

CHAPTER III

RESEARCH METHOD

A. Research Design

In this context, the researcher uses case study as a research method. A case study is a type of qualitative research methodology that is based on the knowledge of human behavior in light of many scientific theories, values, and beliefs. According to Yin (2003) in Yona (2006), a case study is a method used to investigate phenomena that take place when there is a disconnect between the phenomenon and the current environment, when there is evidence from several sources, or when the focus is on an individual's actual experience (real-life context).

As far as terminology goes, Johansson says a case study is a study that aims to capture the intricacy of a growing case in social science. A case study is characterized as an investigation that aims to capture the intricacy of a developing social science scenario. encapsulate the intricacy of a social science case that is evolving. The case study technique can also be defined as a set of rigorous, in-depth, and detailed scientific tasks conducted to learn more about a program, event, or activity at the level of an individual, group of individuals, institution, or organization. The chosen event, which will be referred to as the case from now on, is

typically an ongoing, real-life event rather than something that has already happened .(Ridho, 2023)

According to Yin (2003) in Yona (2006) outline the five steps in the case study design, which is the research procedure that the researcher followed for the research. The steps are described below:

1. Establishing the research question

Choosing a research question is the initial stage of every research project. The researcher's case study will focus on the application and advantages of constructivism techniques in English instruction, and the researcher will formulate research questions that are pertinent to the phenomena or object to be examined and the overall goals of the study. This research attempts to answer two research questions: how can constructivism tactics be used to teach English, and what are the advantages of using these strategies for English teachers.

2. Selecting The Instruments and Research Design

In this second step, the researcher will choose instruments that are relevant to the study questions and decide whether to employ a single or multiple case design. A case study that focusses on just one case unit is known as a single case design. When researchers identify a specific example that is essential and unique, they employ a single case design (Munhall, 2001). The researcher employed a single case study in this investigation, which concentrated on the application of

constructivism techniques and the advantages of doing so for English teachers. Therefore, the researcher's research instruments were interview protocols and observation guideline. The application of constructivist strategies was seen using the observation guideline, and participants were interviewed regarding the benefits of implementing it using the interview protocol.

3. Data Collection

An important consideration for researchers before beginning a study is the selection of instruments that align with the research objectives. In order to choose instruments that are in line with the goals of the study, researchers must therefore consider the evidence or earlier research as a guide. In order to achieve the goal of the study, which was to determine how English teachers apply constructivism strategies in their teaching, the researcher observed classes while the students were learning the language. The researcher then conducted an interview with the English teachers who used constructivist teaching methods in the classroom to find out about the benefits. Additionally, the researchers collected data by documentation to back up the findings, including learning activities, media, materials and take a document that includes an assessment rubric and lesson plan.

The researcher then conducted interview with English teachers who used constructivist strategies in the classroom to find out about the benefits. In order to bolster the findings, researchers also

collected evidence of learning activities, materials, and media with documentation.

4. Selecting The Method of Data Analysis

The researcher will now code and arrange the data according to themes in order to analyze the information gathered from observations about the application of constructivism strategies, interviews about the advantages of implementing it for English teachers, and documentation of classroom learning activities as support. Additionally, the researcher manually analyses the data to determine the research's ultimate outcome after grouping it according to the themes' similarities. To create the final formulation of the research, the researcher will attempt to read, characterize, compare, and integrate a number of codes that have been created.

5. Writing The Report for The Case Study

At the end of the investigation into how teachers apply constructivism strategy and their benefits in teaching English, the researcher presents the study's final conclusions either verbally or in writing. As a result, the report's writing is simple enough for the reader to understand.

B. Research Setting

This research took places at SMAS PGRI 7 Banjarmasin, Madrasah Aliyah Darul Imad, and MAN 2 Banjarmasin. Considering that

each of these three schools has an English teacher that implemented the constructivism strategy to teach English. First, this research was carried out at SMAS PGRI 7 Banjarmasin on March 18 and 20. Next, it was carried out at Madrasah Aliyah Darul Imad school on February 8 and April 26. The last, it was carried out at MAN 2 Banjarmasin on April 16 and May 8. The three schools' research was carried out in 2025.

C. Participants

The participants in this research were English teachers in 3 schools. Teacher in SMAS PGRI 7 Banjarmasin as teacher A, teacher in Madrasah Aliyah Darul Imad as teacher B and MAN 2 Banjarmasin as the teacher C who. implemented constructivism strategies in their English teaching and participated in interviews to find out about the advantages of implementing the strategy.

D. Data Collection Technique

There are six types of evidence in case study data gathering methodologies, according to Yin (2009). These include documentation, archival records, interviews, direct observation, participant observation, and physical artifacts. Three types of technical data were selected by the researchers to gather information for the case study investigation. Direct observation, interviews, and documentation are a few of these.

The first is observation, the researcher will observe the class directly to observe how the teacher and implementing constructivism strategy in teaching English. To know what are the activities, the material and media that teacher use during the process of teaching English in class. The second data collection technique is interviews, it is claimed interviews serve as one type of evidence in case study research. Researcher interview English teachers in more depth about advantages regarding teaching English through implementing constructivism strategy in teaching English.

1. Observation

In this study, researcher used direct observation as one of the data collection techniques. Direct observation is the practice of watching live events or activities up close. Researcher can gather precise and comprehensive information about the phenomenon or activity they are seeing by conducting direct observations. Researcher can also comprehend the situation and context around the ongoing phenomena or activity by direct observation. Researcher in this study used direct observation to gather information on the research subject of how English teachers apply constructivist teaching strategy by observing classroom activities during the learning process.

Table 3.1 Observation Schedule

No	Date	Teacher	Teaching Material	Model Implementation
1	Saturday, 8 February 2025	Teacher B	Narrative Text	Task-based Learning
2	Saturday, 26 April 2025	Teacher B	Narrative Text	Role-Play
3	Tuesday, 18 March 2025	Teacher A	Simple Past Tense	Task-based Learning
4	Thursday, 20 March 2025	Teacher A	Simple Past Tense	Task-based Learning
5	Thursday, 16 April 2025	Teacher C	Debate	Problem-based Learning
6	Thursday, 8 May 2025	Teacher C	Debate	Problem-based Learning

2. Interview

Interviews were conducted to learn more about the thoughts and experiences of the respondents. Researcher can obtain detailed information about respondents' opinions and experiences of ongoing events or activities through interviews. Researcher might also learn more about the background and significance of ongoing events or phenomena by conducting interviews. In order to collect information for this study, the

researcher used semi-interviews to interview English teachers who implemented constructivist teaching strategies to find out the advantages of implementing these strategies by meeting face-to-face with the teacher after the teacher finished teaching. The interviews were conducted with audio recordings of about 15 minutes to each teacher.

Table 3.2 Interview Schedule

No	Date	Teacher
1	Saturday, 8 February 2025	Teacher B
2	Thursday, 20 March 2025	Teacher A
3	Thursday, 8 May 2025	Teacher C

3. Documentation

Documentation entails gathering and examining records that are pertinent to the phenomena or continuing activity. Reports, notes, images, videos, and other documents pertaining to the ongoing activity or event might all be considered documents. Researcher can gather precise and comprehensive information on the background and setting of the current phenomena or activity by examining papers. The researcher in this research also documented the activities, materials, book, media that occurred in the classroom during the learning process by taking pictures and taking documents about

assessment rubric and lesson plans used by teachers when applying constructivism strategies in teaching English.

E. Data Analysis

Analytical models developed by Miles and Huberman (2014), sometimes referred to as interactive analytical approaches, are generally used in qualitative research when performing data analysis. The data reduction stage, data display, and conclusion or verification are the three steps involved in qualitative data analysis (Saleh et al., 2017)

1. Data Reduction

Data reduction is carried out in the field because there is a lot of data that must be carefully and thoroughly documented. As said before, data collecting will get more broad, complex, and challenging the longer a researcher stays in the field. As a result, data reduction and analysis ought to be done as quickly as possible. Reducing data involves summarizing, selecting the most important information, focusing on it, and looking for patterns and themes. In this data reduction process, the researcher thoroughly examines the findings of field study before condensing the findings by highlighting key findings and aligning them with prior research theories. There are numerous steps that English teachers take when using constructivist strategies that researcher in the field have observed. The research then summarizes the findings of the study by choosing and matching the

steps that are consistent with the theory of earlier research and the findings of teacher interviews regarding the benefits of using constructivist strategies that are appropriate to address the research question in this study.

2. Data Display

Presenting the data comes next once it has been minimized. According to Miles and Huberman (2014), the most popular format for presenting data in qualitative research is narrative text. They emphasize the use of graphs, matrices, networks, and charts as data presentations in addition to narrative text. The results of the research on the implementation of constructivism strategy and its advantages in teaching English were then presented by the researcher in the form of narrative text. The data was narrated, the learning activity process in the classroom was documented with pictures, and the tables were grouped together related to the materials and models used by the teachers when teaching constructivism strategy.

3. Drawing Conclusion

Drawing and Verifying Conclusions. According to Miles and Huberman (2014), generating conclusions and verifying them is the third step in data analysis in qualitative research. The preliminary findings are still tentative and subject to revision in the event that no compelling evidence is discovered during the subsequent round of data collection. The results drawn early on, however, are legitimate and

convincing if they are backed up by reliable and consistent data when researcher go out to the field to gather further information. The researcher then makes inferences on the benefits of employing constructive strategies for English teachers as well as how teachers implement these strategies in their teaching English.