CHAPTER III

RESEARCH METHOD

A. Research Design

This research uses a qualitative research approach with narrative inquiry as its design. Narrative inquiry is a method that used to explore and understand the experiences of human via storytelling. Humans are known to both live and tell stories about their lives, and these lived, recounted, and discussed tales are how we give our lives purpose and enlist the support of one another in constructing our communities and individual lives (Clandinin, 2006). It allows participants to share their personal perspectives in structured yet natural manner. By focusing on narratives. This study aims to capture the depth and complexity of lived experiences of teachers who teach English using communicative interactive method in toddler class at Elite English Course Banjarmasin.

Since it emphasizes personal experiences and the manner which people can create their own meaning, narrative inquiry is especially well-suited for this research. The method with this design offers a comprehensive view of participants' interactions, emotions, and events that affect their experiences. Context, interpretation, and reflection give impacts to

storytelling, that is why narrative inquiry is recognizing the part where both the participants and the researcher play in co-constructing the meaning.

In-depth interviews is the main method used to collect data for this research. It makes participants able to share and describe their experiences in their own words. Depending on the objectives of the research, other sources like participants' documents including diaries, their written reflections, or other personal artifacts, might potentially be incorporated to enhance the narratives, depending on the research objectives. So Document analysis is the researcher's second instrument.

This research goal is to offer a profound and significant investigation of personal experiences with narrative inquiry, providing insight that could be difficult to obtain if using other qualitative techniques. The result will solve the social and personal aspect of the research issue and improve more comprehensive knowledge towards how individuals perceive and express their lived reality.

B. Research Setting

This research takes place in Elite English Course. It is a private English school located in Ahmad Yani street, Karang Mekar ward, East Banjarmasin subdistrict, Banjarmasin, South Kalimantan. It's a tall building

across the police station. The researcher chooses this place because there are something interesting. This place has high rating on google map. Moreover, it is rare to see the private course that provides a study program for toddler in Banjarmasin. So, the researcher is curious on how the teachers teach a lesson to their student especially toddlers in this place. The amount of time to finish this research is 2 months.

C. Participants

The researcher selected three teachers who teach toddler classes at Elite English Course to participate in this study. Each teacher has experience teaching different toddler levels. One teacher taught toddler levels 1–2, another taught toddler levels 3–5, and the remaining teacher taught level 6.

As the main participants in this research, they were actively involved in providing information related to their teaching experiences. Their personal stories, perspectives, and reflections offer valuable insights into the challenges, teaching strategies, and classroom experiences involved in early childhood English instruction at Elite English Course. As teachers who work with toddler classes, they have a unique understanding of pedagogical approaches, classroom interaction, and developmental considerations in teaching young learners.

Their participation allows the researcher to explore in depth the challenges, successes, and reflections that shape their teaching practices.

Through in-depth interviews, these educators share their individual stories, life experiences, and professional insights in keeping with the narrative inquiry methodology. Document analysis to gain a deeper knowledge of their responsibilities and experiences of teaching young learners, their narratives are examined for trends, themes, and unique viewpoints.

By involving these participants, the study hopes to shed light on the real life experiences of educators working in this unique educational environment, offering significant insights that can guide future studies on early childhood English instruction as well as educational practice.

D. Data

The data of this study were qualitative narrative data derived from the lived experiences of three teachers who taught toddler classes at an elite English course. The data consisted of the participants' narratives, including their experiences, perceptions, challenges, and strategies in implementing the Communicative Interactive Method. The primary data were collected through semi-structured interviews using open-ended questions, which allowed the

participants to share detailed accounts of their teaching experiences. In addition, document analysis was employed as a secondary source of data. The documents analyzed included teaching materials, lesson plans, classroom activities, and other relevant documents related to the implementation of the Communicative Interactive Method. These documents were used to support and enrich the interview data.

E. Technique of Data Collection

1. In-depth Group Interview

The researcher conducted a single, semi-structured group interview session with three English teachers simultaneously in the same room. A smartphone audio recorder was used from the beginning to the end of the session to ensure all statements and discussions were captured accurately.

2. Follow-up Interview

Several days after the initial group interview, the researcher conducted a follow-up interview using the WhatsApp messaging application. This technique was used to ask further questions, clarify ambiguous statements from the first session, and ensure the depth of the data regarding their experiences using the communicative interactive method.

3. Documentation

To support and triangulate the interview data, the researcher also collected and analyzed relevant documents from the participants. These documents included lesson plans, teaching materials, and photographic documentation of the teaching and learning process in the classroom. This step was essential to provide concrete evidence of how the teachers practically implemented the communicative interactive method with the toddlers.

F. **Research Instrument**

In this research, the researcher utilized two primary instruments to gather comprehensive data regarding the teachers' experiences:

1. In-depth Interview

The main instrument used in this study was a semi-structured in-depth interview guide. The researcher designed open-ended questions to facilitate the group interview session and the subsequent WhatsApp follow-up. This instrument was formulated to deeply explore the participants' practical experiences, challenges, and strategies in applying the communicative interactive method to toddlers. To support this instrument, a smartphone audio recorder was utilized to ensure all verbal responses were accurately captured for transcription.

2. Document Analysis

To triangulate and validate the verbal data obtained from the interviews, the researcher employed document analysis as the secondary instrument. The documents collected and analyzed included the teachers' lesson plans, teaching materials, and photographic documentation of the classroom activities. This instrument served to provide authentic, physical evidence of how the communicative interactive method was practically implemented during the teaching and learning process.

G. Data Analysis

The data analysis in this study follows the steps of thematic narrative analysis:

1. Organizing and Familiarizing with the Data

The data in this study were analyzed qualitatively using a narrative inquiry approach. The analysis began by reviewing the interview recordings several times to gain a comprehensive understanding of the participants' experiences in implementing the communicative interactive method for toddlers. The interviews, which were conducted in Bahasa Indonesia, were recorded and subsequently transcribed into written form. The researcher then

carefully read and re-read the transcripts to become fully familiar with the data.

2. Data Coding and Translating

After the transcription process, the researcher examined the transcripts to identify significant statements, perceptions, and teaching practices related to the research objectives. Relevant information was selected and organized into narrative descriptions representing each participant's experiences. To obtain more complete information, the responses from the WhatsApp follow-up interviews were analyzed alongside the main transcripts to clarify ambiguous details. The researcher then translated this selected data into English for reporting purposes.

3. Data Triangulation through Document Analysis

In addition to the interview data, the researcher analyzed supporting documents provided by the participants, such as teaching materials, lesson plans, classroom activity records, and photographs. The information obtained from these documents was compared with the interview findings. This step served as a triangulation process to support, verify, and strengthen the participants' narratives, providing concrete evidence of their teaching practices.

4. Interpreting and Thematizing

Finally, the researcher interpreted the findings by identifying recurring themes, similarities, and differences among the participants' experiences. The integrated findings from both the interviews and document analysis were then discussed and connected to the theoretical framework of Communicative Language Teaching (CLT) and Vygotsky's Sociocultural Theory. This final step aimed to answer the research questions and provide a deeper understanding of the phenomenon under study.