

CHAPTER III

METHODOLOGY

This chapter explained how the researcher conducted this research in order to get the final result of the research question in chapter one. They are including research design, research site and participants, techniques of data collection, techniques of data analysis, and trustworthiness.

3.1. Research Design

This research adopted a qualitative research approach. According to Mulyadi (2012), a qualitative approach is a research method used for case studies to answer in-depth and detailed questions specific to a single research object. Yin (2016) explains that “qualitative research most of all involves studying the meaning of people’s lives, as experienced under real-world conditions” (p.9). Qualitative research is closely connected to the combination of questions and steps through which data is collected based on the aspects being studied, then categorized into relevant themes for explanation and conclusions by the researcher (Creswell, 2009). One key feature of qualitative research is its focus on representing the views and perspectives of participants (Yin, 2016).

This study investigates how an EFL (English as a Foreign Language) teacher teaches reading narrative texts using the discussion method. The researcher analyzed the opinions and experiences of an english teacher in teaching narrative text reading by implementing the discussion method, from the beginning to the end of the learning

process. Therefore, in line with its definition and purpose, this study employs a qualitative approach, and the findings are presented descriptively (Creswell, 2012, p. 274).

3.2. Research Site and Participant

This research was conducted at one of the public senior high schools in Jambi City. There are 12 learning groups for grade 10, with each class consisting of 36 students, whose ages range from 16 to 18 years old. The school has 36 classrooms used for instructional purposes. According to Apriyanti and Ayu (2020) & Johanna et al. (2023), class discussion is considered the most suitable method for this type of class. Teaching and learning are carried out in a full-day schedule for 5 days a week. The curriculum implemented is the Merdeka Curriculum (SMA Merdeka).

The sample of this study consists of only one participant, categorized as an incidental sample, as defined by Fatimah and Masduqi (2023). To gain relevant and insightful data, the researcher selected a female English teacher who actively teaches at a senior high school in Jambi since 2009, bringing with her over a decade of teaching experience. The participant that the researcher interviewed was a teacher who has taught 10th-grade material on narrative texts in accordance with the current curriculum, namely the Kurikulum Merdeka. The participant holds a Master's degree in Teaching, Learning, and Leadership, with a concentration in Curriculum and Leadership Studies, from Oklahoma State University, USA. She is highly proactive in pursuing professional development to enhance her teaching skills and English proficiency. The participant frequently engages in online learning through platforms such as the British

Council and the American English website. Additionally, she regularly participates in training opportunities for English teachers, including pre-service training programs sponsored by the U.S. Embassy. Her professional development experiences include both virtual and in-person programs. Notably, she has participated in an international teacher exchange program involving four countries through Bina Antar Budaya and took part in a Fulbright Distinguished Awards in Teaching Program (Fulbright DAI) in the United States in 2016. Furthermore, she has completed several Massive Open Online Courses (MOOCs) and online professional English training programs provided by the U.S. Department of State and the U.S. Embassy in Jakarta, all of which offered certification and were free of charge. The participant notes that such international and online training opportunities have significantly enriched her teaching practice, especially given the limited availability of government-sponsored training, particularly since the implementation of the Kurikulum Merdeka, which has seen a noticeable reduction in training opportunities for English teachers in Indonesia. To get the information from the participant, the researcher contacted Vice Principal to get permission for interview at school. The researcher personally contacted the participating teacher to request permission for an interview and arranged an agreement to conduct it.

3.3. Techniques of Data Collection

There are two ways to collecting data with qualitative approach, namely observation and interview (Mulyadi, 2012). In this research, the researcher used

interview to collect data. The selection of these data collection methods is based on their ability to accurately represent teachers' experiences and practices.

3.3.1 Interviews

In this research, the researcher used semi-structured interviews with open-ended questions so that the participant can best voice their experiences unconstrained by any perspectives of the researcher or past research findings (Creswell, 2012). The interview questions in this research were adapted from Masruroh and Andriani (2023), specifically their study titled *'Discussion Method to Enhance Creative Thinking Skills in Learning English at Madrasah Aliyah Singo Walisongo Magetan*.

Interview was conducted through face-to-face interaction. The estimated time for the interview session is around 30-45 minutes. The researcher asked about a teacher's perceptions and experiences in teaching reading with discussion method at classroom. The interview was conducted with a single participant. As stated by Fatimah and Masduqi (2023), the sample in this study can be classified as an incidental sample, as it involved only one participant.

In this research, participants was given the freedom to speak Indonesian. This could be the most comfortable way for her to convey information clearly. During the interview session, the researcher recorded and noted down important points. Then, the results of the interview transcribed and translated into English. In addition, The researcher has arranged an interview agreement and researcher

has contacted the participant to schedule their availability for this research interview.

3.4. Techniques of Data Analysis

Qualitative data analysis involves grouping symbols rather than numbers. These symbols include words, phrases, or sentences that represent different categories. Both the input and output of qualitative data analysis are in the form of symbols, with the output being referred to as verbal descriptions (Mulyadi, 2012). According to Miles and Huberman (1992) and Rijali (2019), data analysis consists of three concurrent activities: data reduction, data display, and drawing conclusions or verification.

3.4.1 Data Reduction

Data reduction is the process of selecting, focusing on, simplifying, abstracting, and transforming raw data obtained from field notes. This process occurs continuously throughout the research, even before the data is fully collected, as reflected in the research's conceptual framework, study problems, and the data collection methods chosen by the researcher. Data reduction involves: (1) summarizing data, (2) coding, (3) identifying themes, and (4) clustering. This is achieved through careful data selection, concise summaries or descriptions, and categorizing the data into broader patterns. For example, **the excerpt 2 (Chapter 4 – Findings)** in the Indonesian version states:

“saya datang selalu pagi... nyampe di sekolah itu paling lambat jam 6.30 sudah ada di gerbang... jadi sebelum saya mengajar biasanya saya memang selalu memprepare/mempersiapkan semua yang saya butuhkan mulai dari bahan ajar, misalnya ada worksheet yang harus digunakan di kelas kemudian saya biasanya menggunakan projector/infocus...”

was coded as a pre-teaching activity_. This excerpt was refined from the raw interview transcript by omitting repetitive or irrelevant words that did not align with the interview question. These omissions are indicated using ellipses (...) to retain the essential meaning while reducing unnecessary details and enhancing clarity. This coding was based on the framework used in a previous study by Masruroh and Andriani (2023). The results coded as pre-teaching were grouped together with other responses bearing the same code, in order to facilitate thematic analysis.

3.4.2 Data Display

Data display involves organizing a set of information in a way that facilitates drawing conclusions and making decisions. In qualitative research, data display can take various forms, including narrative text from field notes, matrices, charts, networks, and diagrams. These formats integrate information into a coherent and accessible structure, making it easier to understand what is happening, verify the accuracy of conclusions, or revisit the analysis if necessary. The thematic findings from each step of teaching using the discussion method in this research are presented in table format in Chapter 4 and further detailed in the appendix.

3.4.3 Conclusion/Verification

Researchers continuously draw conclusions throughout the fieldwork process. From the start of data collection, they begin interpreting the meaning

of observed phenomena, identifying patterns, offering potential explanations, mapping configurations, tracing cause-and-effect relationships, and developing propositions. Initially, these conclusions are tentative, open to scrutiny, and flexible. Over time, they become more detailed and firmly established. To ensure accuracy, researchers verify conclusions during the study by reflecting while writing, reviewing field notes, discussing findings with peers to reach a shared understanding, and comparing findings across different data sets to confirm consistency. These steps help maintain the reliability and validity of the research's outcomes.

3.5. Trustworthiness

The trustworthiness of the research was treated as a shared reality--albeit subjective--where both readers and the researcher could find common ground through constructive processes. Trustworthiness was assessed based on four general criteria for evaluating qualitative research: credibility, transferability, dependability, and confirmability.

To ensure credibility, the researcher conducted reflexive self-analysis by continuously questioning and re-examining the findings during the interpretation process. The participant was also involved in member checking to verify whether the researcher's interpretation of her responses aligned with the intended meaning. Additionally, feedback from the supervisor and peers was sought to strengthen the accuracy and credibility of the analysis.

In meeting the transferability criterion, the researcher provided a thorough interpretation of the research findings to ensure they could be applied by teachers, schools, or other researchers in similar contexts. To address dependability, the researcher clearly acknowledged the boundaries of personal interpretation and obtained objective feedback from peers and the supervisor to minimize bias.

Lastly, to meet the confirmability criterion, the interviews were conducted naturally, and supporting evidence such as the interview process and direct quotes was included to validate the findings. Throughout the research, the researcher maintained authenticity to preserve the trust of readers and fellow researchers (Stahl & King, 2020).