

CHAPTER III

RESEARCH METHOD

A. Research Design

Within the research approach, there are quantitative and qualitative research designs. Creswell & Poth (2007) argued that the situated process of qualitative research is grounded in an interpretative, naturalistic approach to the environment. This leads to the conclusion that qualitative researchers examine local circumstances to understand or make sense of them, using people's interpretations. This research is a case study in which the researcher visits the research site to observe, measure, and analyze how the teacher teaches English to students (especially high school students) with ADHD, particularly when they use multisensory learning.

Case study research design is one approach to qualitative research; it involves a thorough analysis of a particular topic, such as an individual, group, class, school, or circumstance, over time. It focuses on understanding that specific 'case' in its actual setting, often to derive more general conclusions or guidelines for behavior, education, or learning (Tellis, 1997). A case study approach in education, particularly in language instruction, typically involves presenting students with a real or hypothetical problem scenario that requires a solution and asking them to evaluate it and make a decision. Typically, the scenario is presented as a brief story, and students are required to use the target language to discuss

In addition, the researcher gathered information through interviews and a qualitative questionnaire to obtain more specific details about how educators teach students using a multi-sensory approach. As Alasuutari (2008) said, citing Bryman (2008, p.366), qualitative research is a research strategy that typically emphasizes words rather than quantification in data collection and analysis. (Sandelowski, 2004) Describe if qualitative research is an umbrella term for an array of attitudes towards and strategies for conducting inquiry that are

aimed at discovering how human beings understand, experience, interpret, and produce the social world.

In this research, the researcher employs a qualitative single-case study design to explore the experiences of English teachers who use multisensory learning to teach English to children with ADHD. The design was selected because it enabled the researcher to thoroughly examine how the English teacher instructs students with ADHD through multimodal learning in an actual classroom. To obtain a thorough grasp of the case, information was gathered through semi-structured interviews, classroom observations, and pertinent documents.

This study followed the case study research procedure proposed by Robert K. Yin (2015). Which consists of several steps

Step 1. Identifying the Research Problem

In this stage, the researcher identified the research problem regarding English teachers' experiences teaching children with ADHD through multisensory learning. After reviewing relevant literature, the researcher formulated the research questions that guided the study.

Step 2. Selecting the Case and Participants

The researcher selected one school as the research site and chose English teacher(s) with experience teaching children with ADHD using multisensory learning.

Step 3. Developing the Research Instrument

At this stage, the researcher prepared the research instruments, including observation checklists, interview guidelines, and field note formats to support data collection.

Step 4. Collecting the Data

Data were collected through classroom observations, semi-structured interviews, and relevant documents. Classroom observations were conducted to examine the teaching

practices, while interviews were conducted to explore the teachers' experiences and perspectives.

Step 5: Analyzing the Data

The collected data were analyzed through data reduction, data display, and conclusion drawing. The researcher identified patterns, themes, and meanings related to teachers' experiences in implementing multisensory learning for children with ADHD.

Step 6: Drawing Conclusions and Reporting Findings

The researcher interpreted the findings and presented the results in a systematic report to answer the research questions and provide insights into the implementation of multisensory learning in teaching English to children with ADHD.

B. Research Setting

This research was conducted at SLBN 2 Banjarmasin. The researcher chose this school because it is suitable for conducting research and because its English teachers have taught students with ADHD, make it easier for the author to collect data through interviews. The study was carried out from the 3rd of June 2026 to the 16th of June 2026.

C. Participant

The participant of this research was a teacher who taught English at SLBN 2 Banjarmasin, specifically in the 'Type C class'. The researcher will generate data on teachers' perspectives on teaching English to students with ADHD using multisensory methods.

D. Data

The researcher used a qualitative single case study approach and collected data through semi-structured interview and classroom observation. According to Ying (2018), case study research benefits from multiple sources of evidence, allowing the researcher

to develop a comprehensive understanding of the case.

1. Semi-Structured Interview

A semi-structured interview is a qualitative data collection method that uses a predetermined set of open-ended questions or themes (an interview guide) while allowing the interviewer flexibility to probe more deeply, follow up on participants' responses, and adjust the order of questions (Nicole, 2021). In this study, semi-structured interviews were conducted with English teachers to explore their experiences, challenges, and strategies for teaching children with ADHD using multisensory learning. The interviews were audio-recorded and transcribed for analysis.

2. Classroom Observation

A classroom observation is a formal or informal observation of teaching while it is taking place in a classroom or other learning environment (Barker, 2011). In this research, classroom observations were conducted to examine how multisensory learning activities were implemented during English lessons. Field notes were taken to record classroom interactions, teaching strategies, and students' responses.

E. Data Analysis

The data in this study were analyzed using thematic analysis, a qualitative data analysis method that is used to identify, organize, and interpret patterns of meaning or themes across a dataset. According to Braun and Clarke (2006), thematic analysis enables researchers to systematically examine participants' experiences by coding meaningful data and grouping similar codes into broader themes that address the research questions. This method was considered appropriate for the present study

because it allows for an in-depth exploration of the English teacher experiences in teaching students with ADHD through the implementation of multisensory learning strategies.

In this study, the analysis followed the six phases of thematic analysis proposed by Braun and Clarke (2006), which are;

1. Familiarizing with the Data

The first phase involved familiarizing with the data by repeatedly reading the interview transcripts and observation notes to gain a comprehensive understanding of the collected information.

2. Generating Initial Codes

The second phase consisted of generating initial codes by identifying meaningful segments of data related to the teacher experiences, classroom practices, students' engagement, and learning progress.

3. Searching for Themes

The third phase involved searching for themes by grouping similar codes into broader categories that reflected recurring patterns across the data.

4. Reviewing Themes

In the fourth phase, the identified themes were reviewed and refined to ensure that they accurately represented the dataset and addressed the research questions.

5. Defining and Naming Themes

The fifth phase focused on defining and naming the themes by clarifying the meaning and scope of each theme.

6. Producing the Final Report

The sixth phase involved producing the report integrating the findings with relevant theories and previous studies to provide an in-depth interpretation of the teacher experiences in implementing multisensory learning for students with ADHD.

Throughout the analysis process, the researcher continuously compared the emerging themes with the collected data to ensure consistency, credibility, and alignment with the objectives of the study. This study adopts an instrumental case study design because the participating English teacher and her classes were examined not solely for their intrinsic characteristics but as cases that illuminate the broader phenomenon of implementing multisensory learning in teaching high school students with ADHD. The cases are used to deepen understanding of how such instructional approaches are conceptualized and enacted in inclusive English language classrooms and how they support or constrain the learning and behavior of students with ADHD.

The following framework will be used to explain the instrumental case study analysis process based on Stake (1995):

Step 1: Identifying the Phenomenon of Interest

The first step in an instrumental case study is to identify the phenomenon the researcher seeks to understand. In this study, the phenomenon is the English teacher's experience teaching high school students with ADHD through multisensory learning. The researcher aims to explore how multisensory learning is implemented in English classrooms and how teachers perceive and manage the learning process for students with ADHD.

Step 2: Selecting an Appropriate Case

According to Stake (1995), the selected case should provide meaningful insights

into the phenomenon being investigated. Therefore, SLBN 2 Banjarmasin was selected as the research site because it accommodates students with ADHD and provides a relevant context for examining English teachers' experiences with multisensory learning. The English teacher who teaches students with ADHD serves as the primary participant in this study.

Step 3: Collecting Data from Multiple Sources

Instrumental case studies require multiple data sources to obtain a comprehensive understanding of the case. In this study, data were collected through semi-structured interviews with an English teacher, and classroom observation. The use of multiple sources allows the researcher to triangulate the data and enhance the credibility of the findings.

Step 4: Examining the Case within Its Real-Life Context

Stake emphasizes the importance of understanding the case within its natural setting. Therefore, the researcher observes the teaching and learning process as it occurs in the classroom environment of SLBN 2 Banjarmasin. Special attention is given to classroom interactions, teacher strategies, student participation, and the implementation of multisensory learning activities during English lessons.

Step 5: Analyzing and Interpreting the Data

After the data have been collected, the researcher organizes and analyzes the information using thematic analysis. The interview transcripts, observation notes, and supporting documents are examined to identify recurring patterns, themes, and experiences related to teaching English to students with ADHD through multisensory learning. The findings are then interpreted to understand the meanings behind the participants' experiences.

Step 6: Developing a Broader Understanding of the Phenomenon

Since the purpose of an instrumental case study is to understand a broader phenomenon rather than merely describe a single case, the researcher uses the findings from SLBN 2 Banjarmasin to gain deeper insights into the experiences of an English teacher who teaches students with ADHD through multisensory learning. The focus is placed on understanding teaching practices, challenges, and perceived benefits that may also be relevant in similar educational contexts.

Step 7: Reporting the Findings

The final step is presenting the findings clearly and systematically. The results are organized by themes that emerge from the data analysis and are supported by evidence from interviews, observations, and documents. The findings are expected to contribute to the understanding of multisensory learning practices for students with ADHD and provide recommendations for educators and future researchers.

Then, to build the trustworthiness of this case study, the researcher used triangulation of responsibility to provide sufficient descriptive data for readers to assess the data's transferability to other contexts.

a. Credibility

Confidence in the veracity of the data and its interpretations. Lincoln and Guba (1985) also emphasized that credibility has a dual meaning: first, that the study should be conducted in such a manner that maximizes the truthfulness of the findings, and second, that action is taken to demonstrate credibility to the external reader.

b. Dependability

Refers to the stability of data over time and over conditions. Like in quantitative research, credibility cannot be attained in the absence of dependability:

that is, validity cannot be achieved in the absence of reliability.

c. Confirmability

Objectivity can be defined as the potential for congruence among two or more independent observers regarding the accuracy, relevance, or meaning of data. It addresses the representativeness of the data, that they reflect information provided by participants, and that the interviewer does not invent interpretations of that data.

d. Transferability

Similar to generalizability, the extent to which the qualitative findings can be transferred to or have applicability in other settings or groups. Lincoln and Guba (1985) indicated that the researcher's responsibility is to provide sufficient descriptive data for readers to make judgments about the data's transferability to other contexts.

F. Research Instrument

The main purpose of this research is to foresee the development of students with ADHD in English using a multi-sensory method. The research participant was an English teacher in SLBN 2 Banjarmasin. The main data collection was conducted through semi-structured interviews and classroom observations. At the same time, document analysis served as a supporting method to produce field notes written directly by the researcher, as described in Table 3.1.:

Table 3. 1 Research Instrument

	Point Of Research	Research Instrument
RQ 1	The teacher's perspective on students with ADHD learning English through multisensory methods	Semi-Structured Interview – Class Observation – Document Analysis
RQ 2	The impact of multisensory learning on students' engagement and learning progress	Semi-Structured Interview – Class Observation – Document Analysis