

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

There are two categories of research design: qualitative and quantitative, that are based on research approach theory. Qualitative research is multimethod in nature and approaches its subject matter via an interpretive, naturalistic lens. Accordingly, qualitative researchers investigate phenomena in their natural environments with the goal of interpreting or making sense of them based on the meanings that individuals assign to them. In qualitative research, a range of empirical materials that describe ordinary and troubling moments and meanings in people's lives are examined and collected. These materials include case studies, personal experiences, introspective, life stories, interviews, observational, historical, interactive, and visual texts (Aspers and Corte, 2019). Seeking a contextualized understanding of events, elucidating behavior and attitudes, identifying processes, and comprehending the background of people's experiences are the goals of qualitative research (Hennink, 2020). This research uses narrative inquiry as a research method. In narrative research designs, researchers describe the lives of individuals, collect and tell stories about people's lives, and write narratives of individual experiences. The steps by Creswell (2012) in conducting narrative research are :

**Step 1. Identify a phenomenon to explore**

The topic to investigate is the particular issues faced by teachers in this distinct educational setting, with regard to community teachers encountering difficulty in teaching the language subject during a short-term international program in Thailand. Language obstacles, cultural disparities, and the requirement for efficient teaching techniques customized for the multinational program are a few examples of this.

**Step 2: Select one or more participants to study**

The study's participant selection process should comprise locating community teachers who have experience instructing language courses to short-term foreign students in Thailand. These participants ought to be familiar with the difficulties encountered in this particular setting and possess firsthand experience.

**Step 3: Collecting stories from the participants**

In this step, the chosen participants' stories and experiences about the difficulties, triumphs, and insights they had while instructing language courses in the international program are gathered.

**Step 4: Re-story or retell the participants' story**

Retelling or re-storying the participants' experiences in a cogent and

significant way comes next, following the collection of stories. This entails arranging the gathered narratives into an orderly layout that encapsulates the main difficulties encountered by the community teachers.

#### **Step 5: Collaborate with the participants**

To make sure that the participants' experiences are appropriately portrayed, cooperation with them is crucial. Inquiring about the participants' opinions, addressing any misunderstandings, and making sure the stories they are telling match their initial experiences are all part of this process.

#### **Step 6: Write a story about participants' experiences**

A thorough account detailing the difficulties community teachers encountered when instructing language courses during the short-term international program in Thailand should be published based on the narratives that were gathered and the collaboration with the participants. This narrative ought to shed light on the particular challenges faced and how they affected the educational process.

#### **Step 7: Validate the report's accuracy**

Verifying that the written narrative appropriately captures the difficulties and experiences that the participants expressed is necessary to validate the report's correctness. To preserve the integrity of the results, this can entail comparing the written narrative with the actual accounts and getting

confirmation from the participants.

In order to ensure that the experiences of community teachers teaching language courses during a short-term international program in Thailand are appropriately preserved and represented, these stages offer an organized way to examine and record the obstacles faced by them.

## **B. Research Setting and Participant**

This research was conducted at Antasari State Islamic University Banjarmasin. It was carried out in 2024 for 2 months. The participants of this research are 9 students from Antasari State Islamic University Banjarmasin who did a community service program and teach English at *Ma'had Al-Bi'that and Al-Irsyad lil banat*, Yala, Thailand in 2023 and 2024. This program was conducted for nearly one month. There are 9 students who joined this program. The researcher generated data dealing with the teachers' experience and the challenges that they faced during short-term international programs.

## **C. Data**

In this research, data was collected through interviews with community teachers involved in a short-term international program in Thailand that was held by Antasari State Islamic University Banjarmasin. The open-ended interview technique is used by the researcher to thoroughly examine the experiences and difficulties of community teachers. With this method, participants can freely share their ideas and anecdotes, yielding rich and

genuine data. Through the use of open-ended questions, the researcher fosters narratives that illustrate the linguistic, cultural, and instructional changes made throughout the brief foreign program in Thailand. Researcher explore about experiences and challenges that community teachers face during this program. The research subjects or data sources consist of 9 students from who did a community service program and teach English at Ma'had Al-Bi'that and Al-Irsyad lil banat, Yala, Thailand in 2023 and 2024.

#### **D. Technique of Data Collection**

In order to gather data for this study, which employed the narrative inquiry method, the researcher conducted an In-depth interview.

In qualitative research, interviews are the most popular method of data collection. The general strategy and objective of the study (explanatory or descriptive, for example), the research premise of the study (inductive, abductive, or deductive), and other factors influence the structure and style of interviews in qualitative research. The goal of qualitative interviewing extends beyond just documenting participants' viewpoints and experiences. Holland (2013) stated that it also enables the explanation and, in certain situations, the relationship between those experiences and the environments in which they occur.

## **E. Data Analysis**

Narrative analysis is similar to re-storying in that the researcher uses interviews to collect experience descriptions, which are then put together into stories or narratives. The story serves as the conclusion of this kind of narrative study and describes the researcher attempt to explain how and why a specific outcome occurred. That is the creation of a narrative or story that focuses on specific knowledge about how or why a result happened, as opposed to the creation of a tale collection and the search for themes to provide a basic comprehension of the collection of stories. This study made use of all four of the narrative analysis frameworks. Interactional analysis focuses on the narrative exchange between the researcher and the participant. The researcher and the storyteller engage in this dialogue together. The interactional approach sees storytelling as a cooperative activity where the storyteller and listener together construct meaning to maintain attention. During the debriefing, the storyteller may provide personal experience narratives that are focused on their reality:

### **1. Telling**

Interview questions in research should be crafted to gather information relevant to the study's goals. In accordance with the quotation, "You should evaluate your interview questions based on

whether they yield information that will help answer these questions." ((Maxwell, 2012). Interviews can be used to extract detailed and significant information if the appropriate questions are created.

In addition to hearing anecdotes, researcher also assisted in incorporating these experiences into narratives that address the study's goals. Using this method, researcher can identify particular issues that the teacher community faces and how they adjust to potentially various local situations and cultures. The outcomes of the interviews will expand our understanding of their teaching experiences and offer more thorough perspectives.

## 2. Transcript

As defined by Maxwell, linking strategies use a variety of techniques to determine the connections between the text's various components in an effort to comprehend the data typically but not always an interview transcript or other textual material in context. "Connecting strategies" concentrate on comprehending the material by evaluating the connections between textual parts, such as an interview transcript, in a more comprehensive context.

By using this technique, researcher can uncover links and patterns in the data that could otherwise go undetected, leading to a more

thorough examination. For researcher, this procedure starts with a preliminary transcription of the narrative, followed by a distillation of the most significant elements. The transcript is then reworded by the researcher for a more thorough examination, emphasizing the beginning and ending of the narrative.

### 3. Analyze

The process of rearranging interview texts aids in our comprehension of the true nature of the discussion. We must test, elucidate, and derive meaning from the discussions in order to complete this process. We can learn new things that assist us decide how best to tell the tale in text by carefully reading and listening to the transcript several times.

This procedure is more than merely analysis for scholars. When it comes to word choice, deciding which details to highlight, and organizing the narrative to effectively communicate the message, writers play a crucial role. Before rearranging them into a coherent narrative, writers distill the interview's information into key sections.

## **F. Technique of Data Trustworthiness**

Every research study needs to go through a number of validation stages in order for the findings to be trusted by readers and accepted by



the general public. The foundation of excellent qualitative research is the reliability of the findings. One strategy researcher might use to convince readers and themselves that their study findings are important is to be trustworthy. By adding the characteristics of confirmability, credibility, transferability, and dependability to the traditional quantitative assessment criteria of validity and reliability, Lincoln and Guba (1986) improved the idea of trustworthiness. Here are four steps to test the validity of the data:

1. Credibility

Lincoln & Guba (1986) holds that credibility is the most crucial element. The other researcher agreed that credibility is important, explaining that it demonstrates the veracity of the data and the opinions and interpretations of the respondents. Sandelowski, (1986) stated that, if study participants or any other people recognises the researcher explanation or interpretation of the human experience and discovers that experiences they experienced, the findings are believable. The study can be considered trustworthy if its conclusions are widely acknowledged and align with human experiences. Credibility is increased when the researcher explains his background in research and provides evidence for the conclusions. It implies that in qualitative research, the researcher must provide a thorough explanation of his research experiences so that

readers can assess the reliability of the findings in light of the researcher's authority. The ease of comprehension of the results is the second facet of credibility.

If readers can quickly identify and appropriately discuss the conclusions of the qualitative data with others, then the study is deemed credible. In order to increase credibility, researcher use techniques including triangulation, respondent validation, and presenting concise, fact-based findings. Here are some strategies for giving study findings credibility:

a. Verification by Respondents

Validation is the process of contacting respondents again to ensure that the information gathered and the researcher interpretations are accurate. The results will accurately reflect the participants' experiences and difficulties during the brief foreign program in Thailand thanks to this procedure.

b. Using triangulation

Triangulation is the process of confirming data using several sources and techniques to guarantee its accuracy and consistency. In this study, the triangulation that used is method triangulation (Bans-akutey and Tiimub, 2021), Several methods are used to cross-check the data.

Transcripts of interviews and data gleaned from Instagram posts detailing community teachers' activities in Thailand were compared in this study. This comparison guarantees that the results are thorough and consistent.

Researchers conducted verification by responding, using triangulation to compare interview transcripts with community teachers' Instagram posts during activities in Thailand. By using these techniques, the researcher makes sure that the results fairly represent the struggles and experiences of community teachers and other participants in the short-term international program in Thailand, which raises the study's overall trustworthiness.

## 2. Transferability

Sugiyono (2013) outlined how the transferability test is a method used in qualitative research to assess external validity. This test can demonstrate how accurate or applicable study findings are to the population that the sample was drawn from. The researcher give a thorough, understandable, and methodical explanation of the research findings in order to apply the transferability test in this study. Ensuring that the research can be easily understood by others and that the findings can be applied to the community from whom the research samples were collected is the goal of providing a thorough, lucid, and methodical explanation of the research results.

In addition to ensuring that the research findings are easily understood by others, particularly those in the education profession, the researcher make it possible for the research findings to be applicable to similar populations of community teachers in another international program by provide a rich description, The researcher increases the study's relevance and effect by providing in-depth insights that allow others to modify and use the findings in similar contexts.

### 3. Dependability

The third standard of reliability is consistency or dependability of data. Beck (2012) claimed that dependability is the consistency of data across comparable situations. A study's conclusions are reliable if they are repeated in a comparable population, setting, or situation (Harrington, 1998). To ensure reliability, all study data must be verified by replication and exhibit a certain level of consistency. Data consistency or dependability is the third reliability criterion. Reliability is the consistency of data in similar circumstances. If a study's findings are replicated in a similar population, environment, or circumstance, they are considered dependable (Harrington, 1998).

For dependability, the researcher ensures consistency by using structured interviews where all participants are asked the same set of questions. This approach minimizes variation in the data collection

process, allowing for a reliable comparison of responses.

#### 4. Confirmability

Ul and Kakar (2023) stated that the degree of fairness of the results is known as confirmability, and it is determined by how pure and free of prejudice the study participants' original responses were. To enable the respondents to double-check for inaccuracies or extraneous information, the researcher sent them a transcript detailing the data's outcomes.

In order to make sure the data accurately represents the experiences of the teachers, the researcher send a transcript of the data outcomes to community teachers. They then review the transcript for errors or additional information about their experiences and challenges. Additionally, the teachers seek approval and suggestions from the supervisor.