

CHAPTER III

RESEARCH METHODOLOGY

This study uses a qualitative design which uses a narrative inquiry approach, which is an activity to obtain data through stories from participants. Based on the activity stages, only narrative inquiry can solve the problem formulation. That way, researcher describe several research procedures consisting of:

3.1 Research Method

The researcher chose narrative inquiry because it followed the research problem. According to Clandinin and Conelly, narrative inquiry is the phenomenon of people telling stories or sharing experiences, then researcher collect those stories and write about them. Here, the researcher is allowed to know a person's personal life.¹ In another definition, Kramp states that narrative is a way of telling and knowing a story. In the story, the participant tells the researcher what is essential and the meaning of the experience described through the story of the participant.² Participants told through pictures, text, life stories, thoughts, and feelings about an event.

Clandinin and Connelly frame narrative inquiry into three dimensions: temporality, sociality, and place. The three dimensions of narrative are essential in helping researchers explore stories and reconstruct stories from participant accounts. A persons' experience is connected in time, creating a narrative that takes place in life. For example, when did the participant start to like English, and when did the participant feel ready to learn? The sociality refers to the participants' natural relationship with anyone involved.³ The researcher must be able to relate to participants and position themselves as if they were the participants in the experience. Collaborative, intimate, and connected relationships are fundamental

¹ Michael, D. Jean. and Clandinin, F. Connelly, "Stories of Experience and Narrative Inquiry," *Educational Researcher* 19, no. 5 (1990): 2–14, <https://doi.org/https://doi.org/10.2307/1176100>.

² M. K. Kramp, "Exploring Life and Experience through Narrative Inquiry in Foundations for Research," in *Foundations for Research*, ed. Eds. in Kathleen de Marrais and Stephen D. Lapan, 2004, 103–22.

³ Patricia Randall Long, "Living Alongside: A Narrative Inquiry into the Impact of Reflective Living Alongside: A Narrative Inquiry into the Impact of Reflective Practice Training in Real Life Practice Training in Real Life," 2016, https://trace.tennessee.edu/utk_graddiss.

approaches in narrative research.⁴ The researcher considers the participants' internal and external conditions. Internal conditions shape participants to describe experiences seen from various conditions, such as emotions, morals, civility, and ethics, which are naturally formed from family, school, or cultural environments. The last, place is the physical occurrence of the participant's experience in the school, classroom, or library. In this study, most places mentioned occur in classrooms and places of learning (schools or other places).⁵

Cresswell affirms there are seven steps to conducting narrative research. First, determine the research problem (research question). Second, select one or more participants who have experiences that can be told and can be learned from (research participant). Third, collecting stories from participants that are connected to the research question (data collection). Fourth, analyzing the stories and reflecting on them by retelling them (data analysis). Fifth, testing the validity of the report (data validity). Sixth, writing a story about the participant's experience (data findings). Seventh, collaborate with the participants in all stages of the story.⁶ Those steps direct this research in detailed started from the recruitment of individuals, data collection, and data analysis.

Interviews are a commonly used oral format product of narrative research in exploring language learning and educational experiences. Participants in this study were selected based on research objectives. Thus, in narrative inquiry, the researcher asks participants to do as much as possible to generate accurate information, using stories and participant voices as tools for data analysis and presenting findings. Based on the above explanations, narrative research seeks to find meaning in the participants' stories told to the researcher from the perspective of the researcher.

Regarding this study's research question of how participants experience the impact of their involvement in EFL learning, the researcher believes that a narrative approach to reporting this study

⁴ J. A Knaus, "Teacher Life: A Narrative Inquiry into the Storied Knowledge of Teachers" (UNIVERSITY OF MINNESOTA, 2020), <https://hdl.handle.net/11299/216869>.

⁵ Long, "Living Alongside: A Narrative Inquiry into the Impact of Reflective Living Alongside: A Narrative Inquiry into the Impact of Reflective Practice Training in Real Life Practice Training in Real Life."

⁶ Jhon W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012).

would be the most appropriate research method. Their stories were much required in the development of this research, as they contain the implications of the experiences they had and provide unique and wide-ranging insights into the reflection of educational attitudes.

3.2 Research Setting

1. Research Place

The survey was conducted at a one of Islamic university in Kudus City, Central Java. The researcher chose this location because it fits the background of finding suitable class sizes and seating arrangements to study English. The location is a one of Islamic university. English is a compulsory course on this campus for one semester. Therefore, the researcher wants to explore classroom management within teaching and learning through participants narrative inquiry. In addition, this research became the first topic of classroom management using the narrative research method, especially in the English Department.

2. Research Time

Research on “‘I Can Not Focus on My Class’: Class Size and Seating Arrangements’ Influences towards EFL Students’ Engagement in the Classroom” was conducted in May and lasted a month. Depending on the circumstance and settings, each participant had 1-2 days to complete the interview; however, the researcher completed them all at once.

3.3 Research Participant

The selection of participants is based on the student's suitability for the research topic. Participants were students studying in the English Department and non-English Department classes of 2019. In participant selection, the researcher prioritizes their eligibility as participants. Participants who are selected must regularly attend English classes. The researcher selected students who sit in the front row and back row so that the student can give answers according to their reality or experience of being in a front or back corner sitting position. The researcher also selected participants based on their ability to share information and even overshare their experiences. Participants are students who are excellent at English, both actively and passively, during English class, based on the researcher's observations. In this way, researchers can find and expand why some students are active and some are passive in the classroom. Thus, narrative research occurs.

The researcher only examined three participants, two of the three participants are English majors. The researcher chose English students from the English majors due to the researcher's experience who had observed the participants during college. In addition, the department has non-English students who studied English for one semester, whether there is any difference between teachers in implementing classroom management. English subject in other majors is a compulsory courses for only one semester, in contrast to English students, who learn English every single day and whether they have applied it effectively. The researcher emphasized the selection of participants based on the research background, objectives, and framework. Inquiry research aims to obtain a depth of data rather than an amount of data. So, the participants selected were individuals who have meaning and experiences that can be shared. For this study, the researcher considers the three participants to be worthy of being a data source.

3.4 Data Collection

Qualitative data collection is based on facts found in the field rather than theory. Data collection is the most crucial stage in research because data is the answer to the problem formulation. So, the data must be relevant and accurate to the problem under study. The researcher took several data sources, as follows:

1. Primary data source

Primary data is data collected directly from informants⁷; in this case, the researcher gathered data from an English and a non-English student. The researcher uses narrative research in interviews to collect data and document findings. Interviewing takes time and participants' abilities to determine data quality. The instrument interview conducted by the researcher is a semi-structured interview with questions following the research topic. The researcher explored information in depth with interviews, and interviewees can respond to questions according to their own experience based on the research problem. Because narrative research is similar to listening to a confidant, the researcher paid close attention to what the interviewer said. The researcher encourage individuals to narrate stories throughout the interview. To make it simpler for participants, researchers conducted

⁷ Zuchri Abdussaman, Metode Penelitian Kualitatif, ed. Patta Rapanna, Preprint (CV. Syakir Media Press, 2022), <https://doi.org/https://doi.org/10.31219/osf.io/juwxn>.

interviews in their mother tongue or preferred language, such as Indonesian. This study used narrative sourced by EFL Student at one of islamic university in Kudus, Central Java.

2. Secondary data sources

Secondary data is data that is not derived from primary data or data that is not available in primary data⁸. In this case, the secondary data are taken from books, other important documents or people related to the research topic. The researcher took references from journals that researcher have reviewed and e-books such as the book by Zuhri Abdussaman. The researcher also obtained data from the lecturer who taught English to the participants to confirm the statements claimed by the participants.

3.4.1 Data Collection

In the previous section, the researcher explained the data collection for this study through in-depth interviews. As stated by Connelly and Clandinin, data collection can come in various forms, for example, field notes, interviews, letters, journals, observation reports, and administrative/pedagogical documents. According to Imami Nur Rachmawati, interviews are divided into three types: a) structured, b) semi-structured, and c) unstructured.⁹ In this case, the researcher conducted semi-structured interviews which means that each question is not the same, but the researcher has an interview guide and questions' detail. The interview guide can be quite long and detailed although it does not need to be followed strictly and can also be revised after the interview as new ideas emerge later. The interview questions can be developed according to the researcher's ideas. The researcher can add or remove questions outside the context of learning English. This allows the researcher to reach their goals and explore their research topic further.

The interview process is conducted in several stages. According to Sara, there are three stages: initial interview, second interview, third interview.¹⁰ The initial interview consisted of

⁸ Abdussaman, "Metode Penelitian Kualitatif", 224.

⁹ Imami Nur Rachmawati, "Pengumpulan Data Dalam Penelitian Kualitatif: Wawancara," *Jurnal Keperawatan Indonesia* 11, no. 1 (2007): 35–40, <https://doi.org/10.7454/jki.v11i1.184>.

¹⁰ Sara Ashley Myers, "A Narrative Inquiry into the Impact of Chronic Within-Year Teacher Turnover on Students," ProQuest Dissertations and Theses, 2022, 200, <https://www.proquest.com/dissertations-theses/narrative-inquiry-into->

introducing the participant as an individual and a student with an educational background connected to the English field. The initial part also developed participants' confidence to share general information focusing on students' experiences with different seating arrangements and class sizes. The second interview elaborated on the most crucial question of how the different types of seating arrangements and class sizes impacted student engagement in the EFL classroom. The third interview contains notes from the participants on their hopes for better classroom management and the preferences about seating arrangement and class size.

Recruitment		An overview of the research problem and interview transcript. Participant receive a consent letter Follow up with the participant about the schedule (can follow the participant's schedule)
Initial Interview	-Interview	Introduction to the student participant Introduction to media and research support resources
Second Interview	-Interview -Support resources from participants	Reflection on participants' experiences in different types of seating arrangements and class sizes Reflection on participants' supporting documents, such as awards, assignments with teacher feedback, etc.
Third Interview	-Interview -Support resources from participants	Reflection on the impact of different types of seating arrangement and class size on student engagement in the EFL Classroom.
Closing	-Notes from	Note from participants their

impact-chronic-within-year/docview/2663498071/se-2?accountid=17242%0Ahttps://media.proquest.com/media/hms/PFT/2/fpbwM?_a=ChgyMDIyMDgwODAyMTcwMjMwODo5ODAwMzMSBTkxMTAwGgpPTkVfU0VBuKNIig4xM.

	participant	wishes or expectations on how classroom management is done Reconfirm participant's statement
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Table 1 Data Collection Timeline

The interviews focused on EFL students' experiences with class sizes and seating arrangements for learning English. A second focus is student engagement due to class size and seating arrangements. To gather information from the students, the researcher conducted in-depth narrative interviews. Each student is given a 30-45 minutes interview session. Audio recorders on smartphones and stationery were used by the researcher. Interview transcripts were printed for access between interviewers and interviewees. After the interview, the researcher reviewed and confirmed the student's statement and asked again if there were any statements the researcher did not understand. The researcher also used the document when collecting data. Documents can take the form of texts, images, or monumental works by people. Research findings from observations and interviews are more credible with photographs, writings, or art¹¹. To obtain validation results, the researcher collects relevant documents such as grade reports.

Thus, it can be summarized that the data collection in this study was conducted by interview and through stages the researcher and participants have discussed. The interview was conducted in one sitting and was divided into four sections: the initial interview, the second interview, and the third interview. Participants' documents were used by researchers as supplementary materials to assist their work. From the beginning to the end of the data collection process for this study, the researcher ensured that participants felt safe, comfortable, and appreciated as they shared their experiences by establishing friendships and boundaries. Participants can also skip offensive questions. Therefore, from the beginning, researchers tried to recruit participants to clarify their consent.

3.5 Data Analysis

According to Sugiyono, data analysis is systematically searching and compiling data obtained from interviews,

¹¹ Sugiyono, *Metode Penelitian: Kuantitatif, Kualitatif, Dan R&D*, 21st ed. (Bandung: Alfabeta, 2015).

observations, and documentation by organizing the data into categories, breaking it down into units, arranging patterns, filtering essential things to be studied, and drawing conclusions¹². In this case, the researcher organizes relevant data into specific, meaningful, and inferable information. The researcher analyzed the data by conducting in-depth interviews and editing interview transcripts. In the next step, the researcher categorized 1) an actively engaged English major student, 2) a passively engaged English major student, and 3) a non-English major student. The category is to find out, first, the student's English learning experience based on the seating arrangement and class sizes used. Second, the students' tendency to engage with existing types of seating arrangements and class sizes. Third, the students' needs or desires for classroom management. After the researcher categorizes the data, the researcher gets the data needed for this study and then displays the data in the form of narratives or stories from participants. In the last step, the researcher made conclusions from the categorized data.

No.	Name of Student	Students experience on classroom management	Students engagement impacts based on seating arrangement and class size	Student's preferences or needs toward classroom management
1.	MNM			
2.	DF			
3.	TN			

Table 2 Students experiences, engagements, and preferences in classroom management

N.B : Blue : active engage English major student

Orange : passive engage English major student

Green : non-English major student

The first step in narrative research analysis is to retell the experience or data collected. The researcher rewrote the data from the interview transcripts after listening to the researcher's and participants' audio interviews. The researcher analyzed the story elements of the participants to be re-story. As mentioned, by Clandinin and Connelly, there are commonplaces theory narrative structures; temporality, sociality, and place. Temporality means that the researcher focuses on the timing of events. 'When' in any episode of participants' stories. Sociality means that the researcher focuses on

¹² Sugiyono, "Metode Penelitian", 338.

the participants' problem or challenge, characters, feelings, expectations, and reactions by putting themselves in the participants' shoes. Place connects a 'where' of the participant's experience.¹³ The researcher also reviews documents from participants brought during the interview that relate to the data analysis.

The researcher began to break down the three categories of this research one by one. For each category, the researcher entered the data and summarized the participants' data that fits the category.

1. Students' experience on classroom management
 - a. MNM
 - b. DF
 - c. TN

Summary
2. Students' engagement impacts based on seating arrangement and class size
 - a. MNM
 - b. DF
 - c. TN

Summary
3. Students' preferences or needs toward classroom management
 - a. MNM
 - b. DF
 - c. TN

Summary

After breaking down the categories, the researcher compared the data of participants who were actively engaged during learning, those who were passive, and those who were not English student majors but at the same college. Why pursue additional majors at the same college? Because the researcher notices that there are at least some similarities with the English student major. However, whether it affected the student's engagement. In conclusion, it became clear if there was active or passive students because of the influence of the experience and the type of classroom management preferred by the participants. According to the previous chapter, different types of classroom management from different participants influenced student involvement in teaching and learning English.

¹³ A. Roth Luszeck, "Those Who Stay: A Narrative Inquiry of Four English Teachers Who Continue to Teach" (Arizona State University, 2019), <https://keep.lib.asu.edu/items/157939>.

3.6 Research Validity

Data requires validity testing. The data found is valid if the data from several sources shows no difference between what the researcher reports and what actually happens to the object under study. Data validity tests in qualitative research include credibility, transferability, dependability, and confirmability tests. The data that has been collected rechecked by the researcher. In this study, the researcher used a credibility test that contains triangulation data. Triangulation data is used to check data by compared the data. The researcher compared interview results with observation and expert's statements. Member checking with participants is also involved in this process.¹⁴ This is means the researcher elaborated with participant to re-checked the result of the interview.

3.7 Research Ethical Considerations

Ethical considerations guide researchers and should be followed when planning and conducting research. Research ethics has some rules/steps to follow. First, obtain the participant's permission by asking them to sign a consent form. Narrative research includes characters and stories that researchers are not authorized to use as research material. Researchers must seek permission from participants or individuals who directly influence the research. The researcher completes an informed consent form that contains details of the study, such as the topic, media, location, and time of the interview, and can be signed by the researcher and the participant. Second, be aware of potential harm. Participants may be unable or unwilling to tell a complete story due to trauma or memory limitations. Third, researchers build collaborative relationships with participants. Developing partnerships and empathy with participants makes sense, but care and ethics must be observed. A participant's story may be told to others for the first time. Because the participant is a resource person for the first time, the researcher has a lifelong responsibility to tell the participant's story. Fourth, the researcher ensures the privacy of participants. Anonymity is the most crucial way to protect participant privacy. The researcher may use initials in participants' names. The final one is the interview's conclusion or end of interviews. Participants may wish to maintain a close relationship with the researcher. Researchers can gently alternate roles as both researcher and

¹⁴ Long, "Living Alongside: A Narrative Inquiry into the Impact of Reflective Living Alongside: A Narrative Inquiry into the Impact of Reflective Practice Training in Real Life Practice Training in Real Life."

participant. It is better to schedule the interview in one sitting. However, there is nothing wrong with researchers and participants wanting to continue mutually beneficial relationships.¹⁵



¹⁵ Ruthellen Josselson, *The Ethical Attitude in Narrative Research: Principles and Practicalities*, *Handbook of Narrative Inquiry: Mapping a Methodology*, 2012, <https://doi.org/10.4135/9781452226552.n21>.