

CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

This study employed a qualitative research design with a case study approach. According to Yin (2018), descriptive case studies aim to provide a thorough description of a phenomenon in a real-world setting, especially when it is difficult to distinguish between the phenomenon and its surroundings. The phenomenon investigated in this study is the use of English by Indonesian EFL student teachers during their teaching internship program in a junior high school in Tasikmalaya. In this program, student teachers were required to conduct classroom teaching, and some of them implemented English as the primary language of classroom instruction as part of their instructional practice. Their experiences during the internship, including interactions with students, challenges in maintaining English consistently, code-switching to L1, and teaching strategies applied, will be the main focus of this research. A qualitative case study was chosen because it enabled the researcher to thoroughly explore student teachers' perspectives on the use of English and how these perspectives were shaped by actual classroom experiences. Furthermore, the research findings were presented descriptively to provide a detailed understanding of the benefits, challenges, and strategies associated with using English in real teaching situations.

B. Research Setting and Participants

This research was conducted in a junior high school in Tasikmalaya, where student teachers from the English Education Department undertook teaching internships. Based on preliminary observation, student teachers used English as the primary medium of classroom instruction to give instructions, explaining concepts, conducting question and answer sessions, providing feedback, and facilitating group or pair work. They also employed various strategies to support comprehension, including gestures, simplified language, repetition, and brief code-switching to Indonesian (L1) when necessary.

The participants involved in this study were two female student teachers, aged 22 and 23, who participated in a teaching internship program during the 2024/2025 academic year. At the time of the study, both participants were in their seventh semester of the English Education Department and had completed the teaching internship program as well as core courses related to English language teaching. These courses provided them with the foundational knowledge and practical skills necessary to implement the use of English in classroom instruction, manage classroom interactions, design learning activities, and address challenges such as students' comprehension difficulties and varying levels of engagement. Although this study involved only two participants, the depth of data obtained through in-depth interviews is consistent with the nature of qualitative case study research.

The participants were selected based on specific criteria: (1) had experience using English during classroom instruction with a high frequency of use, (2) actively participating in a teaching program at a junior high school in Tasikmalaya, and (3) willing to share their experiences and perceptions of the use of English. These criteria were set to ensure that the participants could provide rich, relevant, and meaningful data about the use of English in a real classroom setting to answer the research questions.

Participants were given a thorough explanation of what, why, and how this research will be conducted, including ethical considerations. They were informed that completing and signing the consent form constituted their voluntary agreement to participate. Throughout the research process, anonymity and confidentiality were strictly maintained. Pseudonyms (P1 and P2) were assigned to protect participants' identities. Additionally, interview schedules were arranged in advance based on participants' availability.

C. Data Collection

The data for this study were gathered using semi-structured interviews. The interview questions are developed from Walgito (2010) concept of perception and were organized into cognitive, affective, and conative dimensions adapted from the tripartite model proposed by Rosenberg and

Hovland (1960). This type of interview provided flexibility, allowing the researcher to guide the conversation while also giving participants the freedom to elaborate on their experiences and insights (Dörnyei, 2007).

The interviews were conducted in the participants' first language, Bahasa Indonesia, to enable them to express their thoughts freely without language barriers and to minimize misunderstanding or miscommunication. The interview transcripts were then translated into English by the researcher using a translation tool. To ensure that the translated transcripts accurately reflected the participants' intended meanings, the researcher carefully reviewed and refined the translations before they were used for data analysis and reporting.

The interviews were carried out face-to-face and audio-recorded with the participants' consent, ensuring that their responses could be accurately captured for further analysis. This approach enabled the researcher to gain a comprehensive understanding of how student teachers perceive, implement and manage the use of English during their teaching internship in junior high school in Tasikmalaya.

To ensure the trustworthiness of the data, member checking and peer debriefing were employed. Member checking was conducted by asking participants to review the interview transcripts and confirm that their responses had been accurately represented. This process helped reduce potential misinterpretations and enhanced the credibility of the findings. In addition, peer debriefing was conducted through discussions with the research supervisor regarding the interview data, coding process, and interpretation of the findings. These discussions provided critical feedback and helped ensure that the analysis was grounded in the participants' responses rather than the researcher's personal assumptions. Therefore, these procedures enhanced the credibility and trustworthiness of the study.

D. Data Analysis

This study employed thematic analysis to analyse qualitative data obtained from semi-structured interviews with two Indonesian EFL student teachers who participated in the Teaching Internship Program. Thematic analysis is a

method for identifying, analysing, and interpreting patterns (themes) within qualitative data (Braun & Clarke, 2006). Due to its flexibility, thematic analysis allows the researcher to produce rich and detailed descriptions of the data. The thematic analysis in this study follows six sequential phases as outlined by Braun and Clarke (2006).

1. Familiarizing with the data

In this phase, the researcher transcribed the audio-recorded interviews into written form and thoroughly engaged with the data by repeatedly reading the transcripts to obtain a comprehensive understanding. During this stage, the researcher also began making preliminary notes and reflecting on possible meanings and emerging patterns.

2. Generating Initial Codes

At this stage, the researcher systematically identified interesting and relevant features of the data and assigned concise codes that captured the essence of each segment. The coding process was flexible and iterative, allowing constant reflection and modification as the researcher's understanding deepened.

Table 1. Sample of Generating Initial Codes

Extracts	Initial Codes
The role of the target language in classroom learning is very important.	Perceived Importance of TL
Students need to receive direct exposure to English from the teacher.	Need for English exposure
If we get used to using the target language, we will become more accustomed to it and more confident.	Teacher confidence development
A particular challenge is that they sometimes don't understand at all, so their response is to stay silent or just	Student comprehension difficulty

stare blankly. However, I still continue with the process.

There are times when I feel nervous about speaking in English, especially since I'm in the position of teaching. I'm afraid of making mistakes, and that those mistakes might be followed by the students I teach, because inevitably, students tend to follow their teacher.

I aim to achieve a goal where students become accustomed to hearing English not only from the media, but also directly from real people. This way, if they later encounter a teacher who uses full English or the target language in class, they won't feel surprised or shocked.

There is definitely some change, although it is not large or significant, because it is a long-term process.

While I was explaining, they looked confused. That's when I switched to the first language.

I act it out, I demonstrate it... almost all of the material explanation is delivered using TPR

Table 2. List of Initial Codes and Their Frequency

No.	Initial Codes	Total
1	Pedagogical benefits of TL use	7

2	Student comprehension difficulty	7
3	Perceived importance of TL	6
4	Use of gestures and demonstration	6
5	Nervousness during teaching	6
6	Code-Switching	5
7	Students' Behavioural Progress	4
8	Motivation to use TL	3
9	Need for English exposure	2
10	Teacher confidence development	2
11	Instructional support strategies	2
12	Fear of making mistakes	1
13	Classroom management issues	1

3. Searching for the themes

The researcher then organized the initial codes into potential themes by identifying meaningful patterns across the dataset. This process involved grouping related codes based on their similarities and relevance to the research questions.

Table 3. Process of Searching for Potential Themes

Initial Codes	Potential Themes
Perceived importance of TL	Student Teachers' Beliefs and Motivation Toward the Use of English
Pedagogical benefits of TL use	
Need for English exposure	
Motivation to use TL	

Nervousness during teaching	Perceived Challenges and solutions in Implementing the Use of English
Student comprehension difficulty	
Fear of making mistakes	
Classroom management issues	
Code-Switching	
Use of gestures and demonstration	Perceived Reciprocal Impacts of the Use of English
Instructional support strategies	
Students' Behavioural Progress	
Teacher confidence development	

4. Reviewing and developing the themes

In this step, the researcher reviewed, refined, and developed the themes by checking whether they accurately reflected both the coded data and the entire dataset. This stage ensured that the themes were coherent, distinct, and meaningfully captured the participants' perspectives.

5. Defining and naming the theme

Each theme was clearly defined and named to reflect its core essence. The researcher wrote detailed analytic descriptions to explain what each theme revealed about the data and how it contributed to answering the research questions.

Table 4. Defining and Naming Themes

Themes	Definition
Student Teachers' Beliefs and Motivation Toward the Use of English	This theme refers to student teachers' perceptions of the value and significance of using English during classroom instruction. It encompasses their beliefs about the pedagogical benefits of the use of English, the importance of providing students with English exposure,

	and their motivation to use English during classroom instruction.
Perceived Challenges and Solutions in Implementing the Use of English	This theme captures student teachers' perceptions of the difficulties they encounter when using English, including nervousness, fear of making mistakes, students' comprehension difficulties, and classroom management concerns. It also includes the solutions they perceive as helpful in addressing these challenges, such as code-switching, gestures, demonstrations, and instructional support strategies.
Perceived Reciprocal Impacts of the Use of English	This theme reflects student teachers' perceptions of the outcomes of the use of English in the classroom. It includes their views on students' behavioural and learning progress as well as the development of their own confidence and professional growth as future English teachers.

6. Producing the report

In the final phase, the researcher organized the themes into a coherent narrative supported by relevant data extracts to present the study's findings in a clear and systematic manner.

E. Research Schedule

The research schedule refers to the timeframe for carrying out the research activities. The schedule outlines the sequence and duration of each research stage, presented in the form of a table to provide a clear overview of the implementation process.

Table 5. Research Schedule

Description	Sept/ 2025	Oct/ 2025	Nov/ 2025	Des/ 2025	Jan/ 2026	Feb/ 2026	Mar/ 2026	Apr/ 2026	May/ 2026
Research Proposal writing									
Research Proposal examination									
Data Collection									
Data Analysis									
Report									
Thesis Result Seminar									
Thesis Examination									