

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

Research methodology is divided into two branches, namely quantitative research methodology and qualitative research methodology. Creswell (2009) mentioned that qualitative research is an investigative method that seeks to comprehend a social or human issue. In-depth participant perspectives are offered, language and discourse are investigated, and the research is conducted in a natural setting. This type of research aims to create a comprehensive and nuanced depiction.

The researcher employs narrative inquiry as a research approach in this situation. Narrative research is an inquiry approach in which the researcher observes people's lives and invites one or more people to tell their tales. The researcher will frequently retell or restore this material into a narrative timeline. Finally, in a collaborative narrative, viewpoints from the participant's lives are combined with those from the researcher's life Creswell & Plano (2018). Narrative research as a sort of study that involves gathering and reflecting on people's lived experiences.

This research conducted a narrative inquiry to explore the level of enthusiasm of students through their experiences when applying active learning as a method in English language classes. Creswell & Plano, (2018) claimed that provided model for the research procedure. The procedures were a precise and

complete phases for conducting this narrative research. They were then operationalized in the context of the research. The procedures are as follows:

1. Identify the phenomenon to explore

The researcher found a phenomenon that occurred during the implementation of Teaching Practice Two at MAN 3 Banjarmasin, where most students showed a low level of involvement in learning English. From the seven classes taught by the researcher, only a few classes demonstrated active participation. One of the approaches applied by the teacher in the learning process was the use of active learning methods. Based on these observations, the researcher chose to make active learning methods the focus of this study, with the aim of encouraging increased student enthusiasm and engagement in learning. In addition, the researcher examined the experiences and narratives of students and the teacher as an important part of the research process.

2. Select one or more participants for the study

The researcher selected participants based on specific criteria, ensuring that the students had experienced active learning as a learning model in their English classes. The selection focused on students from class 10 at MAN 3 Banjarmasin who could provide rich narratives about their experiences. Additionally, the researcher also selected one of the English teacher who had implemented active learning methods in the classroom to gain insights from the educator's perspective. This combination of student and teacher participants provided a comprehensive

understanding of the impact of active learning on student engagement and enthusiasm.

3. Collect the story from participants

Narrative research involved collecting data from individuals who recounted their personal experiences, conducted through interviews with a flexible structure. These interviews could take the form of a single session or a series of in-depth interviews conducted over multiple sessions. In this process, the researcher had to focus on how the narratives were constructed and expressed by the participants, according to the perspectives, meanings, and subjective experiences they conveyed.

4. Restory or retell the individual's story

To analyze the initial data, the researcher identified key components of each participant's narrative, organized and sequenced these components, and created a cohesive story that captured the individual's experience. This storytelling method allowed readers to understand the narrative in a structured manner. Typically, the retold stories included essential elements such as the setting (the context in which the experience occurred), characters (the individuals involved), problems (the challenges faced), actions (the responses to those challenges), and resolutions (the outcomes of the experiences).

5. Collaborate with the participants/storyteller

Throughout the process of collecting narrative accounts, the researcher collaborated with the storytellers to ensure an accurate

representation of the participants' experiences. This collaboration involved engaging participants in discussions about their narratives, allowing them to provide feedback and clarify any aspects of their stories. By fostering an open dialogue, the researcher ensured that the participants' voices were authentically represented and that their perspectives were accurately captured in the final narrative.

#### 6. Write story about the participants experiences

The researcher wrote a story about the participant's experience. In this step, the researcher reported the study by dividing the findings of the research questions into major themes and subthemes.

### **B. Research Setting**

This research was conducted at MAN 3 Banjarmasin, a public Islamic high school located in Banjarmasin, South Kalimantan. The school offers general academic subjects including English as a compulsory subject for all grade levels and has implemented active learning methods, particularly in English classes. The duration of this research was conducted over 8 weeks.

### **C. Participants**

The participants in this study consisted of eight students from grade ten and an English teacher at MAN 3 Banjarmasin. The teacher is the only English teacher for the entire tenth grade and has implemented active learning methods in her teaching process.

The total number of students in tenth grade at MAN 3 Banjarmasin is 210 students, which is divided into seven classes. From this total, the researcher selected eight students as research participants using purposive sampling technique, which is a deliberate sampling technique based on certain criteria relevant to the research objectives (Sugiyono, 2023).

The criteria for selecting participants included:

1. Had participated in active learning directly in class
2. Were actively involved in discussion activities, presentations, or group work
3. Had an attendance rate of at least 80% in English lessons,
4. Were able to convey opinions orally or in writing clearly enough
5. Were recommended by the English teacher because they were considered representative and had sufficient experience in following active learning methods.

The selection of students was based on the results of the researcher's discussion with the English teacher, who had direct knowledge of the students' involvement and ability during the lesson. The teacher recommended students who were considered capable of providing in-depth and relevant information regarding their experience in active learning.

To maintain the confidentiality of participants' identity, each student was given initials: S1 (Student 1), S2 (Student 2), S3 (Student 3), S4 (Student 4), S5 (Student 5), S6 (Student 6), S7 (Student 7), and S8 (Student 8).

All students selected were from different classes and had similar learning experiences because they were taught by the same teacher with the same learning approach. This ensured that all participants had adequate exposure to active learning methods in their English lessons.

#### **D. Data**

The data in this research were collected through interviews with eight tenth-grade students and one English teacher at MAN 3 Banjarmasin. All participants had experience with the application of active learning methods in English classes. The data focused on exploring their experiences, responses, and perceptions related to the use of active learning during the teaching and learning process.

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

In this research, the narrative inquiry method was used as the main approach. As a type of qualitative research, narrative inquiry focused on an in-depth exploration of an individual's experience and how that individual made meaning of his or her experience through the stories told. Data collection was conducted through interviews. The researcher used structured interviews, but before that, open-ended interviews were conducted. Open-ended interviews included questions designed to allow participants to answer freely, not limited to short answers or just "yes" and "no".

The interviews aimed to explore the students' experiences when active learning methods were applied in English classes, especially in terms of their involvement in the learning process and their feelings during the activities. The steps for data collection were as follows: First, the researcher contacted each participating student to schedule an in-person interview. Second, the researcher asked questions related to the students' experiences of active learning in English class. Third, the interviews were recorded using cell phones as a documentation step and to facilitate the data analysis process. Fourth, if there were obstacles in the implementation of the interview, the researcher rearranged the additional interview schedule according to the students' time availability.

In this research, the participants amounted to 8 students from grade 10 who were selected based on certain criteria. The interview process was carried out over a period of 8 weeks, with a schedule of two students being interviewed each week. This approach was chosen so that the researcher could focus more on understanding the unique stories and experiences of each student in depth.

## **F. Data Analysis**

The researchers used the Data Analysis Model developed by Mishler (2016) to provide an in-depth approach to data analysis on qualitative data. There are four main steps in doing the data analysis by Mishler (2016): summarizing the story told, reorganizing the storyline, identifying story patterns, and drawing conclusions from stories. This tool helps to understand narratives based on the

findings of a study entitled "Investigating Student Enthusiasm in the English Class Through Active Learning Methods".

1. Summarizing the story told

This step was used to find out what the students said about their experiences in learning English through active learning methods applied by their teacher in English classes. In condensing the data, the researcher focused only on the experience and how enthusiastic the students were when learning English through active learning methods. Furthermore, the experiences found from some of the participants were classified based on the interview, which was explained narratively.

2. Reorganizing the storyline

This required an attempt to categorize the problem at hand. These were divided into groups such as enthusiasm levels, good student experiences, or student reflections.

3. Identifying story patterns

The researcher identified predetermined common themes or recurring issues in the stories.

4. Drawing conclusions from the stories

This involved analyzing the stories to uncover meaningful information or insights, including identifying fundamental problems or key aspects that warranted further consideration.