

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employed a qualitative research approach. Creswell (2009) characterizes qualitative research as a contextual inquiry grounded in a naturalistic and interpretative perspective. In qualitative research, the researcher attempts to understand phenomena in their natural setting and interpret them based on the meanings that participants give to their experiences. Therefore, qualitative research is appropriate for this study because the researcher aims to explore teachers' experiences, perceptions, and challenges in applying social-emotional skills in English speaking learning.

In support of this study, the researcher employed narrative inquiry as the research design. Narrative inquiry is a qualitative research approach that focuses on individuals' stories and lived experiences. Creswell (2014) describes narrative research as the study of individuals' life experiences through the collection and analysis of stories. As highlighted by Clandinin & Connelly (2004), narrative inquiry is a method in which researchers study people's lives by inviting them to tell stories about their experiences. The researcher then reconstructs these stories into meaningful narratives. More importantly, narrative inquiry is not merely concerned with collecting stories, but also with understanding how participants construct meaning from their lived experiences.

Through reflection and dialogue, participants interpret the significance of their experiences, while the researcher collaboratively explores and represents those meanings within the context of the study. Therefore, narrative inquiry involves close collaboration between the researcher and participants to understand and interpret the meaning embedded in their experiences.

Narrative inquiry was considered appropriate for this research because the study focuses on teachers' lived experiences in applying social-emotional skills in English speaking learning. The purpose of this study is not to measure the effectiveness of social-emotional skills statistically, but to understand how teachers experience, interpret, and apply those skills in real teaching situations. The study also explores the challenges teachers face in integrating social-emotional skills into English speaking learning. Therefore, narrative inquiry enables the researcher to collect teachers' stories, reflections, and personal meanings related to their teaching practices.

The research utilized narrative inquiry to explore how teachers in the English Program at Al-Falah Islamic Boarding School Banjarbaru apply social-emotional skills in English speaking learning. This approach is inspired by Creswell's narrative inquiry procedures and is implemented in accordance with the focus of the present study.

B. Research Setting

This research was conducted at Al-Falah Putra Islamic Boarding School Banjarbaru, South Kalimantan, Indonesia. The school was selected because it

offers an intensive English Program that emphasizes English speaking learning within a *Pesantren* environment, making it an appropriate setting for exploring teachers' experiences in applying social-emotional skills.

Al-Falah Putra Islamic Boarding School implements a boarding education system in which students live in dormitories and participate in structured religious, academic, and character-building activities. This environment creates continuous interaction between teachers (leaders) and students both inside and outside the classroom, allowing teachers to provide not only language instruction but also emotional and social support.

The English Program is a one-year intensive program focusing on the development of students' English speaking ability through activities such as speaking practice, grammar, listening, debate, and vocabulary learning. An English-only policy is implemented to encourage students to use English in their daily communication. Although this policy creates an immersive learning environment, it may also lead to emotional challenges such as speaking anxiety, fear of making mistakes, and lack of confidence. These conditions made the program particularly relevant to the focus of this study.

The instructors in the program, known as leaders, are responsible for teaching English, supervising students' daily activities, and guiding them in the dormitory. Their dual role as instructors and mentors provided valuable insights into the implementation of social-emotional skills in English speaking learning.

This research was conducted from 21 to 29 April 2026 during the implementation of the English Program. Although the researcher was an alumnus of Al-Falah Islamic Boarding School, the research site was selected based on its methodological relevance and its suitability for addressing the research objectives.

C. Participants

The participants in this study were selected through purposive sampling from the English Program at Al-Falah Islamic Boarding School Banjarbaru. Purposive sampling was employed because the participants were required to possess specific experiences relevant to the research focus. The main participants consisted of three English teachers who were responsible for teaching English speaking and supervising students in the English Program. To enrich the findings, two students were included as supporting participants. The teacher participants met the following criteria:

1. They were teachers in the English Program at Al-Falah Islamic Boarding School Banjarbaru.
2. They were actively involved in English speaking instruction.
3. They had at least one year of teaching experience and supervised students during English learning activities.
4. They had experience in addressing students' social and emotional challenges in English speaking learning.
5. They were willing to participate in interviews.

The two supporting student participants were selected based on their active participation in English speaking activities and their ability to describe their learning experiences. Their narratives were used to complement the teachers' accounts, particularly regarding teacher support, classroom atmosphere, speaking confidence, and emotional safety.

The selection of three teacher participants was consistent with the principles of narrative inquiry, which emphasizes depth rather than breadth in understanding lived experiences (Clandinin & Connelly, 2004). Likewise, Creswell (2014) states that narrative studies generally involve a small number of participants to obtain rich and detailed stories rather than broad generalizations. Therefore, three teachers were considered sufficient to provide comprehensive narratives, while the inclusion of two students strengthened the credibility of the findings through additional perspectives.

Data collection continued until data saturation was achieved. Saturation was indicated when no substantially new themes emerged, participants' responses became repetitive, and the interview findings were consistently supported by classroom observations and supporting student interviews. Therefore, the researcher concluded that the collected data were sufficient to answer the research questions.

D. Data

The data in this study were qualitative data in the form of words, statements, stories, and description. The main data were obtained from

teachers' narratives about their experiences in applying social-emotional skills in English speaking learning at Al-Falah Islamic Boarding School Banjarbaru.

The data included teachers' descriptions of how they encourage students, reduce students' anxiety, build positive relationships, provide supportive feedback, create a safe classroom atmosphere, and deal with students' lack of confidence during speaking activities. The data also include teachers' explanations about the challenges they face in integrating social-emotional skills, such as students' fear of making mistakes, different English abilities, classroom management, limited time, English-only policy, and the need to balance discipline with emotional support.

Supporting data were obtained from student interviews, classroom observations, and relevant documents. Student interviews provided information about how students experience teachers' support in speaking learning. Classroom observations provided information about how teachers' social-emotional practices appear in real learning activities.

Therefore, the data in this study were used to answer the two research questions: how teachers apply social-emotional skills in English speaking learning, and what challenges teachers face in integrating social-emotional skills into English speaking learning.

E. Technique of Data Collection

Data collection was a crucial process in research because it provided the information needed to answer the research questions. In conducting narrative

inquiry, the researcher used several techniques to collect data. These techniques were narrative interviews and classroom observations. The use of these techniques allowed the researcher to collect rich and detailed data about teachers' experiences in applying social-emotional skills in English speaking learning.

1. Narrative Interview

The primary data collection technique in this study was narrative interview. Narrative interview was used because this research focused on teachers' lived experiences and personal stories. Through narrative interviews, participants were able to describe their experiences, reflections, and meanings in their own words.

According to Creswell and Creswell (2018), narrative research focuses on studying individuals' experiences through the stories they tell, and interviews are one of the primary methods used to collect those stories. Through interviews, researchers can obtain detailed descriptions of participants' experiences and the meanings they attached to them. Therefore, interviews were appropriate for this study because they enabled the researcher to explore teachers' experiences in applying social-emotional skills in English speaking learning in depth.

The interviews were conducted from 22 to 23 April 2026 at Al-Falah Islamic Boarding School Banjarbaru. The teacher interviews took place in the English Program Office and other quiet locations within the *pesantren*

to provide a comfortable environment for participants to share their experiences openly. Each interview lasted approximately 60–75 minutes.

In this study, the interviews were conducted with teacher participants. The interviews focused on how teachers applied social-emotional skills in English speaking learning and what challenges they faced in integrating those skills. The teacher participants were asked to describe their experiences in encouraging students, responding to students' anxiety, building students' confidence, giving feedback, managing classroom atmosphere, and dealing with English Program rules.

The interviews were conducted in a semi-structured and open-ended format. This allowed the researcher to prepare guiding questions while still giving participants the freedom to explain their stories in depth. All interviews were audio-recorded with the participants' permission and were subsequently transcribed verbatim for data analysis.

Student supporting interviews were also conducted to enrich the teachers' narratives. These interviews were conducted between 24 and 25 April 2026 at the students' dormitory discussion area after the English Program activities had finished. Students were asked about their experiences in English speaking learning, how they felt when speaking English, and how they experienced teacher support. The student interviews were not the main focus of the research, but they helped the researcher

understand whether the teachers' social-emotional practices were experienced by students.

2. Classroom Observation

The second technique of data collection was classroom observation. Observation was used to support and strengthen the interview data. Through observation, the researcher could see how teachers apply social-emotional skills in actual speaking learning activities.

Observation was conducted using a non-participant observation approach, in which the researcher observed classroom activities without actively participating in the teaching and learning process. The observations were conducted from 21 April to 29 April 2026 during English speaking learning sessions and English Program activities. The researcher used an observation checklist adapted from the indicators of Social-Emotional Learning to record teachers' instructional practices, students' responses, classroom interactions, and emotional climate. Field notes were also written to document important situations that could not be represented by the checklist.

Two observation sessions were conducted. The first session focused on teachers' implementation of social-emotional skills during English speaking learning, while the second session focused on the challenges encountered by teachers during the learning process.

Observation was important because it provides direct evidence of teachers' practices. It allowed the researcher to compare what teachers said in interviews with what happens in the classroom. For example, if a teacher stated that they reduce students' anxiety by giving encouragement, the researcher could observe whether this practice appears during speaking activities. The researcher wrote detailed field notes during observation. These field notes are later used as supporting data in the analysis.

3. Data Triangulation

The used of interviews and classroom observations enables data triangulation. Triangulation was used to compare and cross-check information from different sources. It helped the researcher ensure that the findings were credible and trustworthy.

In this study, teacher interviews provided personal narratives about teachers' experiences. Student interviews provided supporting perspectives from learners. Classroom observations provided direct evidence of teacher practices and classroom atmosphere. By comparing these data sources, the researcher could obtain a more complete understanding of how teachers apply social-emotional skills and what challenges they faced.

F. Data Analysis

Data analysis in this study used narrative analysis. Narrative analysis was appropriate because this study focused on teachers' stories and lived experiences. The researcher used interview data and observation notes to

construct meaningful narratives about teachers' experiences in applying social-emotional skills in English speaking learning.

Narrative analysis was similar to the process of re-storying. It involved collecting participants' stories, organizing them into coherent narratives, and interpreting the meaning of those experiences. The purpose of narrative analysis was not only to find themes, but also to understand how participants experience, interpret, and gave meaning to events in their teaching practice.

In this study, the analysis focused on two research questions. The first was how teachers' experiences apply social-emotional skills in English speaking learning. The second is what challenges teachers face in integrating social-emotional skills into English speaking learning. Therefore, the researcher analyzes the data based on these two main focuses.

The data analysis process consists of the following steps:

1. Telling

The first step was telling. In this step, participants told their experiences through narrative interviews. The researcher prepared interview questions that were relevant to the research objectives. As stated by Maxwell (2013), interview questions should be evaluated based on whether they produce information that can help answer the research questions.

In this study, the interview questions were designed to encourage teachers to tell their stories about applying social-emotional skills in English speaking learning. Teachers were asked to describe situations in

which they supported anxious students, gave encouragement, built students' confidence, corrected mistakes supportively, and faced challenges in teaching speaking. Through this process, the researcher obtains detailed stories from the participants.

2. Transcript

The second step was transcription. After the interviews were conducted, the researcher transcribed the audio recordings into written form. Transcription was important because it allowed the researcher to examine the participants' words carefully. The researcher read the transcripts several times to understand the content and context of the participants' stories.

In this step, the researcher also organized field notes from classroom observations collected from the English Program. These data were arranged carefully so that they could be connected with the interview transcripts. By preparing the data in written form, the researcher could identify important parts related to teachers' social-emotional practices and challenges.

3. Analyze

The third step was analyzing the data. In this step, the researcher read the interview transcripts and observation notes repeatedly to identify important meanings. The researcher look for data related to the two research questions.

For the first research question, the researcher identified data related to how teachers' experiences apply social-emotional skills. This might include

building positive relationships, giving encouragement, reducing students' anxiety, providing supportive feedback, creating a safe classroom atmosphere, and using Islamic values to support students.

For the second research question, the researcher identified data related to challenges faced by teachers. These might include students' anxiety, low confidence, fear of making mistakes, different English abilities, limited time, classroom management, English-only policy, institutional expectations, and the tension between discipline and emotional support.

After identifying the important data, the researcher grouped similar data into categories. These categories were then developed into themes that answer the research questions.

4. Re-Storying

The fourth step was re-storying. In this step, the researcher reconstructs participants' experiences into coherent narratives. The stories were arranged in a meaningful order so that readers could understand teachers' experiences clearly.

The researcher re-stories each teacher's experience by considering important events, classroom practices, emotional situations, challenges, and reflections. The narratives might show how teachers support students who were afraid to speak, how teachers build a positive classroom atmosphere, and how teachers managed difficulties in the English Program.

Re-storying helped the researcher present the findings not merely as a list of data, but as meaningful stories that reflect teachers' lived experiences.

5. Interpreting the Meaning

The fifth step was interpreting the meaning of the narratives. In this stage, the researcher explained what the teachers' stories mean in relation to the research questions and theoretical framework. The researcher connected the findings with Social-Emotional Learning, English speaking learning, teacher support, and *Pesantren* context.

For example, when a teacher gave encouragement to students who are afraid to speak, this could be interpreted as an application of social-emotional skills. When a teacher found difficulty balancing discipline and empathy, this could be interpreted as a challenge in integrating SEL into English speaking learning. Through interpretation, the researcher explained the deeper meaning of participants' experiences.

6. Validating The Data

The final step was validating the data. The researcher used several strategies to ensure the credibility of the analysis. First, member checking was conducted by asking participants to review the transcripts or summary of their narratives. Second, triangulation was used by comparing data from interviews and observations. Third, the researcher look for data that may confirm or challenge the interpretation.

By using these validation strategies, the researcher ensured that the findings are credible, accurate, and grounded in the participants' actual experiences.

G. Trustworthiness

Trustworthiness was an essential criterion in qualitative research to ensure that the findings are credible, dependable, transferable, and confirmable. Lincoln & Guba (1985) proposed four criteria of trustworthiness, namely credibility, transferability, dependability, and confirmability. These criteria were applied in this study to enhance the rigor and quality of the research process.

1. Credibility

Credibility refers to the confidence in the truth and accuracy of the research findings (Lincoln & Guba, 1985). To enhance credibility, the researcher employed data triangulation by collecting information from multiple sources, including interviews with three English teachers as the main participants, interviews with two supporting student participants, classroom observations, and documentation. The researcher compared the information obtained from these different sources to identify consistent patterns and strengthen the validity of the findings. Since this study employed a narrative inquiry approach, credibility was also strengthened through prolonged engagement with

participants during the research period (21–29 April 2026). Continuous interaction with participants enabled the researcher to gain a deeper understanding of their experiences and the meanings they constructed from those experiences.

In addition, member checking was conducted by confirming the interview summaries and interpretations with the participants to ensure that their experiences and perspectives were represented accurately. This process helped reduce misunderstanding and increased the credibility of the narratives presented in this study.

2. Transferability

Transferability refers to the extent to which the findings can be applied to other contexts with similar characteristics (Lincoln & Guba, 1985). To support transferability, the researcher provided a thick description of the research setting, participants, research procedures, and the context of English speaking learning at Al-Falah Islamic Boarding School Banjarbaru. By providing detailed contextual information, readers are able to determine whether the findings are applicable to other Islamic boarding schools or similar educational settings.

3. Dependability

Dependability concerns the consistency and stability of the research process over time (Lincoln & Guba, 1985). In this study,

dependability was maintained by documenting every stage of the research process, including participant selection, interview procedures, classroom observations, data coding, theme development, and interpretation. The researcher also followed a systematic research procedure based on the research design to ensure that the study could be understood and evaluated by other researchers.

4. Confirmability

Confirmability refers to the degree to which the research findings are based on participants' experiences rather than the researcher's personal assumptions or biases (Lincoln & Guba, 1985). To enhance confirmability, the researcher maintained an objective approach throughout the research process by grounding interpretations in participants' interview data, observation notes, and supporting documentation. The researcher also kept reflective notes during data collection and analysis to minimize personal bias and ensure that the findings accurately represented the participants' lived experiences.

Therefore, by applying the principles of credibility, transferability, dependability, and confirmability, this study sought to ensure that the findings were trustworthy and accurately reflected teachers' experiences in applying social-emotional skills in English speaking learning at Al-Falah Islamic Boarding School Banjarbaru.