

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this context, the researcher uses qualitative research and narrative inquiry as a research method. A qualitative study approach called narrative inquiry may be used to investigate the challenges and experiences that student-teachers have when dealing with the *Amaliyah Tadris* program at Islamic boarding schools. Stories and personal recollections of the participants are the main emphasis of narrative inquiry, which offers a comprehensive and in-depth knowledge of their experiences.

Based on the theory of research approach, there are two types of research design, qualitative and quantitative (Sumarni, 2010). Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of reporting

the complexity of a situation. The research methodology used in this study is narrative inquiry. Researchers use narrative research designs to produce narratives of individual experiences, gather and narrate stories about people's lives, and depict people's lives. Creswell (2007) outlines the following procedures for carrying out narrative research:

**Step 1: Identify a phenomenon to explore**

The focus of inquiry is the specific challenges that student-teachers in this unique educational environment have in relation to teaching practice that are having trouble instructing language classes during *Amaliyah Tadris* program at Boarding School. Examples of this include nervousness, language barriers, and the need for effective teaching methods tailored.

**Step 2: Select one or more participants to study.**

Finding the participant which is student from final high school who is following *amaliyah tadris* teaching practice program at Islamic boardig school. expertise teaching practice. These participants should have direct knowledge of the challenges that arise in this specific environment.

**Step 3: Collecting story from the participants**

This stage involves gathering the anecdotes and experiences of the selected participants on the challenges and successes they encountered while teaching language classes in *Amaliyah Tadris* program.

**Step 4: Restory or retell the participants' story**

After collecting the participants' stories through in-depth interviews, the researcher carried out a *re-storying* process. This involved organizing and restructuring the individual accounts into a unified narrative that reflects common themes and shared experiences among the student-teachers.

**Step 5: Collaborate with the participants**

Working with the participants is essential to ensuring that their experiences are accurately reflected. This procedure includes getting the participants' viewpoints, clearing up any ambiguities, and ensuring that the tales they are sharing reflect their initial experiences.

**Step 6: Write a story about participants' experiences**

The research findings were presented in the form of thematic narratives, retelling the participants' stories based on shared experiences and supported by relevant theories. In Chapter IV (Discussion), these stories were not simply quoted, but restructured around key themes creating a comprehensive picture of the challenges faced by student-teachers.

**Step 7: Validate the report accuracy**

To confirm that the report is accurate, it must be confirmed that the written account accurately depicts the challenges and experiences that the participants shared. This may involve verifying with the participants and comparing the written story with their real accounts in

order to maintain the integrity of the results.

These phases give an orderly manner to examine and document the challenges experienced by student-teachers teaching practice during an *Amaliyah Tadris* program at Darul Hijrah Boarding School for Female. This will help to guarantee that the experiences of these student-teachers are adequately preserved and reflected.

## **B. Research Setting**

This research was conducted at Darul Hijrah Islamic Boarding School for Female. Specifically targeting final year student who have taught in *amaliyah tadris* program. The decision to undertake this research was based on the researcher's experience that many participants in the *amaliyah tadris* program face various challenges that will affect teaching and learning activities, particularly in English lessons. This research was conducted in 2025 for one month. All final-year students participate in this program because the *amaliyah tadris* program is mandatory for all final year students.

## **C. Participants**

The participants of this research are final year students who have taught in the *amaliyah tadris* program. The researcher selected 8 participants for this research. Student-Teachers 1 to Student-Teachers 8 (ST-1 to ST-8). The researcher generated data dealing with the Student-teachers views, such as challenges and strategies in *Amaliyah Tadris*.

#### **D. Data**

In this research, data was collected through interviews with student-teachers involved in teaching practice during *amaliyah tadris* program at Darul Hijrah Islamic Boarding School for female. The results obtained from interviews with informants regarding the various challenges they face when teaching and the strategies they use to deal with them. With this method, participants can freely share their experiences and stories, producing data that paints a realistic picture of their lives. Through the use of open ended questions, researchers facilitate narratives that describe the challenges and strategies employed by student teachers during the teaching practice program. The research subjects or data sources consisted of eight final-year students who had participated in teaching practice in the *amaliyah tadris* program.

#### **E. Technique of Data Collection**

The researcher used the narrative inquiry in this research, so the researcher took in-depth interview to collect data. For a study, The purpose of in-depth interviews is to learn more about a respondent's personal experiences, interpretations, understandings, and responses to a certain occurrence. An in-depth interview is a qualitative research technique that is used to conduct detailed interviews with a small number of participants. In contrast to other forms of qualitative research, researchers using an in-depth interviewing approach invest

a significant amount of time with each participant employing a conversational format (Rutledge & Hogg, 2020). Interviewing students and teachers in-depth can give important insights into their struggles and experiences with the *Amaliyah Tadris* program. Semi-structured interviews enable participants to describe their experiences and stories in their own terms.

Techniques for Data Collection :

1. Life History Interview : By using this approach, participants may share their life stories and experiences, giving the *Amaliyah Tadris* program participants a comprehensive and detailed comprehension of their lives.
2. Story Completion : As part of this method, participants complete a narrative about their experiences in the *Amaliyah Tadris program*, which offers insights into their attitudes and perspectives.

For examining the experiences and difficulties students and teachers have in the setting of the *Amaliyah Tadris* program at Islamic boarding schools, narrative inquiry is a useful qualitative study approach. In-depth interviews and observations are two possible methods for gathering data; other methods include life history interviews and story completion. These methods can give a thorough and in-depth comprehension of the difficulties student-teachers encounter, providing insightful information for future

developments and interventions.

## **F. Data Analysis**

As a method of data analysis, the researcher uses narrative analysis. According to Polkinghorne D (2004) narrative analysis is a technique for examining different data sources that is based on the construction of narratives. Classification and the creation of theoretical connections between abstract categories are the main analytical methods utilized in story theme analysis. Narrative analysis employs narrative writing where in the tale serves as an analytical tool. The results of narrative writing in narrative inquiry include case studies, historical narratives, and recounted incidents of people's lives. Based on Mishler's narrative analysis paradigm (Tom Parish, T. Candon, 2020), the following are some examples:

### **Method 1: Using Labov's Model to recapitulate what was said in the telling**

This kind of analysis is used to determine the topic of the "told story". Mishier's method is based on the theoretical structure created by William Labov, a sociolinguist with expertise in examining autobiographical tales that connected language, meaning, and behavior.

### **Method 2: Rearranging a storyline to reconstruct what was told from what was told.**

Rearranging the plot of the tale or putting the narrative in chronological order are the main topics of this study. Finding during data analysis that participant stories are not sequential (i.e., chronologically or conceptually) in a way that makes sense to the reader or researcher is a typical difficulty for researchers. stories that data analysts discovered. Participants' tales might not have a predetermined order, which makes them fairly random. They also frequently deviate from the storyline or make generalizations that aren't entirely obvious. To surmount these issues, information obtained from interviews and other sources must be reorganized into a story that fits.

### **Method 3: Finding a Story Pattern and Putting a Telling on the Telling**

This method focuses on finding the pattern or pre-existing themes in a tale. For example, a researcher may look for trends, parallels, and differences in a large quantity of information gathered from several sources. According to Mishler, this strategy is effective when there are a lot of participants and we wish to draw conclusions from large amounts of data.

### **Method 4: Inferring a story by making a telling from what has been told**

This method infers a story using nonverbal cues like visual data.