

CHAPTER III

RESEARCH METHOD

A. Research Design

According to Creswell (2018), narrative research involves an investigation into an individual's life in which the researcher asks them to tell about their experiences. In the Narrative Inquiry process, views on phenomena are considered very important in order to dig deeper into a research process. Furthermore, Creswell (2015) offers comprehensive and detailed stages in conducting Narrative Inquiry, which are explained below:

1. Identify the phenomenon to be examined

Recognize and define the phenomenon to be researched, namely foreign languages teaching anxiety in pre-service English teachers during teaching practice

2. Select the participants to study

Select relevant research participants, such as English teachers who experience anxiety in English teaching practice.

3. Collect stories from participants

Collect stories or narratives about their experiences when experiencing anxiety during English teaching practices at school.

4. Retell the individual's story

Retell and reconstruct the story given by the participant, taking into account aspects of the teacher's experience that arise in the context of teaching practice anxiety.

5. Collaborate with the participants

Collaborate with research participants to gain a deeper understanding of their experiences and gain a broader perspective on teachers' experiences in that context.

6. Write down the participants' experiences in story form

Participants' experiences were written in narrative form that described how pre-service teachers experienced anxiety and the strategies they used to reduce this anxiety.

7. Validate the accuracy of the report

The reports obtained must be validated for accuracy by involving participants in the verification process, then asking for feedback from them to ensure a more accurate representation of their experiences.

B. Research Setting

This research was conducted at the Faculty of Tarbiyah and Teacher Training, English Language Education Department, class of 2020. The researcher chose the class of 2020 because the class had completed teaching practice at the school. So the research can be conducted there.

C. Participants

The participants in this research were 5 Pre-Service English Teachers of English Education Department class of 2020. Researchers tried to find data on the causes of anxiety in their teaching practice and the strategies they used to reduce this anxiety. The instrument for collecting all information is the interview guideline.

To determine the participants, the researcher used purposive sampling. According to Gay, Mills, & Airasian (2012: 141), purposive sampling means that the researcher determines the sample based on his experience or knowledge of a problem that will be sampled. Characteristics of informants: 1) English students of UIN Antasari Banjarmasin who have participated in the PPL program registered in the 2022/2023 academic year, 2) English students who experience anxiety during the practice of teaching English as a foreign language during PPL. The researcher used purposive sampling because the researcher only needed students who had completed the PPL and had problems with teaching anxiety during teaching practice at school.

D. Data

In this research, data was collected through interviews with pre-service teachers who experienced teaching anxiety when learning English. The researchers also explored the causes of pre-service teachers' anxiety and how they reduced it. The research subjects or data sources were five pre-service English teachers in the English Education Department of UIN Antasari Banjarmasin.

E. Technique of Data Collection

In this research, researchers used a purposive sampling technique by conducting in-depth interviews with five pre-service English teachers who experienced anxiety when teaching at school. This aims to find out or explore the causes of anxiety faced by Pre-Service English Teachers and strategies to reduce this anxiety. To make the interview smoother, the researcher will ask several questions using a semi-structured interview. Interview questions use questions based on previous research references and the researcher's own development to explore and answer research questions.

1. Interview

The researcher chose interviews as the research instrument, which involves online communication between the researcher and participants to understand in depth their perspectives, experiences and opinions (Merriam, 2009). The researcher used a semi-structured interview instrument because

the researcher used a narrative research design, so that the interviews were conducted in depth and the data collected from participants was quite a lot and represented the research questions being studied. To find out more about the experiences of pre-service teachers, researchers in this study conducted in-depth interviews.

The researcher conducted online interviews with five participants via WhatsApp video calls because they had returned to their hometowns and worked, each of whom prioritized ethics in research interviews. In addition, the researcher used subjective research data, which reflects the perspectives and experiences of each subject studied, including their opinions. For example, in this study, the causes of anxiety about teaching English and their strategies to reduce this anxiety were collected based on the experiences they had experienced.

2. Documentation

According to Creswell, documentation produces several critical notes regarding the problems observed, resulting in an adequate and reliable data collection (Creswell, 2018). As a result, this is very useful so that researchers do not miss important details of the findings obtained in the field so that researchers can review the documentation results. Documentation in this research is in the form of photos, video recordings and voice recordings from participants and researchers.

F. Data Analysis

Data analysis is the most important and challenging part of research because you have to organize and present the data obtained so that it can be used as a research result. In this case the researcher used the interactive data analysis method according to Miles et al. (2018) as follows:

1. Data Reduction

After all the data was collected, the researcher conducted data analysis such as selecting, grouping, and simplifying the data obtained from the interview, in this case the data obtained had a correlation with the research objectives. In this study, the data selected was data on what causes anxiety in teaching English pre-service teachers during teaching practice and how they reduce this anxiety by reducing the data, so that researchers will find it easier to find clear information and in accordance with the theme obtained based on existing theories..

2. Data Display

After the data has been reduced, the next step is data presentation. Data presentation can be done in various forms, such as descriptions, charts, tables, or other formats (Miles et al. 2018). In this study, the researcher used a narrative approach to present the data. This approach was chosen because it is in accordance with the

nature of qualitative research, making it easier for researchers to understand the information and phenomena that exist in more depth and systematically. This narrative presentation also helps organize data from complex information to be more specific and focused.

3. Verification and Drawing Conclusions

The third step in the analysis activity is drawing and validating conclusions. From the data, the researcher draws the existing conclusions based on the research objectives found by considering the suitability of the theory and the researcher's understanding of the research (Fitri & Haryanti, 2020). This is done to direct the research to the final conclusion based on proper data analysis from various information obtained from participants so that the data produced is valid and structured.