CHAPTER III
RESEARCH METHODOLOGY

A. Research Method

This research seeks to give a description of English tutors' experience in tutoring short-term classes specifically about the challenges faced by them and how they cope with them. As this study focuses on re-storying lived experiences, narrative inquiry becomes the suitable method.

The beginning of narrative inquiry was introduced since 1980 in the journal *Critical Inquiry* which continued to a book titled *On Narrative* published in 1981[1]. The word *'Narrative'* etymologically comes from Latin *narrat* ("told"), *narrare* ("to tell"), *narrativus* ("telling a story") all of them are akin to ancient Sankrit *gnâ* ("to know")[2]. Narrative inquiry first used in the educational research field by Connelly and Clandinin in an article published by *Educational Researcher* which stated that education is the construction and reconstruction of teachers' and learners' personal and social stories[3]. Connelly and Clandinin defined narrative inquiry as the study where story is used as a gate through which a person enters the world and by which their experience of the world is interpreted personally meaningful[4].

According to Barkhuizen, in teaching and learning, narrative inquiry attempts to understand the perspectives of teachers about their practice in educational world[5]. Dunne as cited in Kim stated that narrative inquiry in education is grounded in educational philosophy, drawing upon Aristotle who suggested that stories reveal universal depiction of specific characters and cases[6]. Thus, from definitions above we can conclude that narrative inquiry can potentially analyze

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[1] Jeong-Hee Kim, *Understanding Narrative Inquiry* (Washington DC: SAGE Publications Inc, 2016), 31

[2] Jeong-Hee Kim, 32.

[3] Jeong-Hee Kim, 40

[4] Clandinin, D.J., & Connely, M., *Narrative inquiry: Experience and story in qualitative research* (San Francisco, CA: Jossey-Bass, 2000)

[5] Gary Barkhuizen and Rosemary Wette, 'Narrative Frames for Investigating the Experiences of Language Teachers', *Elsevier*, 36.3 (2008)

[6] Jeong-Hee Kim, 41.

participants' view in particular themes which then the data is interpreted as educational research.

The current research explores the stories from participants about their experience as English tutors to gather information about how English tutors face the challenge in tutoring and their coping strategies. Therefore, the researcher uses narrative inquiry as the research method by considering the goals of this research.

B. Research Setting

This research was done in Pare, Kediri that involved some experienced English tutors in private supplementary tutoring in various private supplementary English courses. The place was selected because it is well known as *"Kampung Inggris"* which represents large numbers of English courses, around 250 courses were located in Pare based on the data from IAIN Kediri but only 76 courses are registered in *"SIDAPOTIK" (Sistem Informasi Data Potensi Investasi Terintegrasi Kabupaten Kediri/Integrated Investment Potential Data Information System of Kediri Regency).* To derive the suitable data, the researcher picked courses which carry out an English short-term class program for schools throughout Indonesia. Besides that, the researcher also chose certified English tutors with minimum five years of experiences to provide the trusted explanation. The study started from February 2023 until March 2023 through WhatsApp chat because the participants live in different regions.

C. Research Participant

According to the aims of this research, the researcher sorted out some certified participants who are experienced in tutoring in English to find the convenient data. The participants were selected from five private supplementary English courses in Pare, Kediri which are U, EA, TB, B, and MEC. The courses were chosen after two procedures. First, the researcher sorted out some private supplementary English courses which carry out an English short-term class program for schools throughout Indonesia. Second, the researcher asked for the courses' permission to conduct research that will

involve their tutors. Eventually, five courses allowed the researcher to interview their tutors.

After getting the permission to carry out research, the researcher then selected tutors with minimum five years of experiences in tutoring and already got certificate in private supplementary English tutoring from each course in order to find the trusted data. Whereat, the researcher interviewed all of the participants one by one using WhatsApp. While interviewing the participants, in order to confirm the answer and avoid misunderstanding, the researcher gave response using voice note. The participants of this research as follows:

Table 3.1 Participant Data

No.	Name	Sex	Age	Year of Teaching Experiences	Course
1	MHB	Male	27	6 Years	B
2	M	Male	27	7 years	MEC
3	ED	Female	25	6 Years	MEC
4	YDW	Female	29	9 Years	TB
5	BJ	Male	30	10 Years	U
6	SH	Male	28	6 Years	EA

D. Instruments and Data Collection Technique

One of the most popular ways in qualitative research is in-depth interview. In-depth interview is a technique designed to obtain a vivid picture of the participant's perspective based on the research topic[7]. To do in-depth interview, the researcher engages with participants by delivering questions in a neutral manner, listening well to participants' responses, and asking follow-up questions based on their responses[8]. The researcher uses in-depth interview combined with narrative thinking. Based on Kim[9], narrative thinking is defined as a method of creating story by organizing experiences consist of who, what,

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[7] Natasha Mack, et al., *Qualitative Research Methods: A Data Collector's Field Guide* (North Carolina: Family Health International, 2005), 29.

[8] Natasha Mack, et al., 29.

[9] Jeong-Hee Kim, 142.

how, and why. Then Polkinghorne argued that narrative thinking can be used to analyze how past events and actions led to a past outcome[10]. Robinson and Hawpe elaborate three components involved in the process of narrative thinking. The three components are:

1) Narrative Schema

Narrative schema is an implicit procedural plan that organizes essential information and linking them by the means of causal relations. To map out the participants' story, the researcher uses structural questions to be answered consist of what happened?, to whom?, why?, and so on. These questions require the participants to give information that be identified by the researcher.

2) The Storyteller's Prior Knowledge and Experience

This part will give detailed explanation about participants' experience based on research topic. The researcher is required to get information as clear as possible in order to draw narrative schema.

3) Cognitive Strategies

Cognitive strategies include selecting, comparing, inferring, arranging, and revising the experiences of the participants. It plays a pivotal role in narrative thinking as it guides detailed explanation that relevant to research topic.

The researcher conducted in-depth interview with narrative thinking to gather information from participants. The topic discussed in this research is the challenges faced by Private Supplementary English Tutors and how they cope with them. The interview is conducted through WhatsApp by reason of the participants are live in different places.

E. Research Data Validity

Data validity is defined as the relationship between the researcher and the participants who carry out the data, and the

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[10] Donald E. Polkinghorne, "The Practice of Narrative", *Narrative Inquiry*, 20:2 (2010)

relationship between the findings and the relevant in stories[11]. Validity of narrative research must involve two performances: (a) the collection of evidence and (b) the analysis or interpretation of the evidence[12]. Hence, to keep the validity and credibility of the data, the researcher compiles evidences based on the needs based on the research's focus.

F. Data Analysis Technique

According to Polkinghorne[13], narrative analysis is based on narrative perception that attends to the specific and special characteristics of human action that takes place in particular setting. Polkinghorne summarized narrative analysis as follows:

1) It focuses on the events, actions, happenings, and other data elements to put them together in a plot
2) It uses to-and-from, recursive movement from parts to whole or from whole to parts
3) It fills in the gaps between events and actions using a narrative smoothing process
4) It maintains that narrative analysis is not merely a transcription of the data, but is a means of showing the significance of the lived experience in the final story
5) It makes the range of disconnected data elements coherent in a way that it appeals to the reader
6) It makes the final story congruent with the data while bringing narrative meanings that are not explicit in the data themselves
7) It emphasizes connotation and sustains the metaphoric richness of a story.

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[11] Barkhuizen, G., Benson, P., & Chik, A., *Narrative Inquiry in Language Teaching and Learning Research* (New York: Routledge 2014)

[12] Donald E. Polkinghorne, "Validity Issues in Narrative Research", *SAGE*, 13.4 (2007), 478.

[13] Donald E. Polkinghorne, *Narrative configuration as qualitative analysis.*

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G. Research Ethical Consideration

This research used narrative inquiry as the method, therefore it involved the researcher and participants in order to compile the data. Based on William and Maureen[14], there are some principles while carrying out narrative research as follows:

1) Free and informed consent

Free consent means that the participants are voluntarily consent to participate in research and not induced to do so using any form of coercion. Informed consent means that the researcher is obligated to provide all information relevant to the research and using language that is understandable for participants.

2) Privacy and confidentiality

Privacy and confidentiality mean researchers protect their participants' right. Confidentiality entails the researcher's promise that personal and identifying information collected from the participants will be kept private and unveiled to others on the condition of the participants' consent.

3) Protection from harm

Researcher should be prepared to anticipate all potential harms in advance. If the potential harms cannot be anticipated, researcher should be ready to terminate the research in progress or provide appropriate corrective action when unanticipated harmful consequences appear in the process of conducting research.

4) Avoidance of conflict of interest

Avoidance of conflict of interest means the researcher should avoid dual or multiple relationships with those whom they study. The objectivity of the research is considered to be compromised on individuals with whom the researcher is involved in another capacity.

5) Avoidance of deception

The researcher is obligated to clearing up all of misconceptions during debriefing to establish participants' trust that has been compromised.

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[14] William E. Smith & Maureen J. Murray., "Owning Story: Ethical Considerations in Narrative Research", *Ethics and Behavior*, 10:4, 319-324 (2010)

6) Providing information and debriefing

   The researcher should inform the participants about the nature and purposes of the research before debriefing. Every information should be provided in such way that participants' knowledge is enhanced and the participants have a sense of contribution to knowledge.

7) Considering the participant as a person

   Each participant should be treated primarily as a person and not as an object while conducting the research.