

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a qualitative approach. The method used by the researcher to find understanding in line with the specified emphasis and aims is known as the approach. This study employed a qualitative methodology with a narrative inquiry technique. Narrative research is a type of inquiry that tells the story of an event in detail. To explain people's lives, collect stories about people's lives, and compose tales about people's experiences, researchers employ a narrative research approach.

Narrative inquiry is a qualitative research approach that centers on human stories. It explores the human condition through life story interviews, oral histories, photovoice projects, biographies, autoethnography, and other narratives about human experience.

This study is well-suited to a narrative inquiry design, as this approach allows the researcher to deeply explore the personal experiences and life stories of teachers in the context of developing students' emotional competence in English language learning. Narrative inquiry focuses on human stories and subjective experiences, making it capable of capturing the nuances, emotions, and deeper meanings behind the strategies teachers apply in their instructional

practices.

Through this method, the researcher can authentically and thoroughly uncover how teachers design, implement, and perceive the impact of the strategies they use. Moreover, narrative inquiry facilitates the presentation of data that is contextual and personal an essential aspect, as emotional competence and its successful development in teaching are uniquely influenced by situational factors and the individual personalities of both teachers and students. This approach also supports the exploration of emotional dimensions, life experiences, and teachers' subjective interpretations, thereby offering a more comprehensive and holistic understanding of effective strategies for developing students' emotional competence through teaching practices.

B. Research Setting

This research conducted at the Darul Amien Islamic Boarding School located in Teluk Labak Village, Kec. Daha Utara, Kab. Hulu Sungai Selatan. The researcher chose this location for its lack of empowerment, communication challenges, and cultural context, as less experienced English learners require structured learning to develop emotional skills. Teachers need to develop strategies that address these barriers and adapt to the boarding school's cultural context.

C. Participants

Participants in this study were selected using purposive sampling, based on specific considerations aligned with the research objectives. The researcher selected two English teachers at the Madrasah Tsanawiyah (MTs) level as the primary participants. This selection was made due to the educational transition students undergo from elementary school (SD) to MTs, where English becomes a compulsory subject, despite not being taught formally during their time in SD.

This shift presents a unique challenge, as students are introduced to English for the first time at the MTs level, often without any prior foundational knowledge. In such circumstances, the role of the teacher becomes vital in helping students adapt—not only cognitively but also emotionally—to the new learning demands. The two selected teachers are directly involved in teaching seventh-grade students who are experiencing their first exposure to English.

Their experiences and strategies are considered valuable in illustrating how emotional and pedagogical approaches are used to bridge the knowledge gap resulting from this educational transition. Therefore, these participants were deemed most suitable for the aims of this narrative inquiry.

D. Data

The researcher's interviews yielded data that corresponded with the narrative inquiry methodology implemented in this investigation. Interviews are a fundamental instrument for acquiring comprehensive and in-depth knowledge, as narrative inquiry emphasizes the acquisition of personal stories and experiences. Interviews with English teachers enable me to comprehend their strategies for enhancing students' emotional intelligence and their impact on language acquisition.

The interview data cover the perspectives of teachers on effective instructional techniques, emotional challenges, and their personal experiences. As previously mentioned, narrative inquiry has been effectively employed in previous research to investigate complex emotional and pedagogical events, including the emotions and emotional management techniques used in second language classes by probationary teachers. This study provide a more comprehensive understanding of how teachers manage the emotional problems that are a component of English language learning through the use of interviews as a data collection instrument. Consequently, it provide valuable insights for the enhancement of the curriculum and teacher training.

E. Technique of Data Collection

The researcher in this study conducted an interview since she gathered

data by means of narrative inquiry. One of the best approaches to discover or investigate someone's significant knowledge for a research is by means of interviews or question-and-answer sessions. The interview is a conversation in which information is gathered in the form of a description of the person being interviewee's life in connection with the interpretation of the meaning of 'described phenomena' Sayrs (2019). Furthermore, interviews are extended conversations in order to obtain in-depth information on a specific topic or subject, through which phenomena can occur and be interpreted in the sense of the meaning of the person being interviewed.

The research instrument serves as a tool for data collection. In this study, the researcher developed an interview guide based on relevant theories to ensure the accuracy and reliability of the data obtained.

This interview guide was designed based on research conducted by Shao & Ying (2024) and Shahidzade et al. (2022).

Table 3.1 Research Instrumen for RQ 1

No	Interview Questions	Participant' s Response
1.	Use Real Problem	
	1. Have you ever incorporated social issues into your English teaching? 2. Do you integrate environmental issues into the English lessons you teach?	

	<ol style="list-style-type: none"> 3. Have you ever included topics on diversity and social conflict in your English teaching? 4. How often do you use everyday life topics in your English teaching? 	
2.	Use Authentic Task	
	<ol style="list-style-type: none"> 1. Do you assign presentations on personal interests or hobbies as part of your English teaching? 2. Do you incorporate tasks such as creating vlogs or videos into your English lessons? 3. How frequently do you use role-play assignments in your English teaching? 	
3.	Use Realistic Assessment	
	<ol style="list-style-type: none"> 1. Do you conduct assessments during group discussions in your English teaching? 2. Do you ask students to perform self-assessments as part of your English lessons? 3. Do you encourage students to provide constructive feedback to their peers in your English teaching? 4. Do you implement process assessments in your English teaching? 	
4	Pedagogical Strategies	
	<ol style="list-style-type: none"> 1. Do you incorporate videos or music as part of your English teaching methods to enhance learning? 	

	<ol style="list-style-type: none"> 2. Do you provide students with challenging activities to encourage critical thinking and engagement in your English lessons? 3. Do you apply group work or pair activities to foster collaboration and communication among students in your English teaching? 4. Do you utilize computer technology, such as digital tools or online resources, in your English teaching to support learning? 5. Do you offer students alternative learning options or resources to cater to different learning preferences in your English teaching? 	
5	Behavior Strategies	
	<ol style="list-style-type: none"> 1. Do you call students' names in class when greeting students in your English lessons? 2. Do you express passion and enthusiasm for the subject matter during English lessons? 3. Do you build positive and respectful relationships with students in the classroom? 4. Do you ensure that you treat all students fairly and equally in your English teaching practices? 5. Do you give constructive feedback to students on their English work or performance? 	

This interview guide was designed based on research conducted by Shao & Ying (2024) and Shahidzade et al. (2022).

Table 3.2 Research Instrumen for RQ 2

No	Interview Questions	Participant's Response
1.	Use Real Problem	
	<ol style="list-style-type: none"> 1. How do you identify relevant real-life problems to teach in an English class? 2. Can you give specific examples from the English lessons you teach that involve real problems? 3. What is the student response when you use an approach based on real problems? 	
2.	Use Authentic Task	
	<ol style="list-style-type: none"> 1. What types of tasks do you consider authentic in English language learning? 2. How do you design tasks that are relevant to students' lives or experiences? 3. Can you give examples of tasks that successfully encourage students to learn English through cultural contexts? 	
3.	Use Realistic Assesment	
	<ol style="list-style-type: none"> 1. What type of assessment do you use to evaluate students' social-emotional skills? 2. Can you explain the diverse assessment process you employ? 3. Do you reflect with students after the assessment? 	

4	Pedagogical Strategies	
	<ol style="list-style-type: none"> 1. What types of videos or music do you find most effective for enhancing language skills? 2. What types of activities do you design to encourage students to think critically in English? 3. How do you manage diverse group dynamics to ensure effective communication and collaboration? 4. How do you ensure that digital tools align with your lesson objectives and are accessible to all students? 5. How do you gather feedback from students about the effectiveness of these alternative learning options? 	
5	Behavior Strategies	
	<ol style="list-style-type: none"> 1. How do you ensure that calling students by their names feels personal and welcoming, rather than formal or distant? 2. How do you maintain energy and enthusiasm even when teaching challenging or less engaging topics? 3. How do you manage classroom dynamics to ensure that all students value and respect each other? 4. What steps do you take to avoid favoritism or bias? 	

	5. What is your approach to delivering comments that are both helpful and motivating?	
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As explained by Elo et al. (2014), the trustworthiness qualitative data is often presented using terms such as credibility, transferability, dependability, and conformability. Four trustworthiness criteria, as mentioned by Stahl & King (2020).

1. Credibility

Like internal validity in quantitative research, credibility relates to the fit of results with reality. It depends on personal opinion and evaluates the degree of cohesiveness of the results. Many times, researchers use triangulation techniques that is, different data sources or several researchers to build credibility by finding similar trends. Triangulation calls for methodological, empirical, investigator, theoretical, environmental, and analytical techniques.

Moreover, involving informants in verifying interpretations post-research, known as member checking, aids in ensuring accuracy. Member-checking, done with participants at various levels, is a valuable practice. Peer debriefing and institutional checks provide external perspectives on research procedures and findings. However, power dynamics between participants and researchers may influence feedback

reception.

Credibility is enhanced by elements like extended participation in the research environment, letting the researcher get very familiar with repeating events, and reflexive self-analysis via continuous observations and continuous questions. Furthermore, experience is essential for developing trustworthiness, particularly for inexperienced researchers turning their work into reality on the field. Assessing credibility mostly depends on experience in the field.

2. Transferability

A second aspect of credibility proposed by Stahl & King (2020) is transferability. In qualitative research, which usually does not seek for replicability, this concept poses a difficulty. Qualitative researchers counter that ideas and descriptions taken from one setting could be relevant in another. Maximizing the value of the first study depends on learning from extensions of a study that might fit later circumstances. While qualitative research stresses the generation of fresh knowledge, it also values learning from the methodical qualitative investigations of others. Like generalizability in quantitative research and external validity in qualitative research, qualitative study seeks to extend knowledge by means of contextual transfers of results. Still, those who want to apply the findings to their own settings must deduce and adjust these insights not the researcher. Analyzing studies from one university's learning

course, for instance, could help one comprehend a similar course at another.

But effective transferability depends on thorough and thorough descriptions of settings in the original research, sometimes known as "thick descriptions." These cover the contextual details of the research site, including specifics of the associated companies and main participants. Furthermore, the restrictions or exclusions that might have affected data collecting ought to be clearly indicated. Perfect explanations of timeframes, data collecting techniques, and the whole length of the field research are absolutely necessary. These elements control the degree of application of the research results to another site or environment. In qualitative research, transfer basically points to a possible adaptation that needs further research to be relevant in a new setting rather than offers a clear answer.

3. Dependability

In qualitative research, dependability as a component of trust underlines the importance of trust-building strategies in the research process by stressing many techniques like debriefing with peers, peer review, bracketing, and reflexive auditing. By means of techniques include requesting other researchers to examine field notes, splitting data into observations and interpretations (bracketing), and doing reflexive auditing, the researcher actively builds trust in continuous events. While

stressing the need of the researcher's engagement and values in qualitative research, these approaches seek to recognize and control the researcher's prejudices and assumptions, so lessening the requirement of critical self-assessment and openness. This method guarantees that the researcher's participation in the research process is clearly expressed, therefore supporting the credibility and dependability of the study findings.

4. Conformability

Another aspect concerning trustworthiness is confirmability, aiming for the closest approximation to objective reality within qualitative research's capacity. Achieving auditability in research requires the existence of some semblance of objective reality. Rather than fabricating findings, qualitative researchers inclined towards objectivity prioritize aspects like precision, accuracy, and involving other researchers in their research practices. In these qualitative scenarios, striving for minimal involvement ensures that researchers don't disrupt or taint natural environments. Confirmability is hence a delimited objective within qualitative research, particularly within the realm of emergent design positivism.

F. Data Analysis

This research looks at how teachers' strategies in developing students' emotional competence in English language learning. The study's methodology

was modified from Creswell (2018). The procedures made up an exact and comprehensive part of conducting this story investigation. After that, it was operationalized in relation to the study's framework. The steps are described as follows:

1. Identify the phenomenon to explore

This phase focuses on the strategies used by the English teachers at Pondok Pesantren Darul Amien to increase the emotional competency of English students. The study is to pinpoint teachers' approaches in improving students' emotional competency; thus, the researcher might know what strategies English teachers use in this respect.

2. Select one or more participants to study

Researchers adhere to the sites that are recommended for research. In order to acquire the necessary rights for the research, the researcher intends to visit Darul Amien Islamic Boarding School. The English teacher and the superintendent contacted by the researcher. Subsequently, the researcher selects the teachers or professors who implemented the methodology. The researcher make an informed decision based on their prior experience.

3. Collect the story from the participant

Collecting stories from participants during the chat or interview, the participants asked to tell their experiences about the strategies used to improve students' emotional competence in English language learning

verbally by the researcher. In addition, the field texts also include personal details about the subjects, such as age, teaching experience, how long they have been teaching English, and so on. Some examples are notes made in journals or diaries, personal letters, pictures, memory boxes, and stories passed down from friends or relatives.

4. Re-story or retell the individual's story

In this process, the researcher examines the raw data, selects the most significant elements, organizes and prioritizes them, and then creates a narrative that describes the subject's experience in improving students' emotional competence in English language learning. Arrange events logically to enable readers to grasp the narrative. Typically, stories comprise setting, people, problem, action, and resolution.

5. Collaborate with the participants/storyteller

The researcher interacts with the storyteller throughout the narrative tale gathering procedure to guarantee accurate recounting of the participant's experiences. In the process of research, this is a pivotal stage. The aim is to ensure the correctness of the acquired data sources on the professional development strategies applied by English language teachers. After that, begin working with the participants by striking a general chat before diving into the subject of the debate to compile the stories. In terms of the framework, the researcher must ensure that the joyful and sad narratives relate to the study issue.

6. Write a story about the participant's experiences

The researcher conducts a thematic analysis of the results and compiles it into a report. Subsequently, the results portion may be divided into numerous subsections, each of which captures the primary concepts that the data analysis generated. The data collected allowed us to determine the effectiveness of the teacher's approach to enhancing the emotional competency of pupils in the English language curriculum at Pondok Pesantren Darul amien. Researchers can then connect the data narratives that have been collected after learning a few teaching strategies.

7. Validate the report's accuracy

The researcher initially gathered and verified the identities of the respondents in order to proceed with the study. Subsequently, they compiled information regarding the English teachers' experiences with the subject matter. The researcher subsequently connected and documented the results of her narrative collection. The researcher enhanced validation by pursuing additional evidence, confirmed sources, and data sources through a double-checking procedure.