

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employs a qualitative approach with a single-case study design based on the framework proposed by Robert K. Yin (2018). A case study is understood as an empirical approach used to investigate a contemporary phenomenon in depth within its real-life context, particularly when the boundaries between the phenomenon and the context are not clearly evident. Therefore, this design is appropriate for examining collaborative learning as it naturally occurs in the classroom.

In addition, Robert E. Stake (1995) emphasizes that case study research focuses on gaining an in-depth understanding of a particular case through the interpretation of experiences within its context. In this study, the approach tends to be an intrinsic case study, as it aims to understand a specific case in depth, namely the implementation of collaborative learning by a third-grade teacher. Furthermore, Sharan B. Merriam (2009) defines a case study as an intensive exploration of a bounded system through in-depth data collection from multiple sources. In this research, the bounded system refers to a single teacher in one classroom at SD Negeri Rantau Kiwa 2, allowing for a focused and contextualized analysis. Moreover, according to Robert K. Stake (2006), the strength of case study research lies in its ability

to capture the complexity of a phenomenon holistically, including social interactions, classroom dynamics, and other contextual factors. This aligns with the objective of the study to comprehensively understand the strategies, experiences, and challenges faced by the teacher in managing collaborative learning.

Thus, a single case study design is chosen as it enables an in-depth exploration of the phenomenon within its natural context. Rather than aiming for statistical generalization, this study seeks to achieve analytical generalization, contributing to theoretical understanding and educational practice.

B. Research Setting

This study was conducted at SDN Rantau Kiwa 2 Tapin, located on Jl. Brigjend H. Hasan Basry Km.2, Kec. Tapin Utara, Kab. Tapin, Prov. South Kalimantan. This school was chosen as the research location because it has characteristics relevant to the focus of the study, which is to examine the challenges faced by the teacher in implementing collaborative learning in English language learning for early childhood.

C. Data

In this study, the data consists of information related to the implementation of collaborative learning in English language instruction for elementary school students, as well as the various challenges faced by

teachers during the learning process. The data includes descriptions of classroom learning activities, patterns of interaction among students, levels of student participation in group activities, and strategies used by teachers to facilitate cooperation among students. In addition, the data also includes teachers' views, experiences, and reflections regarding the implementation of collaborative learning, particularly in managing students with diverse abilities and maintaining students' active engagement in group activities. The data in this study is categorized into primary and secondary data.

a. Primary Data

The primary data in this study were obtained directly from the main informant, an English teacher who teaches early childhood education at SDN Rantau Kiwa 2. Primary data was collected through in-depth interviews and classroom observations. The interview data consisted of the teacher's explanations, experiences, and views on the application of collaborative learning and the various challenges faced in the English learning process. Meanwhile, the observation data consisted of descriptions of learning activities in the classroom, interactions between the teacher and students, as well as the situations and challenges that arise during the learning process.

b. Secondary Data

Secondary data was obtained through documentation studies relevant to the research context. Documentation data included various

supporting documents available at the research site, such as learning aids, learning activity records, and documentation in the form of video recordings of the learning process. This documentation data was used to reinforce and supplement the primary data obtained from interviews and observations.

By using primary and secondary data from various sources, researchers are expected to obtain a comprehensive and in-depth picture of the implementation of collaborative learning and the challenges faced by the teacher in teaching English to young children.

c. Participants

This study involved an English teacher at SDN Rantau Kiwa 2 who taught third-grade students and had more than five years of teaching experience. The teacher was selected purposively (purposive sampling) based on certain criteria relevant to the research objectives, namely willingness to participate, professional experience in teaching English at the elementary school level, and experience in managing classes with diverse student abilities and varying learning dynamics. The use of purposive sampling in this study aimed to ensure that the selected participant had adequate knowledge and experience related to the application of collaborative learning in a real classroom context.

The participant was selected to provide an in-depth understanding of how collaborative learning was understood, planned, and implemented in English language learning for young learners. This study specifically highlighted the strategies used by the teacher in building cooperation among

students, as well as the various challenges encountered during the learning process. These challenges included differences in students' language proficiency levels, variations in participation levels within groups, limited learning time, and students' anxiety when interacting in group activities.

Through the teacher's experiences and reflections, this study also examined how contextual factors in the classroom influenced the teacher's instructional decision-making and teaching practices. By focusing on one rich informant in a specific educational context, this study was expected to produce a detailed and contextual understanding of collaborative learning practices in third-grade elementary schools.

D. Technique of Data Collection

To explore the challenges an English teacher faced in managing a diverse group of young learners with varying ages and skill levels in collaborative English learning, this study employed qualitative data collection techniques, including semi-structured interviews and observations.

1. Observations

The observation focused on how the teacher directly addressed group dynamics in the classroom, managed differences in student age and ability, and facilitated collaboration among peers. The observation was conducted in a third-grade classroom. Video recordings and observation

notes were used to document how the teacher navigated these challenges, responded to student anxiety, and maintained group engagement throughout the learning process.

In practical terms, the researcher was present during several classroom sessions and recorded the teaching and learning activities in the third-grade classroom, which had been approved by the teacher. During the learning process, the researcher took structured observation notes using a checklist that covered aspects such as classroom management, group interaction, teacher feedback strategies, and student responses to instructions and collaborative activities. The observation was conducted in a non-participatory manner, meaning that the researcher did not interact or participate in the learning activities so that the teacher's teaching flow remained natural without interference.

After the learning sessions were completed, the researcher summarized the observations and conducted initial coding of important moments or behaviors relevant to the challenges of implementing collaborative learning. This process was carried out to identify patterns, obstacles, and strategies used by the teacher during group activities.

As explained by (Godínez Martínez, 2022), classroom observation is an important reflective tool for teachers because it provides concrete evidence of their teaching practices, which can then be critically analyzed to support professional development. In line with this, (Richards&Lockhart,1994) state that reflective observation is not only

about recording events in the classroom but also involves systematic data collection that forms the basis for critical reflection and pedagogical improvement. In this study, observation was used not only to record classroom dynamics but also to generate rich data on the strategies and challenges faced by the teacher in building collaboration among elementary school students.

2. Interviews

The interviews were conducted after the observation sessions were completed. The purpose of the interviews was to explore the teacher's experiences and perspectives regarding the difficulties faced in developing collaborative learning activities among elementary school students with diverse ages and ability levels.

During the interview sessions, the researcher asked a series of guiding questions to obtain detailed information about the teacher's teaching practices. The questions were designed to encourage the participant to share experiences, opinions, and reflections related to the implementation of collaborative learning. The researcher also asked follow-up questions to clarify responses and gain deeper insights into the issues discussed.

Each interview was conducted in a comfortable setting to allow the participant to express their thoughts openly. The interviews were recorded with the participant's consent and were then transcribed for further analysis.

According to (Arikunto, 2013, p. 44), interviews are a way to obtain information directly from participants through question-and-answer sessions. In this study, the interviews focused on identifying the challenges faced by the teacher in managing diverse groups and skill levels, as well as addressing student anxiety while maintaining active participation in collaborative learning activities.

E. Research Instrument

This study used semi-structured interviews as the main instrument for collecting data from the teacher. Referring to (Moenandar et al., 2024), this study employs semi-structured interviews to obtain rich and in-depth insights into the various challenges encountered by the teacher.

In practice, the researcher conducted individual interviews with each participating teacher after the observation sessions. Each interview lasted approximately 20–30 minutes and was conducted in a quiet and comfortable setting, either face-to-face or through voice calls when necessary. The interview instrument was designed to explore teacher perceptions, experiences, and practices in implementing collaborative learning in English language teaching. The interviews were conducted individually and were recorded with the participants' consent. The interview data were transcribed verbatim and analyzed using thematic analysis.

The researcher used an interview guide while maintaining flexibility to ask follow-up questions based on participants' responses. Sample interview questions included:

- “What challenges do you face in managing groups with differences in age and ability?”
- “How do you handle students who tend to be passive or anxious during English learning activities?”

All interviews were audio-recorded with the teachers' consent and transcribed verbatim for in-depth analysis.

F. Data Analysis

The data were analyzed using thematic analysis to identify, analyze, and report patterns present in the data. This approach was chosen because it allowed the researcher to organize and interpret qualitative data in a systematic and meaningful way. The analysis process followed the stages outlined by Braun and Clarke (2006).

First, the researcher conducted data familiarization by repeatedly reading and reviewing the transcripts to gain a deep understanding of the data content. Second, the researcher generated initial codes by identifying key parts of the data relevant to the research focus. These codes represented units of meaning related to the teacher's role and the implementation of collaborative learning. Next, the researcher grouped these codes into potential themes by combining similar patterns. These themes were then

reviewed and refined to ensure that they accurately and consistently represented the data. After that, the researcher clearly defined and named each theme in accordance with its essence and relevance to the research questions. Finally, the researcher interpreted the data by linking the identified themes to the research objectives and relevant theories. This process enabled the researcher to gain a comprehensive understanding of how collaborative learning was implemented and the challenges encountered in the classroom context.