

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

This chapter presents the methodology employed in this research to conduct the study. It describes seven parts of research procedures, namely research method, setting and participant, data collection, data analysis, steps of the research, and research schedule.

#### **3.1 Research Method**

I utilized an autobiographical narrative inquiry research design. According to Creswell (2012), autobiography is where the research subject is also the person writing the narrative. The narrative inquiry itself in language teaching is a way to understand teachers' experiences in the particular context in which they teach (Barkhuizen & Wette, 2008). In this respect, I was the participant and also the researcher of this research.

The narrative inquiry research design carried out the story of the participant. It raised how participants tell stories both orally and in writing. Jeong-Hee (2016) described narrative inquiry as theoretical and philosophically diverse approaches and methods with a focus on the narratives and stories of research participants, thus narrative becomes a basic aspect of human life and a primary way of human expression. However, the narrative inquiry is not as simple as just telling a story. The narrative inquiry focuses on how human competence to “record and retell” crucial, culturally diverse, and complicated human experiences (Ivana, 2021). That is why, telling stories is only one aspect of narrative inquiry. Researchers are required to utilize narrative inquiry as a phenomenon and then investigate the stories in depth (Connelly & Clandinin, 1998, in Clandinin, Pushor & Orr, 2007). Therefore, the researcher in narrative inquiry must conduct a deeper investigation to ensure that the story is a researchable phenomenon.

In this case, I had experienced participating in the second batch of the ‘Kampus Mengajar’ program. I also had my reflective journal as the requirement for the participant to express my story during the program, such as the daily logbook and the weekly report. The story was written based on my

teaching experiences at an elementary school in a remote area of Indonesia. This was in line with the aim of this study to explore my experiences of attending 'Kampus Mengajar' program in a remote area of South Kalimantan, hence I chose the narrative inquiry research design.

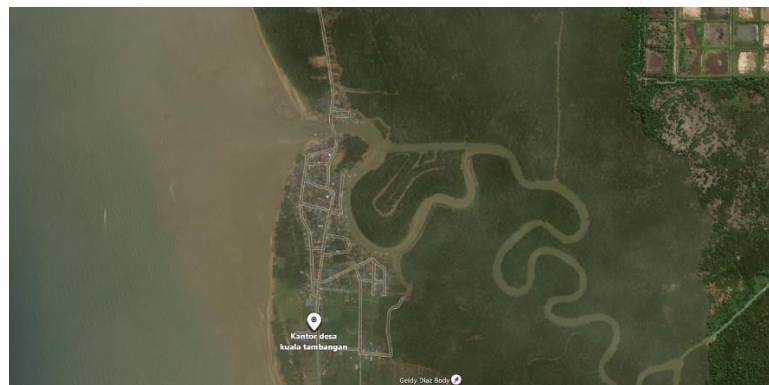
### **3.2 The Focus of the Research**

I focused my research on portraying my experiences during attending the 'Kampus Mengajar' program in a remote area of South Kalimantan. Therefore, this research explored my activities during the program. It started from the pre-deployment, deployment, and post-deployment.

### **3.3 Setting and Participant**

I participated 'Kampus Mengajar' program batch II program an elementary school in Kuala Tambangan Village, South Kalimantan. According to the data school website by the Ministry of Education and Cultural (2021), the accreditation of the school was still C. This research was conducted from May to July 2023. I conducted this research in Tasikmalaya, Indonesia after participating in the second batch of the 'Kampus Mengajar' program. This school was officially inaugurated in 2017 and is revamped from the first school. The school had a total of 124 students, 9 teachers, and 1 school operator.

The setting was purposively selected based on several considerations, for instance, the village was about 16 kilometers from the sub-district and the main road. In addition, the lack of public transportation caused this village difficult to be reached. The village was highly populated. According to the monography village data in 2023, the total population based on the family head (*KK*) was 2383 people, with 1218 males and 1170 females. Administratively, the area of Kuala Tambangan Village was 5,920 Ha. Most of the area was the coastal swamp, plantation, and agricultural land, while the remainder was residential areas. The village had a type of elongated settlement that spreads along the coastline. This aimed to facilitate the livelihood activities of the community who work as fishermen.



**Figure 3.1** The Location of Kuala Tambangan Village on Satelite Bing Maps



**Figure 3.2** School Placement of 'Kampus Mengajar' program Batch 2

The participant of this research was the researcher myself, who was also a participant in the 'Kampus Mengajar' program batch 2 program in 2021. I participated in this program when I was in my fifth semester in the English Education department at a university in Tasikmalaya, Indonesia. This experience was my first-time experience teaching students in a formal context.

### 3.4 Data Collection

The technique of collecting the data was the documentary technique. The documentary technique was used for classifying, looking into, interpreting, and determining the scope of physical sources, and frequently written documents in the public or private domain (personal correspondence, business records, state archives, communications, or laws) (Payne, 2004). In this respect, the data took the form of nineteen weekly report files and daily logbooks. The report was written during the 'Kampus Mengajar' program. It was written once a week to report the activities in a week which consists of

several points: (1) *Weekly activities plan* (2) *The implementation of activities* (3) *Analysis of weekly activities* (4) *Problem(s) and Solution(s) in a week* (5) *Improvement plan for the next week* (Kemendikbud, 2021). My team and I used to discuss to share our experiences after finished the daily activity. It helped to avoid the subjective interpretation either in a day or in a week.

I also utilized Photovoice to strengthen the data. Wang & Burris (1997) state that photovoice is a method that can help individuals to identify, represent, and strengthen their communication through photography or images that are a combination of pictures and words. I collected and selected photos that were suitable to be used as data in this research.

### 3.5 Data Analysis

I utilized narrative analysis by Labov's narrative structure to analyze the narrative data gathered. According to Labov (1972), a narrative was a story told by someone about an experience or event that is meaningful to them. Narrative analysis aimed to identify the structure of a narrative and how they were organized to create a coherent story. Labov's model focuses on oral narrative due to understanding the transition of a language, therefore it was fluid and constantly changing dynamically. Labov highlighted the story into six main parts of a narrative which are used to analyze narrative patterns. The six main parts of Labov's (1972) model are:

#### 1. Abstract (An overview of the story)

The abstract functions as the narrative's introduction and provides a brief overview of what occurred.

e.g., *'Kampus Mengajar' program referees a program organized by the Ministry of Education and Culture of Indonesia which I joined for five months as a part of the participants in an Elementary School in Kuala Tambangan Village, South Kalimantan.*

2. Orientation (Description of the detailed activities)

The orientation part informs the audience about the story's setting. The audience will also be introduced to the characters, along with the setting (where the action will take place) and the period.

e.g., *The second batch of 'Kampus Mengajar' program debriefing activities aims to provide students with the knowledge and skills needed. I started the beginning activity to observe the school on August 12, 2021. It was the first day conducting the observation and focused on observing the physical environment and school infrastructure.*

3. Complicating action (What happened, what happened next)

The complicating action refers to the actual events of the narrative that move it ahead. Complicating actions may be physical actions, spoken out loud, or thought acts.

e.g., *I found many students had lack of literacy competencies. From the result of observation, it was found that there were still many students who had low literacy and numeracy competencies (Logbook 5, August 13, 2021).*

4. Evaluation (Framing results from challenges)

The evaluation contains the reason why the narrative is being told, and how to solve it in some ways. The importance and meaning of the event, as well as the narrator's attitude.

e.g., *We would try to use learning methods that encourage hyperactive students, so that their character could support their learning side. In addition, we would be more assertive by giving small sanctions or punishments. (Weekly Report 6, September 6-11, 2021).*

5. Result or Resolution (Comparing from past and present event)

At this point, the narrator indicates that the story has come to a close and that a final action has occurred.

e.g., *Participating in the 'Kampus Mengajar' program in a remote area brought several problems beyond the main purpose of this program itself. I thought our existence in the school had helped to solve the*

*problems. Planning appropriate programs that suit the needs of students was a great solution to overcome the students' lack of literacy and competencies.*

6. Coda (Returns the perspective to the reason)

The narrator points out the relevance of the story by connecting it with daily life, or with other events or actions that fall outside the story frame. This part also can be presented without being explicitly stated.

e.g *Becoming the part of my placement school also opened my mind. I got to know more about the condition of education in remote areas of Indonesia. Therefore, living in Java is a great honor for me. Moreover, I am also grateful for my life and conditions here.*

### 3.6 Research Steps

**Table 3.1 Steps of the research**

Steps	Descriptions
1	Identify the current issues
2	Research and deepen the content of journals or books that are relevant to the problem that will be investigated.
3	Determine the research topic being investigated.
4	Writing a research proposal starts with writing the background of the research, literature review, and research methodology.
5	Examine the research proposal.
6	Transfer and translate the weekly report to be the data of the research.
7	Analyze the data by utilizing Labov's structure (1972).
8	Finish the thesis written.
9	Reported the thesis writing
10	Review of Comprehension
11	Examine the thesis report

### 3.7 Research Schedule

This research was conducted at a university in Tasikmalaya, West Java, Indonesia. This research lasted for 10 months started in January 2023 and finished in October 2023.

**Table 3.2 Time of the research**

Activities	Month									
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct
	2023									
Research Proposal Writing										
Research Proposal Examination										
Data Collection										
Data Analysis										
<i>Telaah Komprehensif</i> Examination										
Final Thesis Examination										