

## CHAPTER III

### RESEARCH METHOD

This chapter contains explanation about: (1) Research Design; (2) Research Setting; (3) Participant; (4) Data; (5) Technique of Data Collection; (6) Research Instrument; (7) Data Analysis.

#### A. Research Design

Creswell & Creswell (2018) stated that Narrative research is research in which the researcher investigates the lives of individuals and asks them to deliver stories of their lives. In line with Creswell, Clandinin (2006) said that Narrative Inquiry—the research of experience as a story—is first and superior method to understanding experience. A view of the phenomenon is required by the process of Narrative Inquiry. Furthermore, Creswell (2012) offered a comprehensible and detailed stage in carrying out the Narrative Inquiry. The stages are described as follows:

##### **Step 1. Recognize the phenomenon to inspect**

This study focuses on the activities of EFL teacher to build Pancasila Student Profile and its challenges in the learning process at *SDN Pelambuan 1 Banjarmasin*. To recognize the phenomena, the researcher used observations and interviews.

**Step 2. Choose the participants to study**

The researcher selected the participant according to study needs and participant characteristics that have been determined. The selected participant is an EFL teacher who applies Pancasila Student Profile in the learning process.

**Step 3. Collect the story from the participant**

The researcher collected activities carried by the EFL teacher during the learning process and investigated the challenges of building Pancasila Student Profile through observations and interviews.

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

The researcher conducted interviews with the students to confirm the data that have been previously obtained.

**Step 5. Cooperate with the participants**

The researcher collaborated with the EFL teacher so that the data results obtained are more valid.

**Step 6. Write the participant's experiences in the form of a story**

The researcher wrote down the data that had been obtained in the form of EFL teacher's activities and its challenges to build to build Pancasila Student Profile in English Instruction.

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

To validate the data, the researcher did triangulation.

### **B. Research Setting**

The setting of this study took place at *SDN Pelambuan 1 Banjarmasin*. This school was chosen because it has extracurricular activities that relate to building Pancasila Student Profile. This study was conducted during the teaching and learning process.

### **C. Participant**

The participant of this study is an EFL teacher at *SDN Pelambuan 1 Banjarmasin*. First, the teacher was chosen because he is an EFL teacher in that school. Second, he is one of *guru penggerak* who is implementing Pancasila Student Profile. Third, he is a certified teacher and the last, he is a civil servant.

### **D. Data**

The data for this research is teacher activities to build Pancasila Student Profile. Apart from that, the challenges in building Pancasila Student Profile is also the data in this research. The data obtained from English language learning at *SDN Pelambuan 1 Banjarmasin*.

### E. Technique of Data Collection

This study used narrative inquiry, so the researcher used observations and interviews to collect the data. The first is observations. Observations were conducted when the teacher is giving lessons in class. Observations are used to see the learning process, and later, all the data obtained will be used to answer research questions from this study. Zacharias (2016) stated that it is safe to assume that the narrative data gathered through interviews were very dialogic in nature in comparison to other methods. Data obtained through narrative interviewing concentrates on a much smaller group of participants than data obtained through qualitative interviewing. Therefore, the researcher used interviews to complete data from observations.

Table 3.1 Schedule of Data Collection

No	Techniques	Day/Date
1	Observation	a. Thursday, July 20 <sup>th</sup> 2023 b. Thursday, July 27 <sup>th</sup> 2023 c. Thursday, August 10 <sup>th</sup> 2023 d. Thursday, August 24 <sup>th</sup> 2023 e. Thursday, August 31 <sup>st</sup> 2023 f. Thursday, September 14 <sup>th</sup> 2023 g. Thursday, September 21 <sup>st</sup> 2023
2	Interview	a. Monday, September 25 <sup>th</sup> 2023 b. Tuesday, September 26 <sup>th</sup> 2023

### F. Research Instrument

The instruments that used in this study was observation sheet and interview guideline. First is observation sheet. The researcher uses an

observation sheet which contains the EFL teacher's activities to build six characters of Pancasila Student Profile. This observation sheet was developed by the researcher based on Thomas Lickona and Ki Hadjar Dewantara theories. Second is interview guideline. The interview guideline was also developed by the researcher using Collins and Henjum and Handoyo theories. This guideline was aim to dig the challenges in building Pancasila Student Profile.

### **G. Data Analysis**

The development of a thorough perspective on participants' experiences to a specific phenomenon was accomplished through the use of Narrative Analysis. Narrative Analysis consists of thematic analysis, structural analysis, and interactional analysis (Reissman, 2005). Interactional analysis was used for this study because this analysis is in line with data collection procedures that use interviews and observations where collaboration occurs between researchers and participants. Reissman (2005) pointed out that interactional analysis is where the teller and listener create meaning collaboratively.

## **H. Technique of Data Validity**

Triangulation is used to validate the data of this study. Triangulation refers to the process through which researchers examine a problem from multiple angles (Flick, 2009). Denzin (1978) identified four fundamental forms of triangulation. These are: (1) data triangulation; (2) investigator triangulation; (3) theory triangulation; (4) methodological triangulation. Data triangulation and methodological triangulation are used in this study. Data triangulation is used to validate the data through which the researcher gives a questionnaire to the students related to the activities of the EFL teacher in English Instruction. In addition, methodological triangulation is also used because the researcher uses other methods apart from observing and interviewing teachers, but the researcher also gives questionnaires to the students.