CHAPTER 3
RESEARCH PROCEDURES

3.1. Research Design

This study explored the experience of an EFL teacher related to how teacher-student relationships influence her teachers' identity development using narrative inquiry. Clandinin & Conelly (2000) believes that narrative inquiry is the best way to study a live experience. Narrative inquiry is a type of qualitative research that tells stories about human experiences and presents them in a way that helps the reader understand the story's events. Connelly & Clandinin invented the term narrative inquiry for the first time in the context of educational research in 1990 (Fatimah et al., 2021), which then developed as a research methodology to investigate how people see the world. In contrast to other research methods, this approach gathers information about the people it investigates through the use of stories as study data. In order to comprehend and make sense of the participant's experiences with her teacher-student relationship, which contributes to teachers' identity development, this approach is therefore appropriate for use in the current study.

3.2. Research Setting and Participant

This study took place in a senior high school in Ciamis, West Java, where the researcher and the participant are connected. The participant is an English teacher who has experience teaching English in an EFL context from 2009 until the present day (15 years of teaching career). She is known as a teacher who has a good bond with her students. They respect her as a teacher in the classroom, and they can also be friends outside the classroom.

3.3. Data Collection

The data was collected by using narrative frame adapted from Barkhuizen (2014), along with a semi-structured interview. The narrative frame was constructed as the template starter and served as the participant's

guide for both the structure and the substance of current thesis writing. In the recent study, this frame focused on investigating the participant's story on the experience of the teacher-student relationship, which leads to teachers' identity development. It covered what kind of teacher she is, how her relationship with her students, and how teacher-student relationship influences her teachers' identity development. By using this narrative frame, the participant was able to know what kind of story she had to share.

Moreover, the semi-structured interview was also conducted using Seidmans' interviewing guidelines (2006). As stated in the book, Seidman mentioned that a story is a way of knowing. By doing interviews, it is possible to understand peoples' lives experience and the meaning they make of that experience. Relying on the statement, the researcher sincerely hopes to know the story that the participants share by doing the interview and understand the story along with the meaning of it as a way to collect as much data as possible to finally answer the research question.

Lastly, there are three series of interviews. The first one focused on a brief life history by establishing the context of the participants' experience. The second allowed the participant to re-construct the details of their experience within the context in which it occurs, based on what has been the main focus of the research, which is the teacher-student relationship. Then, the third was about reflection; the purpose was to encourage the participant to reflect on the meaning of her experience holds for her.

3.4. Data Analysis

After the data was taken from the interview, it was transcribed and read repeatedly in order to analyze the data. Later on, the next step was the interview data, which was examined using Labovs' six categories of narrative analysis (1972). Labov himself has been a pioneer on personal experience narrative (PEN) work. According to Labov (1972) as cited in Ozyıldırım (2009), narrative clauses/sentences are characterized by their chronological sequence arrangement. The original semantic understanding will be altered if this order

is reversed. Nonetheless, most PEN are more intricate than this example and contain more narrative clauses. Labov further stated that a 'fully-formed' narrative may include clauses or sets of clauses with the following functions, occurring roughly in the following order:

1) Abstract

    Summarizes the whole story and consists of one or two clauses at the beginning of a narrative. It is identified by asking the question, 'What was the narrative about?'. The answer served as a summary of the whole narrative.

2) Orientation

    It provides information about the time, place, characters, and their activities or the situation that will follow. This information is ascertained through the questions 'Who was the person or persons involved in the narrative?' 'When did the events take place?' 'What were the events?' and 'Where did the events take place?'.

3) Complicating Action

    Narrative clauses that inform the audience about what happened. This section is considered obligatory for the formation of a narrative and contains the climax or high point of the story. It is elicited through the question, 'Then what happened?'. This reply often contained the climax or high point of the narrative.

4) Result or Resolution

    This section informs the audience about how the complicating action was resolved. It indicates the termination of a series of events by releasing the tension. It responds to the question, 'What finally happened?' At this stage, there is usually a sudden drop in tension.

5) Evaluation

    Evaluative elements form the emotional side of the narrative and explain why the story is worth telling. They refer to comments made by the speaker about the events that he experiences. Evaluation conveys why the narrative was told in a particular way and what the narrator's aim was in doing so. It

also provides additional information about how the narrator felt about events he/she experienced.

6) Coda

Clauses are located at the end of narratives and indicate that the story is over. They bridge the gap between the narrative proper and the present or sometimes provide a summary of it. We might call this the story's closure.

3.5. Research Schedule

The following table is the schedule of the research has been done.

Table 1
Research Schedule

Description	Sept /2023	Oct /2023	Nov /2023	Des /2023	Jan /2023	Feb-April /2024	May/ 2024	July/ 2024
Research Proposal writing	■	■	■					
Research Proposal examination				■				
Data Collection					■			
Data Analysis						■		
Report						■		
Thesis Result Seminar							■	
Thesis Examination								■