CHAPTER III

RESEARCH METHOD

A. Research Design

Research design refers to a systematic plan that guides the researcher in organizing and conducting a study in order to obtain valid and reliable data that align with the research objectives. In general, research designs are categorized into two main approaches: qualitative and quantitative. According to Creswell (2009), qualitative research is a naturalistic and interpretative approach that focuses on understanding phenomena within their real-life contexts. Researchers employing qualitative methods seek to explore and interpret meanings that individuals assign to their experiences and social situations.

This study employed a qualitative research design because it aims to explore teaching strategies used in English language learning within an inclusive classroom. Qualitative research is appropriate for this study because it allows the researcher to gain an in-depth understanding of classroom practices, teacher roles, and learning interactions in a natural setting. Creswell et al. (2007) explains that qualitative research is suitable when the researcher intends to examine a phenomenon deeply and holistically by collecting rich descriptive data from participants.

More specifically, this research adopted a case study approach. Case study research focuses on an in-depth investigation of a bounded system, such as a classroom,

school, or group, within a specific context. According to Woodside & Wilson (2003), a case study enables researchers to examine complex phenomena by exploring real-life situations using multiple sources of evidence. This approach allows the researcher to understand not only the phenomenon itself but also the context in which it occurs.

The case study design was chosen because this research focuses on a specific inclusive classroom as a single crecase. Through this approach, the researcher seeks to explore how English teacher apply teaching strategies in inclusive classrooms and how these strategies support students with diverse learning needs. By employing a qualitative case study design, the researcher is able to capture detailed insights into teaching practices, classroom interactions, and learning processes in English language learning. In conducting this case study, the research design was implemented through several stages. The first stage involved defining the focus of the study, which centers on teaching strategies used in English language learning in an inclusive classroom. This stage aimed to identify how teachers implement instructional strategies and how these strategies address learner diversity. Defining the research focus helped the researcher determine the scope of the study and clarify the phenomenon to be explored.

B. Research Setting

This research was conducted at Madrasah Aliyah SMIP 1946 Banjarmasin, an Islamic senior high school located in Banjarmasin, South Kalimantan, Indonesia. The school operates under the Islamic education system and provides formal education that integrates general subjects with Islamic values. English is one of the compulsory subjects taught at this institution and is delivered through structured classroom instruction. The research was conducted over approximately three weeks, from April 29, 2026, to May 13, 2026. During this period, the researcher carried out classroom observations and conducted semi-structured interviews to collect data related to teaching strategies used in the inclusive English classroom.

Madrasah Aliyah SMIP 1946 Banjarmasin was selected as the research setting because it implements inclusive classroom principles in its teaching and learning process. The school accommodates students from diverse academic, social, and learning backgrounds within the same classroom environment. In English language learning, teachers aim to ensure that all students, regardless of their differences in ability or background, receive equal opportunities to participate and achieve learning objectives.

Academically, the school has qualified English teachers who actively apply inclusive teaching practices in the classroom. The learning process is supported by adequate facilities such as classrooms, teaching media, and instructional materials that enable teachers to implement various teaching strategies. The inclusive classroom

environment at this school allows for direct observation of how English teachers adapt their instruction to meet diverse learner needs.

The selection of Madrasah Aliyah SMIP 1946 Banjarmasin as the research site was based on the suitability of the setting with the objectives of the study. The school provides a unique context where inclusive education is practiced within an Islamic educational institution, making it relevant for exploring teaching strategies in English language learning in inclusive classrooms. The research location was chosen solely due to its relevance to the research focus and not because of personal relationships or prior involvement of the researcher with the institution.

C. Participants

The participant in this study was selected using purposive sampling, which allows the researcher to choose individuals who possess characteristics relevant to the research objectives. This study involved one English teacher at Madrasah Aliyah SMIP 1946 Banjarmasin as the sole participant. The teacher was selected because this study aims to explore teaching strategies used in English language learning within an inclusive classroom. As a qualitative case study, this research emphasizes an in-depth understanding of a particular case rather than involving a large number of participants.

The participant teaches English in Grades 10, 11, and 12 at Madrasah Aliyah SMIP 1946 Banjarmasin and has experience in teaching students with diverse learning abilities. However, this study focused only on the English learning process in Grade 10 and Grade 11 classrooms, where classroom observations were conducted. These

classes were selected because they represented classrooms with students who had different learning abilities and provided relevant contexts for exploring the teacher's instructional strategies in an inclusive learning environment.

The participant was selected based on specific criteria, including experience in teaching English in classrooms consisting of students with diverse learning abilities and experience in adapting teaching strategies to accommodate different learning needs. The teacher was responsible for planning lessons, implementing instructional strategies, managing classroom activities, and supporting students with different levels of learning ability during the teaching and learning process. Therefore, the teacher's experiences and perspectives were considered essential for obtaining detailed and contextual information related to the research objectives.

D. Data

The data in this study were obtained from a single participant to provide an in-depth understanding of teaching strategies used in English language learning within an inclusive classroom. The data source of this study was one English teacher who served as the sole participant.

The data were collected through classroom observations and semi-structured interviews. Classroom observation was conducted first to obtain direct information about how the teacher implemented teaching strategies in the inclusive English classroom, including classroom interactions, instructional activities, students' participation, and the teacher's efforts to accommodate students with different learning

abilities. Observation enabled the researcher to examine the actual teaching and learning process in its natural setting.

After the classroom observations, semi-structured interviews were conducted with the English teacher to gain a deeper understanding of the teaching strategies applied during the lessons. The interviews also explored the teacher's experiences, considerations, and challenges in teaching students with diverse learning abilities, as well as the strategies used to address those challenges.

By focusing on a single participant and employing classroom observations followed by semi-structured interviews, this study aimed to obtain rich, relevant, and contextual data aligned with the research objectives. The combination of these two data collection techniques also strengthened the credibility of the findings by allowing the researcher to compare the teacher's actual classroom practices with the explanations provided during the interviews.

E. Technique of Data Collection

Data collection is a crucial process in qualitative research, as it enables the researcher to obtain rich and meaningful information related to the research focus. In this qualitative case study, data were collected from the participant using qualitative data collection techniques to explore teaching strategies used in English language learning within an inclusive classroom. The researcher employed several methods, including interviews, and classroom observation. These techniques allowed the researcher to obtain detailed information about teaching strategies, classroom

interactions, and learning activities in English lessons, while also providing a comprehensive understanding of the case through data gathered from multiple sources.

1. Observation

In this study, observation was used as one of the main data collection techniques to obtain direct information about the teaching and learning process in an inclusive English classroom. Through observation, the researcher was able to examine how teaching strategies were implemented in real classroom situations, including teacher–student interactions, instructional activities, and the way the teacher managed diverse learners. This technique allowed the researcher to capture actual classroom practices rather than relying solely on the participant's explanations. According to Creswell (2012), observation is a qualitative data collection method that enables researchers to gather firsthand information by directly observing participants in their natural setting.

The classroom observations were conducted twice during the research period, from April 29, 2026, to May 13, 2026. The observations were carried out in Grade 10 and Grade 11 English classrooms, with one observation conducted in Grade 10 and one observation conducted in Grade 11. These observations enabled the researcher to examine how the teacher implemented teaching strategies in different classroom contexts and responded to students with diverse learning abilities. During each observation, the researcher focused on the teacher's instructional strategies, classroom interactions, students' participation, and the teacher's efforts to accommodate students with different learning abilities in the teaching and learning process.

The observation was conducted during the teaching and learning process in a natural classroom setting without interfering with the activities. By observing the classroom directly, the researcher gained a clearer understanding of how the teacher applied teaching strategies and how students responded to those strategies. This process also helped strengthen the credibility of the data by providing real evidence of teaching practices in an inclusive classroom and allowing comparison with data obtained from other techniques.

2. Interview

In addition to classroom observation, interviews were used to gather in-depth data from the English teacher as the sole participant. The interview aimed to explore the teacher's experiences, perspectives, and teaching strategies in managing English language learning in an inclusive classroom. According to Kvale (1996), as cited in Alshenqeeti (2014), an interview is a conversation designed to collect detailed descriptions of participants' experiences in order to interpret the meanings of the phenomena being studied. Creswell (2012) also explains that interviews in qualitative research are used to explore participants' views, meanings, and lived experiences in depth.

There are several types of interviews commonly used in qualitative research, including structured, semi-structured, and unstructured interviews. Structured interviews use a fixed set of predetermined questions and follow a rigid format, which limits flexibility during the data collection process. In contrast, unstructured interviews

are more open-ended and allow participants to freely express their ideas without strict guidance from the researcher. Between these two types, semi-structured interviews provide a balance, as they use guiding questions while still allowing flexibility for deeper exploration (Creswell, 2012).

This study employed a semi-structured interview, as it was considered the most appropriate method to obtain rich and relevant data while still maintaining focus on the research objectives. This type of interview allowed the researcher to ask follow-up questions, clarify responses, and explore emerging topics during the conversation. As a result, the data collected were more detailed and reflective of the participant's actual experiences.

The interview in this study was conducted face-to-face to ensure clarity and credibility of the data, as direct interaction allows the researcher to better understand the participant's responses and non-verbal cues. It was also audio-recorded to support accurate data analysis and minimize misinterpretation. Through this technique, the researcher was able to obtain comprehensive and meaningful insights into the teacher's experiences and teaching strategies in an inclusive English classroom.

F. Data Analysis

Data analysis in this qualitative case study shares similarities with the process of constructing meaning from real-life experiences, as it involves the researcher collecting data through interviews and classroom observations and then organizing the data into meaningful interpretations. The analysis process aims to understand how

teaching strategies are applied and adapted in English language learning within an inclusive classroom and to interpret the challenges faced by the teacher and the ways these challenges are addressed. Rather than merely listing raw data, the analysis focuses on explaining how and why certain teaching practices occur within a specific educational context.

This study employed a qualitative case study analysis, which emphasizes an in-depth examination of a single bounded case. The analysis process involved interpreting data obtained from interviews, observations, and documentation to understand teaching strategies and classroom practices holistically. The researcher analyzed the data by focusing on patterns, relationships, and contextual meanings related to inclusive English language teaching practices.

To conduct the analysis systematically, the researcher followed several analytical stages adapted from qualitative analysis procedures:

1. Data Collection and Initial Organization

At this stage, data were collected through interviews with the English teacher and classroom observations. Interview questions were carefully designed to align with the research objectives and to obtain in-depth information related to teaching strategies and challenges in inclusive English classrooms. As stated by Maxwell (2013), interview questions should be evaluated based on their ability to generate information that helps answer the research questions. The collected data were then organized in the form of interview recordings, observation notes, and supporting documents.

2. Transcription and Data Familiarization

The next stage involved transcribing the interview recordings into written text. Transcription enabled the researcher to become familiar with the data and to examine the content in detail. The researcher repeatedly read the interview transcripts and observation notes to identify important statements related to teaching strategies, classroom interactions, and challenges encountered by the teacher. This process helped the researcher understand the data within its classroom context and identify connections between different parts of the data.

3. Data Coding and Categorization

After transcription, the researcher analyzed the data by coding and categorizing meaningful segments of information. Coding involved identifying key phrases, actions, and responses related to the research questions. The coded data were then grouped into categories such as teaching strategies applied, adaptation for diverse learners, challenges in implementation, and strategies to address challenges. This process allowed the researcher to recognize patterns and recurring themes across the data sources.

In this stage, the researcher coded data obtained from classroom observations and interviews with the English teacher. The data included information related to teaching methods used during the lesson, classroom interaction, students' participation, adaptation strategies for students with different abilities, and challenges experienced during the teaching and learning process. Observation data such as the teacher's use of

questioning techniques, repetition activities, group discussions, and classroom interaction were categorized as teaching strategies and classroom management practices. Meanwhile, interview data related to the teacher's adjustment of strategies for fast learners, average learners, and slow learners were categorized as adaptation strategies for diverse learners.

In addition, data related to difficulties in implementing inclusive English learning, such as differences in students' abilities, classroom conditions, learning facilities, curriculum demands, and time management, were categorized under challenges in inclusive classroom practices. Through this coding and categorization process, the researcher organized the data systematically to support further interpretation and analysis.

4. Interpretation and Conclusion Drawing

After data collection, the researcher organized and interpreted the data to identify meaningful patterns related to teaching strategies and inclusive learning. This stage involved reviewing observation notes, interview transcripts, and relevant documents. The researcher carefully examined the data to understand how teaching strategies were applied and how students responded to these strategies in the inclusive classroom.

In interpreting the data, the researcher focused on understanding the relationship between the teaching strategies applied by the teacher and the classroom conditions observed during the learning process. Data related to repeated explanations,

questioning techniques, classroom discussions, peer support activities, and the teacher's interaction with students were interpreted to understand how the teacher attempted to support students with different learning abilities in the inclusive classroom setting. In addition, the researcher also interpreted data related to challenges experienced by the teacher, including limitations in facilities, curriculum demands, and diverse student characteristics, to understand their influence on the teaching and learning process.

In the final stage, the researcher interpreted the categorized data to construct a comprehensive understanding of the case. Relevant information was carefully selected, significant details were emphasized, and the findings were organized into coherent explanations. Through this interpretative process, the researcher was able to explain how teaching strategies were implemented in inclusive English classrooms and how challenges were addressed. The conclusions were continuously verified by comparing data from interviews, observations, and documentation to ensure credibility and consistency.

5. Validation of the Finding

To ensure the credibility and trustworthiness of the research findings, the researcher applied several data validation techniques. In qualitative research, validation is essential to confirm that the data and interpretations accurately represent the participant's experiences and the real conditions of the research context. Therefore, the

researcher employed validation strategies to minimize bias and enhance the accuracy of the findings.

One of the key techniques used in this study was member checking, which is explained in the following section:

Member checking was conducted as one of the validation techniques to ensure the accuracy and credibility of the research findings. In this process, the researcher returned the interview transcripts and preliminary interpretations to the participant, who was the English teacher, to verify whether the data accurately reflected their experiences and perspectives in teaching English in an inclusive classroom.

The participant was given the opportunity to review the data, provide clarification, and confirm the correctness of the information. If necessary, the participant could revise or add additional explanations to ensure that the data truly represented the actual teaching practices and experiences. This process helped minimize potential misinterpretation and bias from the researcher.

Through member checking, the researcher ensured that the findings were consistent with the participant's intended meaning and real classroom practices. Therefore, this technique contributed to enhancing the credibility, accuracy, and trustworthiness of the study.