

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used qualitative research. Qualitative research is used to describe what is seen locally and sometimes to come up with or generate new hypotheses and theories. Qualitative research is used when little is known about a topic or phenomenon and when one wants to discover or learn more about it. It is commonly used to understand people's experiences and to express their perspectives (Burke & Cristensen, 2017) .

The researcher used narrative inquiry as a research method for this research. In narrative research designs, describe the lives of individuals, collect and tell stories about people's lives, and write narratives of individual experiences. As a distinct form of qualitative research, a narrative typically focuses on studying a single person, gathering data through the collection of stories, reporting individual experiences, and discussing the meaning of those experiences for the individual (Creswell & Poth, 2018). Furthermore, narrative inquiry is an approach to the study of human lives conceived as a way of honoring lived experience as a source of important knowledge and understanding. Narrative inquiry begins and ends with a respect for ordinary lived experience. A view of experience allows for the study of experience that acknowledges the embodiment of the person living in the world. However, the focus of

narrative inquiry is not only valorizing individuals' experience but is also an exploration of the social, cultural, familial, linguistic, and institutional narratives within which individuals' experiences were, and are, constituted, shaped, expressed, and enacted. Understood in this way, narrative inquiries begin and end in the storied lives of the people involved. Narrative inquirers study the individual's experience in the world, an experience that is storied both in the living and telling and that can be studied by listening, observing, living alongside an other, and writing and interpreting texts. Through the inquiry, we seek ways of enriching and transforming that experience for themselves and others (Clandinin, 2016). The following steps in conducting narrative research by Clandinin and Connelly, (1990) are:

1. Identify a Phenomenon to be Explored

In this era, it is very important for school leaders or supervisors to monitor educators under their supervision. This is in line with the research conducted by researchers because this phenomenon often arises when teachers neglect to improve their teaching skills. With this, the monitoring program carried out by the supervisor can help teachers to develop their skills through their teaching experience. Supervisors have a role to monitor the program implementation process and provide suggestions to overcome and improve problems that arise in teaching and learning activities at school, identify obstacles faced by

teachers and develop strategies to overcome the obstacles faced and to improve teacher skills.

2. Select one or more Participants to Study

The selection of participants in this research is based on the needs of researchers who have criteria, namely a supervisor who has been authorized by the principal to supervise teachers under his guidance and English teachers in MAN 1 Banjarmasin.

3. Collecting stories from the participants

In this step, collecting the participants' stories through interviews and observation to see how the role of monitoring on teachers' professional skills development.

4. Re-story or retell the participants' story

In this step, researcher analyzed the data by examining interview and observation transcripts to make sense of all the data. The stories are in accordance with in accordance with the topic that has been discussed previously, namely how the role of program monitoring on the development of English language teachers' teaching skills. After the retelling of the participants' stories was completed, the researcher gave it to the participants to check whether it represented their story. Then, the researcher asked them to provide more information regarding their stories if there was anything missing.

5. Collaborate with the participants

In this step, to ensure that participants' experiences are portrayed appropriately, working with them is essential. Asking about participants' opinions, addressing misunderstandings, and making sure the stories they tell match their initial experiences are all part of this process. that they tell matches their initial experiences is part of this process.

6. Write a story about participants' experiences

The researcher will write all the reports of the teacher's experience of the role of monitoring the program based on the narrative. This narrative should also explain what skills the teacher gained through monitoring the program.

7. Validate the report's accuracy

In this stage, to maintain the accuracy of the report, the researcher verify the written narrative by validating the veracity of the report. To maintain the integrity of the results, this can be done by comparing the written narratives with the actual reports and getting confirmation from the participants. To ensure that the program's monitoring role in the development of teachers' professional skills will be properly maintained and represented, these stages offer an organized way to examine and record difficulties encountered by participants (Assjari and Permanarian, 2010).

B. Research Setting

This research is located at *Madrasah Aliyah Negeri (MAN) 1*

Banjarmasin, kp melayu street, No. 31, Central Banjarmasin, Banjarmasin, South Kalimantan.

C. Participants

Participants of this research a supervisor or senior teacher selected by the principal of the school and three English teachers who teach MAN 1 Banjarmasin. From this research, the researcher produce data on how the role of the monitoring program on the development of teaching skills English teachers.

D. Data

In this research, data were collected through interviews and observations as additional data with teachers who teach English at MAN 1 Banjarmasin. The interview technique was used by the researcher to thoroughly examine the experience gained and what the teacher gained from monitoring the program. The data sources in this study consisted of 3 teachers and 1 supervisor or senior teacher.

E. Data Collection Technique

In this research, a narrative inquiry approach was employed. Consequently, the researcher utilized, interviews and observation as data collection methods.

1. Interview

Interviews are direct conversations commonly used by researcher to collect in-depth information relevant to this study. Interviews allow researchers to obtain information that is in accordance with the data

and research objectives. In this study, the researcher interviewed and explored the experiences and what teachers gained in monitoring the program to improve the development of professional skills in teaching English with 3 teachers and 1 supervisor or senior teacher.

2. Observation

Observation is a qualitative research technique that involves direct observation of the research subject and recording events naturally and without engineering. This allows researcher to gain direct experience and serves as a tool to validate the truth. In this research, observation was carried out as one of the additional data collection techniques to complement the data. To explore how the teacher experiences when being observed and the researcher sees firsthand how the monitoring process is directly.

F. Research Instrument

In this instrument, an interviews guide and an observation sheet were used. Researchers used interview guides in interviewing teachers and supervisors based on the theory of several studies that have been conducted such as, Triantoro (2021), Karim (2023), Nurjanah (2023) and Nurjanah (2023) / Acheson and Gall (1987). Then, the observation sheet was used as a research guide based on the theory of the research, namely Nurmallasari et al (2022), Triantoro (2021), Karim 2023 and Nurjanah 2023.

G. Data Analysis

In this research, to analyze the data researcher used a narrative analysis model from Riessman, C. K. (1993) This model comes in three types, namely telling, transcribing, and analyzing.

1. Telling

It is most effective to pose questions that give the subject at hand more context and give the respondent freedom to come up with thoughtful responses with the assistance of the listener (Mishler, 1986). In order to encourage participants to attend and talk about significant events from their lives, it is crucial to provide an enabling environment during research interviews. For recording and listening to sound recordings, researchers use a variety of tools, such as books, pens, and cellphones. In this analysis step, the researcher asked the participants to provide information about their experience in monitoring the program to improve their professional English teaching skills and what they gained from monitoring the program.

2. Transcribing

It is important to document interview findings for narrative analysis. Without proper preparation, recording interviews can be challenging, especially since participants are often enthusiastic about expressing their views. Qualitative interview data tends to be lengthy, so researchers first create a rough transcript or an initial draft that captures key points.

Then, selected sections are transcribed again for in-depth analysis.

In this analytical stage, researchers organize all transcripts to highlight essential points and filter out conversations that are irrelevant to the studied experience. In this analysis step, the researcher collated all the interview transcripts to extract the key points and reduce out of context conversations about their experiences in monitoring the program to improve their professional English teaching skills and what they gained from monitoring the program.

3. Analyzing

Transcription and analysis are closely intertwined. Mishler (1991) states that, "we are testing, clarifying, and deepening our understanding of what is going on in the discourse". The researcher carefully listens to the recordings multiple times, transcribes the content, and then reviews or re-listens to each conversation or narrative. The insights gained from this process help shape and refine the textual representation of the interview narrative. At this stage, the researcher must identify and analyze key points relevant to the study. In this step, the researcher should analyze the key points related to the research to answer the research questions about how the experience to improve their professional English teaching skills and what they gained from monitoring this program.