

CHAPTER III

RESEARCH METHOD

A. Research Design

Before undertaking the study, the researcher needed a research design. The research design for this study is based on a qualitative phenomenological approach. Qualitative research is inductive approach to discover or to develop knowledge. Phenomenological qualitative perspective that aims to be able to reveal and study and understand a typical and unique phenomenon experienced by the participants. Reveal and study and understand a typical and unique phenomenon experienced by individuals Wulandari Y.R (2022) This unusual experience or phenomenon generally changes the attitude, perspective, or behavior of the person experiencing. Qualitative research offers deeper explanation, description and analysis, using an inductive approach. Qualitative research focuses on process and meaning, based on the subject's point of view or evaluation.

Phenomenological research aims to interpret and explain a person's experiences throughout his or her life, including those related to interactions with others and the environment. Phenomenological research prioritizes looking for, studying and conveying the mean of phenomena, events that occur and their relationship with ordinary people in certain situations. In qualitative methods the treatment of participating people is treated as subjects and not objects of research. At this stage participants find that their existence is very valuable and the

information provided is very useful. In this qualitative method, it gives participants a large space. Qualitative research is an integral part of purely qualitative research, as its application is based on attempts to understand and describe the inherent characteristics of the phenomenon. The procedures constitute different and complete phases in the development of this phenomenology. These procedures were then implemented in the research. The phases are described below:

Step 1: Defining the Research Focus

Step 2: Selecting Participants

Step 3: Data Collection

Step 4: Data Analysis

Step 5: Data Validation

B. Research Setting

This study was conducted at Mitra Kasih School from November through Desember 2025. This school was selected because of its educational approach, which implements the Cambridge Curriculum; as a result, the use of English plays a more dominant role in the learning process compared to typical schools. This situation has encouraged many parents to provide their children with additional academic support through private English tutoring programs so that their academic abilities and English proficiency can develop optimally. Furthermore, the majority of students enrolled in private tutoring programs under the auspices of Bimbingan Belajar Education Guidance are students at Mitra Kasih School. This makes the school a relevant

research site because it provides access to participants who align with the study's objectives. Consequently, Mitra Kasih School was selected as the research site due to its characteristics that support the exploration of students' experiences and their learning outcomes while participating in private English tutoring programs.

This research was conducted in a natural setting, specifically in the homes of each student receiving private tutoring from Education Guidance. However, Education Guidance itself has an office located at Jalan Banjar Indah Permai, RT 25/RW 02, Pemurus Dalam, South Banjarmasin, Banjarmasin City. Over time, the office moved to a new location at Jl. Rajawali, Beruntung Jaya Complex, Pemurus Dalam, South Banjarmasin, Banjarmasin City. The chosen location was determined by the study's objective, which is to examine students' lived experiences during their private lessons; it is therefore essential to analyze this phenomenon in its original setting. The home, as the setting for private lessons, offers a more individualized, flexible learning environment that is more closely connected to the students' daily lives. This allows the researcher to accurately capture the dynamics of the interactions between the mentor and the students. The majority of participants in this study are students enrolled at Mitra Kasih School who regularly attend private lessons at the institution. Mitra Kasih School. Although the participants' educational backgrounds share certain similarities, the study focused on their experiences during home-based instruction. As a result, the study environment is not merely a place for gathering information; it also represents a significant context that influences the educational experience, motivation, and obstacles students face during the tutoring process.

C. Participants

This research involves students who receive private English lessons from the organization Education Guidance. Participants were selected grade around 4-6 Elementary School, so the participants selected 5 students and 4 tutor's for supporting the data. Through a purposive sampling method, which is a selection method based on specific criteria aligned with the study's objectives. In qualitative research, particularly within the phenomenological approach, this method is used to select individuals with direct experience of the phenomenon in question, so that they can provide detailed and in-depth information about that experience

The criteria for selecting participants for this study include students who proactively take private lessons, those who have participated in the program for a specific period of time, and those who are willing to share their experiences openly. The purpose of these criteria is to ensure that participants have genuine experience relevant to the study's subject matter.

D. Data

In the context of this research, data was collected through in-depth interviews and observations to gain a comprehensive understanding of students' experiences in one-on-one tutoring sessions. The researcher prioritized in-depth interviews as the primary method of exploration in order to better understand the participants' subjective experiences. This method allowed them to capture the participants' motivations, emotions, and the obstacles they encountered throughout the learning

process. In addition, observation was used to supplement the information gathered from the interviews by directly observing the learning contexts, the interactions between the mentor and the learner, and the atmosphere of the home-based learning environment. Combining these two methods provides researcher with the opportunity to gather more detailed and contextualized information, helping them to understand phenomena in a more comprehensive way, in line with the phenomenological approach, which emphasizes capturing individuals' authentic experiences within their natural environments Creswell (2013).

E. Technique of Data Collection

The researcher used the phenomenology in this research. The researcher chose a phenomenological data collection method because this study focuses on exploring students' experiences in taking private English lessons under the auspices of Les Privat Education Guidance. This study not only explores their experiences but also delves deeper into the motivations that drive them in their learning and private lessons, the challenges they face during private lessons, how they handle problems in private lessons, and their learning outcomes while attending these private lessons, including whether there is academic or non-academic development. Therefore, using a phenomenological approach feels more suitable for this study because the researcher can identify these main themes and develop a comprehensive understanding of how private tutoring contributes to students' academic development. so the researcher took an interview in depth with participants to collect the data.

Data collection in this study was conducted in several stages. The first stage began with observations of the English private tutoring process to directly observe the interactions between students and tutors during the learning activities. Each learning session lasted approximately 60 minutes. During the observations, the researcher paid attention to the learning process, the strategies used by the tutors, and the students' responses during the learning activities. After the learning process was completed, the researcher sought consent from each participant to conduct in-depth interviews. The interviews with the students lasted approximately 15–20 minutes, although the duration of each interview varied depending on each student's ability to recount their experiences. Some students described their experiences briefly, while others provided more detailed explanations based on what they had experienced. After the interviews with the students were completed, the researcher conducted interviews with the tutors as a source of supporting data to gain a more comprehensive understanding and to triangulate the data obtained from the students.

Overall, the research process lasted approximately two to three weeks, with two sessions per participant. During the first session, the researcher conducted observations and interviews with the students and tutors. Subsequently, during the second session, the researcher again observed the learning process without conducting interviews. This follow-up observation aimed to confirm the consistency between the experiences described by participants during the interviews and the conditions observed during the learning process. During the observation, the researcher also used an observation checklist as a guide to record behaviors,

activities, and interactions relevant to the research focus, ensuring that the data collected was more accurate and reliable.

1. Interview

For the research, interview is one of the best way to learn or explore students experience and more information. But not just a interview, this time the researcher will choose in-depth interviews because there are several reasons why it is good to use in-depth interview techniques.

In qualitative research, in-depth interviews are often central to the process of understanding human behavior and experience. These dialogues are intimate and detailed, with the aim of exploring a person's experiences, viewpoints and feelings. Detailed interviews in the research context involve open discussions with individuals in a group to explore new perspectives and understand the social dynamics of the group. In the detailed interview, the researcher asked the students 12 questions across several categories, including their experiences with privat tutoring, challenges with private tutoring, how they dealt with those challenges, their motivation, the role of their parents, and the pace of their learning during private tutoring. Additionally, there were 8 questions related to improved school performnace, improvement in areas other than academics, and engangement in their school.

During the interview phase, the researcher set up a voice recorder to document the entire interview process with both students and tutors. Recording began only after obtaining consent from each participant to ensure that all information shared was fully documented and to facilitate the transcription and data analysis processes. Each

interview session lasted approximately 15–20 minutes, although the duration of the interview for each participant could vary depending on how they described their experiences and answered the questions asked. Before the interview began, the researcher first established rapport by introducing themselves, explaining the purpose of the study, and creating a comfortable atmosphere so that participants would feel more open to sharing their experiences. Once a good rapport had been established, the researcher began asking questions step by step based on the interview guidelines that had been prepared in advance. Throughout the interview process, the researcher allowed participants the opportunity to elaborate on their answers so that the information gathered would be more in-depth and accurately reflect their experiences.

Each student has different characteristics when sharing their experiences. Some students are able to describe their experiences in detail and in a communicative manner, so their interviews last longer. Conversely, there are students who tend to be more shy or give brief answers, so the duration of their interviews ranges from 10 to 15 minutes. These differences did not affect the focus of the study because all interviews followed the same interview guidelines to obtain information relevant to the research objectives. After the entire interview process with the students was completed, the researcher proceeded to interview the tutors. The interviews with the tutors aimed to gather supporting information regarding the students' learning experiences, the learning process, and the development of students' learning outcomes while participating in the private tutoring program. Just like the interviews with the students, the interviews with the tutors also used a pre-prepared interview

guide and lasted approximately 15–20 minutes for each participant. These exchanges, unlike casual discussions between friends or therapy sessions, aim to produce knowledge about a particular issue from the point of view of a specific group. To capture individual experiences, it's vital to understand the discourse and beliefs of those being exchanged. It's also vital to create a pleasant interview environment and build rapport so that participants feel comfortable sharing authentic, illuminating stories.

2. Observation

In order to gain a comprehensive understanding of the students' experiences within the tutoring program, the researcher will conduct direct participant observation during the tutoring activities. The qualitative method used for this research will emphasize the relevance of a subjective, contextualized, and comprehensive understanding of the topic being addressed. By directly participating in the learning environment, the researcher will be able to observe various factors that are not always revealed through questionnaires or interviews. These include the level of student participation, the interpersonal interactions between tutors and students, the teaching strategies employed and the emotional and motivational environment fostered during the learning process.

The aim of the observation was not only to collect descriptive data, but also to triangulate the data previously obtained using other methods, in particular the students' accounts of their experiences from in-depth interviews. This allows the researcher to assess the extent to which the experiences described by the students

correspond to the actual situation in practice. Discrepancies or differences between the students' subjective reports and the results of the observations represent important data that can enrich the analysis and interpretation of the research results.

Topics covered in naturalistic observation include basic concepts of observation, methodological issues, observation paradigms, different types and phases of observation as well as their advantages and disadvantages. Theoretical traditions of observation techniques and theories of observation are also part of this discussion. Observation, advantages and disadvantages of observation, theoretical traditions of observation techniques, where numerous experts have exerted conceptual and epistemological influence, and foresee the pressure to next year. and epistemological, and anticipate the pressure to epistemological change.

Additionally, a qualitative analysis of the data gathered from these observations will be conducted to identify key themes regarding the effectiveness, challenges, and developmental potential of tutoring programs in optimizing students' academic potential. Observations allow researchers to capture latent or implicit dynamics that students may not be aware of but that have a significant impact on their learning outcomes. In this study, the researcher verified the accuracy of the interview results between the students and the researcher by using an observation checklist during the private tutoring sessions, which lasted one hour per session. The researcher hope that incorporating observational data as part of the analysis process will contribute to a more comprehensive and in-depth

understanding of the role of the tutoring program in students' academic development, a goal of this study.

The observation was conducted as an initial stage of data collection prior to the interviews. During the first session, the researcher directly observed the English private tutoring process, which lasted approximately 60 minutes—the duration of a single tutoring session. Through this observation, the researcher examined how the learning process unfolded, the interactions between the tutor and the students, the students' level of participation during the learning activities, and their responses to the material presented by the tutor. In addition, the researcher also noted the students' engagement in the learning process, such as their involvement in answering questions, completing exercises, asking the tutor questions, and receiving feedback during the learning process. All observation results were systematically recorded using an observation checklist that had been developed based on the research focus.

After the observations during the first meeting were completed, the researcher continued the data collection process through in-depth interviews with the students as the primary research participants, followed by interviews with the tutors as supplementary data sources. These interviews aimed to gain a deeper understanding of the students' learning experiences, their motivations for taking private tutoring, the challenges they faced during the learning process, the strategies they used to overcome these challenges, and the learning outcomes they perceived after participating in the private tutoring program.

The following week, the researcher conducted another observation during the second session without conducting interviews. This follow-up observation focused on gathering additional data while confirming the consistency between the initial observation findings and the information provided by the participants during the interviews. Throughout the observation, the researcher continued to use an observation checklist as a guide to ensure that every aspect observed aligned with the research focus. Thus, conducting observations during both sessions was expected to strengthen the validity of the data by comparing direct observations with data obtained from the interviews, thereby making the research findings more accurate, consistent, and reliable.

F. Data Analysis

The process for analyzing the data in this research the researcher will be carried out use Interpretative Phenomenological Analysis method as proposed by Jonathan A. Smith and Mike Osborn (2015) The aim of interpretative phenomenological analysis (IPA) is to explore in detail how participants are making sense of their personal and social world, and the main currency for an IPA study is the meanings particular experiences, events, states hold for participants, Jonathan A. Smith and Mike Osborn (20215). This process consists of seven steps whichh will be explained in detail as follows :

1. Reading & Re-reading

The first step in this qualitative data analysis process is for the researcher to conduct a more in-depth exploration of the raw or initial data that has been collected, which typically consists of interview transcripts from interviews conducted with participants. The researcher needs to read these interview transcripts repeatedly and continuously to ensure that all the small nuances, words, important phrases, and expressions used by the participants while speaking are captured and well reflected in the researcher's initial understanding. This repeated reading is crucial to ensure that no important details are missed or overlooked. This is highly critical and plays a vital role in the data analysis process, enabling the researcher to truly internalize and understand the meaning behind every word and expression conveyed by the participants. With this emotional and intellectual connection, the analysis will not feel overly dry, mechanical, or purely long-term, but will instead be richer in nuance and provide a deeper understanding of the phenomenon being studied.

2. Initial Noting

The researcher notes in the margin or individually. These annotations are free and open, with the aim of revealing multiple interpretations free of judgment or advance filtering, highlighting :

- Descriptive observations (what the participant expressed explicitly)
- Linguistic interpretations (the use of language, the style of speech)

- Conceptual reflections (concepts or interpretations that emerged from the quote).

3. Developing Emergent Themes

At this stage of the qualitative data analysis process, the researcher begins to examine and review more closely the annotations or notes made in the previous stage, and then begins to organize and develop tentative themes that emerge from the information that has been collected and analyzed. At this stage, the focus of the research is no longer on the complete story or a comprehensive picture of the participants' experiences, but shifts to small pieces of information that have specific and significant relevance to the research questions to be answered. Each piece of information is carefully selected based on specific criteria, such as its relevance to the research objectives, the novelty of the information presented, and the level of importance of that information to the overall research.

Each theme that emerges reflects the experiences participants had while participating in the private tutoring program, and these themes must remain faithful to and consistent with the context of the statements made by the participants. This process allows the researcher to identify important patterns and key themes emerging from the data, which will then serve as the foundation for further analysis and for answering the research questions in a more structured and focused manner.

4. Searching For Connections Across Emergent Themes

This stage is more abstract. The researcher attempt to group themes into meaningful clusters. At this stage, visual techniques such as thematic mapping are often employed.

5. Moving To The Next Case

The researcher recapitulates steps 1-4 for the next case or participant. It is crucial to prevent issues from the first investigation from impacting the new case (bracketing). It is essential to ensure that each participant is considered as an individual with unique interpretations and experiences.

6. Looking For Patterns Across Across Cases

At this seps, the researcher becomes cross-case. The researcher compares and contrasts themes from all participants to determine if there are similarities, changes or exceptions. This gives a broader dimension to the interpretation of the phenomenon under study

7. Taking Interpretations To Deeper Level

This final step involves enriching the analysis through various methods, including the use of metaphors or symbolism to facilitate understanding of the researched experiences in a figurative or indirect manner, thereby providing a more vivid and easily comprehensible picture for the reader. input, as well as to strengthen the theoretical foundation of the research conducted. Thus, this final step adds greater depth and validity to the research findings, ensuring that the study does not merely stop at description but makes a meaningful contribution to the advancement of knowledge and educational practice in the future.