

CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

This research used a descriptive case study. According to Yin (2003), a case study is an empirical study that examines a current phenomenon within a real-life context, particularly when the phenomenon and context are closely intertwined and difficult to clearly separate. The case of teaching English to students with ASD at an Indonesian junior high school, as well as private lessons at home, is unique. A case study is appropriate for this research because it meets the following key reasons: it is critical, unique, and representative; it reveals a new phenomenon; and it is observed longitudinally, in the retrospective sense, as it examines developments from a previous period to the current situation.

B. Research Setting and Participants

This study was conducted at a public junior high school in Tasikmalaya, Indonesia, where a student with ASD learned together with non-ASD classmates in a regular classroom. Although the school accepts students with special needs and has previously educated several students with special needs, it does not formally implement an inclusive education system because it does not provide a special curriculum or structured support services. Therefore, the term “regular classroom” is used in this study to describe the school setting, while “inclusive classroom” is only used when discussing previous studies.

This study also included a private tutor who taught the same student at home. As a result, the study explored teachers' experiences in two learning contexts: the regular classroom and the home tutoring setting. Including both the regular classroom and home tutoring settings allowed the researcher to gain a broader understanding of teachers' experiences in teaching the same student with ASD. By examining the same student across two learning contexts, the study was able to capture a wider range of challenges and pedagogical strategies that might not be visible in a single setting. This approach also provided richer insights into how teachers adapted their teaching practices according to the learning context while addressing the needs of the same student.

This study involved three English teachers who teach at the junior high school, all of whom have direct experience teaching a student with ASD. Teacher 1, Adi (pseudonym), had experienced teaching a student with ASD for 1 year in a regular class. Adi taught this student with ASD when the student was still in grade 7. Teacher 2, Ben (pseudonym), is currently responsible for teaching the same student with ASD in a regular classroom setting. At the time of the study, the student was in grade 8. Teacher 3, Rian (pseudonym), is an English teacher at the same public junior high school where the ASD student was enrolled. However, he did not teach the student at school. Instead, he taught the student through private English tutoring sessions conducted at the student's home. As he had direct teaching experience with the same student in a home tutoring setting, he was included as a participant in this study. Therefore, the participants were selected because they had direct experience teaching the same student with ASD in different learning contexts. Their experiences provided valuable insights into the challenges and pedagogical strategies used in both regular classroom and home tutoring settings, enabling the researcher to address the research questions from multiple perspectives.

C. Data Collection

Semi-structured interviews were used as the primary data collection technique for this study. This technique was chosen because it provides structured guidance and flexibility to explore the diverse experiences and perspectives of teachers working with students with ASD. By allowing researchers to ask broader questions than initially planned, this method complemented the qualitative case study design and enabled the researcher to collect rich and detailed narratives (Creswell, 2009).

The interview questions essentially followed an interview guide adapted from Brahim (2022), who used a structured questionnaire to investigate teaching challenges and strategies for students with ASD. Several questions were directed at participants, aligned with the indicators used as the research concept. These questions focused on teaching challenges, the psychological and academic needs of students with ASD, and the strategies used to address communication difficulties, social interaction issues, visual learning preferences, and the need for specialized teacher support. The author adapted the interview guide by reformulating the

structured questionnaire statements into open-ended questions to suit qualitative methods. Therefore, the guide was flexible enough to allow participants to introduce new, initially unexpected topics or perspectives, as is consistent with qualitative approaches.

D. Data Analysis

The data was analyzed qualitatively through thematic analysis. Thematic analysis is an appropriate qualitative technique for examining participants' experiences and perceptions through interview transcripts (Braun & Clarke, 2006). By methodically transforming data into a conceptual model and proposing a comprehensive thematic analysis process consisting of six steps to increase accuracy and depth, namely, as follows:

a. Familiarizing with the Data

To gain a deep understanding of the data set, researchers began by carefully reading and rereading the transcripts. To identify patterns for further investigation, initial notes of recurring concepts or possible themes were documented.

b. Generating Initial Codes

At this stage, short phrase codes or keywords were developed to capture the main ideas of a particular section of text. New codes were added as the researcher progressed through the iterative coding process. The organization and retrieval of data for analysis were based on these codes.

Table 1
Generating Initial Codes

Interview Transcript	Initial Codes
“Yang paling menentukan sekali adalah jelas di sini faktor guru penting. Kita harus memiliki kesabaran.	Teachers’ gentle interaction
Tidak terpatok pada satu strategi, guru harus menemukan beberapa strategi. Lalu juga pengaruh dari pembimbing, pendamping Billy juga. Jadi, kita selalu kerjasama ngobrol dengan Pak Asep. Kesenangan Billi yang lain sifat sifat Billy yang lain kita dapat modal dasar memahami agar kita bisa mengajar Billy lebih	Flexible teaching planning Collaboration with a caregiver

baik. Jadi, evaluasinya ngobrol sama pendampingnya.” (P1)	
“Kerja ekstra dalam listening sih karena. kesatu sarana prasana. kedua, juga ya anaknya kan sulit agak bermasalah dengan pendengarannya atau misalnya kurang fokus, ya. Jadi harus si penyampaianya itu harus dua kali. Yang satu, yang pertama, fase kepada teman-temannya, sekelasnya, semuanya. Yang fase kedua itu khusus buat Billy. Buat Billy ini harus begini, begini, begini, tapi dia mengerti langsung. Tapi dia paham juga.” (P2)	Limited learning facilities Difficulty maintaining focus
“Paling memodifikasinya materi dengan apa aja itu namanya, yang mengaitkan materi dengan kehidupan sehari-hari itu. Jadi apalagi di ASD itu kan misalkan kita lagi belajar simple past tense, itu kan menyatakan kejadian yang di masa lalu gitu kan ya kita tanya dengan kejadian masa lalu Billy gitu, “Billy kemarin kemana ini, ini, ini” oh iya, jadi mengaitkan seperti itu, jadi memodifikasi kalau misalkan tidak dimodifikasi ya mungkin dia kurang mengerti lah seperti itu” (P3)	Different material application
“Jadi seberapa sulit gitu perbedaannya, kalau seberapa sulit perbedaannya tentu beda banget ya kalau misalkan di siswa biasa itu ya sesuai normal aja gitu menyiapkannya kayak semacam kita kadang melakukan sesi ceramah ataupun misalkan yang inquiry lah atau apalah gitu, tapi kalau misalkan yang ASD itu pasti ada persiapan khusus lah karena tidak dipungkiri juga untuk siswa ASD ini kita harus kita harus lebih memperhatikan dan ekstra lebih untuk mengajar tersebut karena ya gitu oke.” (P3)	Teacher adaptation toward ASD student

The participants’ interview transcription showed that 27 initial codes represented different aspects. Here is the list of initial codes and their frequency.

Table 2
List of Initial Codes and Their Frequency

No.	Initial Codes	Total
1.	Collaboration with a caregiver	9
2.	Understanding the student's needs	7
3.	Limited learning facilities	5
4.	Difficulty maintaining focus	5
5.	Lack of teacher training for ASD	4
6.	Different material application	4
7.	Visual media benefit in learning process	4
8.	Flexible teaching planning	4
9.	Unpredictable behavior	6
10.	Frequently monitor the student's attention	4
11.	Different assessment criteria	3
12.	Teachers' gentle interaction	3
13.	Vocabulary learning through student's interest	3
14.	Lack of fluency in speaking	3
15.	Student's overstimulated behavior	3
16.	Teacher adaptation toward ASD student	3
17.	Teacher self-learning effort	2
18.	Unreadable handwriting	2
19.	Peer learning strategy	2
20.	Clear and direct instruction	1
21.	Question-based stimulation	1
22.	Separating student	1

c. Searching for Themes

To create more comprehensive themes, researchers observed the relationships between codes. To capture the essence of the data, codes were grouped into possible themes based on Brahim (2022). To paint a clearer picture, all the information pertinent to these developing themes was compiled.

Table 3
Searching for Themes

No.	Initial Codes	Potential Themes
1.	Student's overstimulated behavior Unpredictable behavior Difficulty maintaining focus	Behavioral and Emotional Regulation Patterns
2.	Lack of fluency in speaking Unreadable handwriting	Cognitive and Linguistic Profiles
3.	Lack of teacher training for ASD Limited learning facilities	Institutional and Environmental Challenges
4.	Frequently monitor the student's attention Teachers' gentle interaction Understanding the student's needs Clear and direct instruction Separating student	Classroom management with an affective approach
5.	Different material application Visual media benefit in learning process Vocabulary learning through student's interest Question-based stimulation Peer learning strategy	Instructional Learning Media Settings
6.	Collaboration with a caregiver Flexible teaching planning Different assessment criteria Teacher adaptation toward ASD student Teacher self-learning effort	Flexibility and collaboration for teaching development

d. Reviewing Themes

Themes were further developed and verified by examining their consistency with both the coded data and the complete dataset. This guaranteed that the themes appropriately addressed the research question and reflected the experiences of the participants. To see how themes relate to each other, a thematic map could be created.

Table 4
Reviewing Themes

No.	Potential Themes	Themes
1.	Behavioral and Emotional Regulation Patterns	Challenges in Teaching a Student with ASD
2.	Expressive Language Challenges	
3.	Institutional and Environmental Challenges	
4.	Classroom Management with an Affective Approach	Pedagogical Strategies for Teaching a Student with ASD
5.	Instructional Learning Media Settings	
6.	Flexibility and Collaboration for Teaching Development	

e. Defining and Naming Themes

Each theme was clearly defined, emphasizing how it added something special to our understanding of the dataset. To guarantee accuracy and clarity, subthemes, if any, were also recognized and given names.

Table 5
Defining and Naming Themes

No.	Definition	Themes
1.	This theme refers to three main aspects of the challenges teachers face when teaching a student with ASD. First, behavioral and emotional regulation patterns, namely from the perspective of student behavior and emotions, such as unpredictable behavior, being easily distracted, and difficulty maintaining focus. Second, expressive language challenges such as difficulties in understanding instructions, limited communication, and a lack of	Challenges in Teaching a Student with ASD

fluency in speaking. Third, from external factors, such as limited facilities, and a lack of teacher training on ASD.

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| 2. | <p>This theme refers to teacher strategies in facing the challenges of teaching a student with ASD, which are divided into three main aspects: first, classroom management with an affective approach, such as monitoring student attention, providing clear instructions, being gentle, and using questions as stimulation. Second, instructional learning media settings, such as visual media and interest-based learning. And finally, flexibility and collaboration for teaching development, including understanding student needs, collaborating with caregivers, designing flexible learning, and adapting to teacher self-directed learning efforts.</p> | <p>Pedagogical Strategies for Teaching a Student with ASD</p> |
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f. Produce the Report

The final report provided a summary of the themes, frequently supported by striking data excerpts. In this step, the results were combined into a logical story that answered the research question.

E. Research Schedule

The research time in question is the time span for the implementation of the research as outlined in the form of a table, as follows:

Table 6
Time and place of the research

Description	Sep- Oct/ 2025	Nov/ 2025	Dec/ 2025	Jan/ 2026	Feb/ 2026	Mar/ 2026	Apr/ 2026	May/ 2026	Jun/ 2026	Jul/ 2026
Research Proposal writing										
Research Proposal examination										
Data Collection										
Data Analysis										
Report										
Thesis Result Seminar										
Thesis Examination										