

CHAPTER III

RESEARCH METHOD

A. Research Design

According to theory, there are three distinct research approaches: qualitative, quantitative, and mixed technique. Qualitative research is a form of research that does not rely on statistical procedures to obtain findings. Instead, it focuses on how researchers interpret and understand the meaning of events, interactions, or behavior of subjects in a specific situation, based on their research perspective. According to Moleong (2013), qualitative research is a type of research that aims to comprehend various aspects of a phenomenon, such as the actions, motivations, perceptions, and experiences of the research subjects. This type of research focuses on describing and understanding these aspects using words and language, within a specific natural context, and employing diverse scientific methods. The researchers employed narrative inquiry in this study.

Creswell (2018) refers to a qualitative approach where the researcher examines the experiences of individuals and requests one or more persons to provide narratives about their life. Subsequently, the researcher frequently recounts or reconstructs this material into a narrative sequence. This study aims

to investigate the utilization of cooperative learning by Intern studentinstructors throughout their teaching practice.

B. Research Setting

With title “English Language Education Department Intern Students’ Experience In Conducting Cooperative Learning“ This research conducted at State Islamic University of Banjarmasin in the faculty Tarbiyah and Teacher Training specifically majoring in the English Languange Education Department and be carried out in 6th May 2024.

C. Participant

The criteria for participants in this study is that they have completed the field experience program, that is, teaching in schools by using cooperative learning during teaching practice. This study involved 2 students of the English Education Department, Faculty of Tarbiyah and Keguruan UIN Antasari Banjarmasin who had experience using cooperative learning during teaching practice. The selection of these 2 participants was considered sufficient because their responses answered the research questions thoroughly.

D. Data

The required data for this research pertains to the implementation of cooperative learning by intern student during their second teaching practice.

The information The data was collected from intern student who conducted second teaching practice at senior high school. The data was collected through the use of a narrative framework, interviews with the participants. These methods were used to gather information on their experiences and activities during teaching practice, specifically focusing on the use of cooperative learning. The aims of the data collecting were:

1. Describing the experience of Intern student in implementing cooperative learning as a pedagogical approach.
2. Identify the challenges undertaken by intern student during the implementation of cooperative learning.

E. Technique of Data Collection

In this research the technique of data collection is:

1. Interviews

Yusuf (2014) Interviews a technique that can be used to collect research data. In simple terms, it can be said that an interview is an event or process of interaction between the interviewer and the source of information or the person being interviewed through direct communication. Interviews aim to record opinions, feelings, emotions and other things related to individuals in the organization. By conducting interviews, researchers can obtain more data so

that researchers can understand the culture through language and expression of the rights of those interviewed; and can clarify things that are unknown.

The interview used by the researcher is a semi-structured interview with 16 questions. Taherdoost (2022) Semi-structured Interviews Semi-structured interviews are formal and are conducted based on a guide. The interviewers ask questions considering the guidance however, when researchers or interviewers need extra information, they can continue the conversation based on the questions provided ahead of time. For example, it is an appropriate choice when you do not have the opportunity of interviewing with individuals more than once and you should gather clear, comparable, and reliable qualitative data in the first meeting. Thus, training of the interviewers and the design of open-end questions are important points. It can also be used when you aim to develop a subject such as a culture, setting, or experience which is not completely understood, and as an initial step for developing another more-structured method such as a survey or an interview.

2. Narrative frame

Barkhuizen & Wette (2008) A narrative frame is a data collection instrument consisting of a series of sentence prompts that facilitate the elicitation of participant narratives by scaffolding the writing process. Barkhuizen (2010) points out that narrative frames are an instrument for

collecting data, not a methodology, theory, or philosophy. As an instrument, narrative frames can be used to bring together different stories from different people in order to extract the commonalities in their stories. The construction of the narrative frame itself consists of a number of anchor points followed by blanks that serve to constrain the way the narrative unfolds by dictating what type of information occurs in which sequence and in which relationship to other information.

F. Research Instrument

The researcher employed narrative inquiry to analyse the data. Narrative analysis is a multifaceted approach used to analyse data and offer an interpretation.

This study employs narrative inquiry to investigate the experiences of intern student during the implementation of cooperative learning in their teaching practice. The study's approach was derived on Creswell's (2012) work. The approach employed to carry out this narrative inquiry is comprehensive and uncomplicated. Subsequently, it is implemented inside the specific framework of the research. Below is a comprehensive enumeration of the actions:

Step 1. Identify the phenomenon to explore

The researcher focused on the intern students' experiences during the application of cooperative learning in their teaching practice. At this stage of identifying events, the researcher will conduct an interview using a structured instrument related to the topic at hand, namely the respondents' experiences during UIN Antasari's teaching practice internship program. The interview asked about the experiences of student interns in pre-service education when implementing cooperative learning strategies.

Step 2. Select one or more participants to study

The researcher searched for and selected individuals who fit the purpose of the study. The researcher specifically targeted 2 internship students, english language education department students at Islamic stats university of Banjarmasin, who had completed teaching practice and implemented cooperative learning during the practice.

Step 3. Collecting the students' story

After finding respondents, the researcher used interview guides and narrative frameworks to collect participants' narratives. In the interview, there were 10 questions related to experiences and 6 questions about challenges experienced by respondents. The results will then be compiled into data that is used to find results.

Step 4. Restory or retell the individual's story

During this stage, the researcher conducted a thorough analysis of the data by examining the interview transcripts. The stories have been analyzed and stated to be aligned with the previously mentioned theme of how student interns experience in using cooperative learning during teaching practice.

Step 5. Collaborate with the participant/storyteller

After retelling, The researcher works along with the participants to ensure that the participant's experiences are accurately depicted.

Step 6. Write a story about the participants' experiences

At this stage, the researcher transforms the participant's experiential data into a narrative, which is an important phase in the researcher's approach. Focusing on certain recurring elements in the story, as well as incorporating related theory on the importance of narrative research.

Step 7. Validate the report's accuracy

In order to maintain the credibility of the narrative, the researcher must engage in analyzing and consulting with individuals and actively seek for information that presents a contradictory perspective to the story..

G. Data Analysis

In accordance with Riessman (1993), Three different kinds of procedures are implemented in the investigation of narratives: telling, transcribing, and analyzing. Here are some further specifics regarding all of them, each of which plays a specific part in the process:

1. Telling

During this procedure, the researcher encouraged participants to share their experiences and challenges with cooperative learning approaches while teaching in the field experience programme. To facilitate involvement and the sharing of important personal experiences, a supportive environment should be created during the research interview. It is preferable to use open-ended questions that allow responders to provide their own responses. The researcher requested that the participants undergo in-person interviews in which they were asked approximately 16 questions on their experiences and obstacles in teaching using cooperative learning. The results of the interviews were written in a document file that can be accessible online and will be used by the researcher as material to explore the research entitled English language education department intern students' experience in conducting cooperative learning.

2. Transcribing

Selection and reduction are steps in the transcribing process that are necessary to handle and assess this material appropriately. Finding the crucial datapoints is aided by the researcher's careful reading, definition of the interview results, and analysis of significant points that are pertinent to the interview questions' central theme. then selects specific sections for additional in-depth analysis, focusing on highlighting important findings and appreciating the complexities within those sections.

3. Analyzing

It can be difficult to distinguish between transcription and analysis because of their tight relationship. The investigator conducts a thorough and repeated analysis of previously transcribed interview data in order to derive conclusions that are consistent with the primary research question. The important features and themes are revealed throughout the interactive transcribing, analysis, and writing processes. This results in a greater comprehension of the data and the identification of critical components that must be included in the study report.

Researchers endeavour to establish trustworthiness in their research to guarantee the validity of their findings. The classic work of Lincoln and Guba (1985) is a commonly used framework for establishing trustworthiness in the

context of narrative research. This widely cited and influential work delineates four trustworthiness criteria that are implemented during the research process: credibility, transferability, dependability, and confirmability.

1. **Credibility:** This requirement encompasses the trustworthiness or credibility of the research results. This study necessitated the verification and accuracy of the data through the implementation of a variety of procedures, such as ongoing interaction with participants, peer debriefing, and participant verification. Participants were repeatedly assured by the researcher that the interviews accurately represented their experiences. The researcher then engages in ongoing interaction with participants to discuss their experiences using cooperative learning and correlates these findings with their personal experiences related to cooperative learning.

2. **Transferability:** Transferability refers to the degree to which research findings can be applied or adapted to other contexts or circumstances. The researcher endeavoured to provide a comprehensive and methodical explanation that was in accordance with the pre-processed data. The objective was to provide the reader with sufficient information to enable them to apply it to their own context or circumstance.

3. **Dependability:** The term "dependability" refers to the consistency and dependability of a research process and its conclusions over time. Researchers

employ a variety of methods to enhance the reliability of their work, including detailed documentation of methods, audit trails, and peer review. The researcher supplied the responses of the participants to the interview queries that were specifically related to cooperative learning.

4. Confirmability: The degree to which research findings are impartial and objective. The researcher endeavoured to preserve an impartial and transparent perspective throughout the research process by acknowledging their decisions and resolving any potential biases that may have arisen. The researcher verified the interviews with the participants to guarantee that the research results were accurate and unbiased. The researcher aimed to enhance the quality of their research and story study by employing these trustworthiness standards, thereby guaranteeing that the conclusions were reliable, transferable, and confirmable.