants was based on purposive sampling, specifically including three EFL. This selection was based on the criteria of teachers actively teaching at the school, having a long-term teaching experience (more than 30 years), and being willing to participate and provide data through interviews. According to Yin (2018) who stated that a case study can involve a small number of participants as long as the data collected are rich, detailed, and able to represent the phenomenon being studied. The three teachers were assigned codes P1, P2, and P3 to maintain the confidentiality of their identities. All of the participants were female. The first teacher has been teaching English for 30 years. The second teacher has been teaching English for 35 years, during which time they have developed the ability to remain calm when facing emotional challenges in the classroom. The third teacher has been teaching for 36 years and has a lot of experience teaching English at a junior high school.

3.4 Data Collection

Following the selection of qualitative research methods, semi-structured interviews were utilized to collect data for the study. As pointed out by Elhami (2022), the semi-structured interview used open-ended questions; the researcher allowed a participant to openly express experiences or thoughts without interrupting the participant, while still using the prepared questions to guide the discussion in the right direction. The purpose of these interviews was to find out more about the emotion regulation that was applied by an EFL teacher at a junior high school.

Before the interview was conducted, the researcher explained the purpose of the study, guaranteed the confidentiality of the data, and requested the participant's consent through a consent form. The researcher also emphasized that participation was voluntary and that participants had the right to discontinue their participation at any time. In the semi-structured interview procedure, the questions were adapted from the emotion regulation by Gross (2015), including situation selection, situation modification, attentional deployment, cognitive change, and response modulation. A semi-structured interview process was conducted with participants using *Bahasa Indonesia* to ensure better understanding and allow participants to convey answers more comfortably and in-depth. The interviews were conducted in the teachers' room, with each interview lasting 25–30 minutes for each participant.

3.5 Data Analysis

To analyze the data, this study employed an interactive analysis model. Data analysis was conducted using the interactive analysis model proposed by Miles et al. (2014), which includes the processes of data condensation, data display, and drawing a conclusion. The interview guide was developed based on Gross's (2015) five emotion regulation strategies, namely: situation selection, situation modification, attentional deployment, cognitive change, and response modulation. To ensure data validity, the researcher employed member checking by confirming the accuracy of interview transcripts and interpretations with the participants.

The data analysis included the following activities:

3.5.1 Data Condensation

At this stage, the researcher transcribed all interviews and analyzed them in depth. The data condensation process was carried out by filtering and summarizing raw data (semi-structured interview) through selecting important information, focusing on relevant parts that were most relevant to the focus of the research, namely, teachers' emotion regulation strategies in dealing with challenges during teaching English, as well as simplification. The process allowed the researcher to filter out important information from the participants' answers and summarize the essence of their emotional experiences in the teaching context.

Table 3.1 Data Condensation

Original Data	Data Condensed
I think maybe they feel that English is not like Indonesian, but a foreign language, so I am not angry or demanding that all students can do it, yeah, because students' abilities are different. Some may like English when they start learning it. But some may not like English, who do not even like it at all—let alone being active in English lessons, they cannot even understand simple instructions, right? So, just understanding it.	I understand that English is a foreign language and students' abilities are different. Some like English, while others even struggle with simple instructions, so I am not angry or demanding that all students be able to do it.

The results of the condensation showed that teachers tended to attribute their emotional experiences to responses to differences in students' motivation and students' English abilities, students' misbehavior, and pressure during the teaching process. During the data condensation process,

the researcher conducted two phases. They were the first and second cycling codes. These two phases were done to help the researcher display the data.

3.5.1.1 First Cycle Coding

The researcher assigned initial codes to the data pieces in the section. Researchers used the Process Coding approach to analyze the five emotion regulations identified by Gross (2015), namely: situation selection, situation modification, attentional deployment, cognitive change, and response modulation, which were then combined to obtain a clear picture of the application of emotion regulation by teachers of English as a foreign language (EFL).

Table 3.2 Initial Codes

Data (Condensation's result)	Initial codes	Participants
Teachers still choose to engage in challenging classes and prepare themselves emotionally as a preventive measure for negative emotions.	Choose to still engage in a challenging classroom.	P1
The teacher makes class rules before teaching to prevent something that can trigger emotions.	Establish class rules from the start to prevent negative emotions.	P2
The teacher modifies the situation by assigning roles to students to reduce her stress.	Assign roles to students.	P2
The teacher redirects attention through spirituality to mitigate negative emotions.	Redirecting attention from the negative emotions through a spiritual approach.	P2

The teacher tries to reinterpret and think positively when interpreting students' behavior.	Reinterpret and think positively about the differences in students' behavior.	All partici pants
The teacher understands and accepts the differences in students' motivation and learning styles to keep their emotions stable.	Understanding and accepting the differences in student motivation and ability.	All partici pants
The teacher responds to criticism as positive feedback that helps her professional development.	Criticism as feedback for professional development.	All partici pants
The teacher introspects on students' low motivation as an opportunity for personal growth.	Introspection on students' low motivation.	P2
The teacher modifies the learning environment by arranging students' seating as a strategy to calm emotions.	Organize students' seating positions.	P3
The teacher modifies the classroom situation by sharing humorous or personal stories as a way to alleviate emotional tension.	Modifying the classroom situation through funny stories to avoid emotional tension.	All partici pants
The teacher hides her expression while getting angry in front of the students to regulate their emotions.	Hiding negative emotions in front of students.	All partici pants

The teacher is faking her expression while getting angry in front of the students to maintain the classroom environment.	Faking expression in front of students.	P2
The teacher asks for help from her colleagues and students as a strategy to calm emotions that appear to be difficult to control.	Ask for help when negative emotions appear.	P2 and P3

After assigning the initial codes, the researcher had developed a temporary list of codes before conducting the fieldwork, which was derived from the conceptual framework.

Table 3.3 Developing Code

Situation Selection
Choose to still engage in a challenging classroom
Establish class rules from the start to prevent negative emotions
Situation Modification
Assign roles to students
Organize students' seating positions
Modify the situation using funny and personal stories
Attentional Deployment
Redirecting attention from the negative emotions through a spiritual
Cognitive Change
Reinterpretation of differences in students' misbehavior
Accept differences in students' abilities and motivation
Introspection on students' low motivation
Criticism as feedback for professional development
Response Modulation
Hiding negative emotions in front of students
Faking expression in front of students

	Ask for help when negative emotions appear

3.5.1.2 Second Cycle Coding

The next step in the analysis process was pattern coding. Researchers grouped the codes resulting from the first cycle of coding into more specific themes.

Table 3.4 Generating Pattern Codes

Theme	Sub-theme	Codes	P
Situation Selection	Choose to still engage in class.	1. Choose to still engage in a challenging classroom. 2. Establish class rules from the start	P1 and P2
Situation Modification	Modifying the classroom situation to maintain emotional stability.	1. Modify the situation using funny and personal stories, games, and relaxation. 2. Assign roles to students. 3. Organize students' seating positions.	All participants
Attentional Deployment	Distracting stress through a spiritual approach	Distracting stress from the negative emotions through a spiritual approach.	P2
Cognitive Change	A positive reinterpretation of teaching challenges	1. Accept differences in students' abilities and motivation. 2. By reinterpretation and understanding of students' misbehavior.	All participants

Response Modulation	Suppress the negative emotions	1. Hiding negative emotions in front of students. 2. Faking expression in front of students.	All parti cipa nts
	Ask for help while getting emotions	Ask for help from others when emotions appear.	P2 and P3

3.5.2 Data display

A data display is an arrangement of information that facilitates drawing conclusions and taking action. Data display involved organizing coded data and sub-themes into matrices to enable all participants' answers. This allows the researcher to identify patterns and differences in emotion regulation. The type of display used was a matrix. The goal is to allow the analyst to clearly evaluate the information and drawing a conclusion.

Table 3.5 Data Display

Strategy	P1	P2	P3
Situation Selection	I usually feel lazy. But since the school sets the teaching schedule, I still go to class even though the students are difficult to manage.	"Before starting English class, I always set class rules to prevent my negative emotions.	● -
Situation Modification	1. Maybe filled with funny stories so that the students are happy in a class that is	1. Always. To comfort my emotions, I tell the students the funny stories if	1.If I feel my emotions starting to get triggered, I just tell a funny

conducive, safe, and relaxed. The impact is that I feel relaxed, and the children feel motivated. 2. If I am upset because my students are not focused, I ask the students to exercise relaxation.	there are students who are not able to speak English, or if the situation is not conducive to learning. 2. Every time I want to teach English, I make class rules and mention the theme. That usually calms my emotions a bit. 3. I usually give all the students a role, which will reduce the impact of my emotions. I feel relaxed.	story, because it is boring if the teacher is too rigid and cannot blend in with the students. 2. My strategy is to move the sitting position. 3.Let us pause, let us sing a song together, or play games, to neutralize my emotions.
Attentional Deployment	-	I usually *istigfar*, *Ya Allah,* but I understand why the student is like the, which made my focus disruptive while teaching.	-

Cognitive Change	1. To keep my emotions stable is to understand the students' character. When they are 'naughty,' it is because they are in junior high school age. 2. Yes, I have to think positively because students' abilities are different. 3. Challenges as an opportunity for me to grow. I always think like that, yes.	1. When dealing with children who are misbehaving, I usually think positively first. 2. I think that we are reminded, it does not mean that they criticize because we are bad, but because they might want to improve it.	1. I usually talk to them, because their misbehavior might be related to problems outside the classroom. 2. As teachers, we also have to introspect first. I want to bring out the positive emotions from the challenges.
Response Modulation	1. When I get angry, I just keep quiet. I do not show anger, but the students know that I am angry. 2. If I am getting angry, I usually manage my emotions by	1. Smile, yes, smile. So that my emotions are also calmed, and the students do not feel that they are different from others or left behind. 2. If I am already emotional, to	When my emotions are triggered, I must still appear fresh. Whatever the problem is, I have to be able to hide my feelings. If it is a high level of anger or what makes me angry,

taking a deep breath.	calm down my emotions, I ask my students for help in the learning English process.	then I need the help of *BP* (Counseling Staff).

3.5.3 Drawing and Verifying Conclusion

The researcher reviewed the coding matrix and themes to find repeated patterns, causal relationships, and distinctive responses from each participant. The third stage of analysis is concluding and verifying the data. Four themes can be identified after analyzing the data using Miles et al.'s (2014) data analysis method. The themes are (1) Situation selection, (2) Situation modification, (3) Attentional deployment, (4) Cognitive change, and (5) Response modulation. The analysis identifies the types of all strategies used by EFL teachers at a junior high school.

3.6 Research Schedule

The thesis was conducted from October 2024 to December 2025, as shown in Table 6. It started with the writing of the research proposal and continued until the thesis examination.

Table 3.6 Research Schedule

Description	Oct-Nov /2024	Dec /2024	Jan-Feb /2025	Mar-Apr /2025	Jun /2025	Jul-Sep /2025	Oct /2025	Nov-Dec /2025
Research Proposal writing	▓							
Research Proposal examination		▓						
Data Collection			▓	▓	▓			
Data Analysis						▓	▓	
Report						▓	▓	
Thesis Result Seminar								▓
Thesis Examination								▓

From October to December 2024, the researcher focused on writing a research proposal, specifically from October 1st to November 29th. The research proposal examination was held on December 13th, 2024. Data collection took place from January to June 2025. Data analysis and reporting began in July 2025 and continued through to October 2025. The thesis result seminar was held on November 4th, 2025, and the thesis examination was held on 23rd December 2025.