CHAPTER 3

RESEARCH PROCEDURES

This chapter presents the methodology employed in this study. It describes seven key components of research procedures: research method, setting, participants, data collection, data analysis, research steps, and research schedule.

A. Research Method

The research design applied in this study is narrative inquiry. Narrative inquiry enables researchers to capture the complexity and richness of teachers' professional identities by exploring their lived experiences and personal narratives (Clandinina & Connelly, 2004). This method is suitable for exploring the construction of a teacher's professional identity since it emphasizes the stories of a participant or participants' experiences. In addition, a key component of narrative inquiry is focusing on how individuals interpret their experiences through stories, which means it will help the present study attempt to follow the narrative inquiry framework in interpreting the private English course experiences in her language and see how she constructs herself as a teacher through a complex course, such as explaining her ways to achieve her desires in teaching English.

B. Setting and Participants

This research was conducted in one of the private English courses in Tasikmalaya, West Java, Indonesia. The participant in this study is a 33-year-old female English instructor who began her career as an English instructor approximately 11 years ago. She was born in Tasikmalaya. She earned a BA in language teaching in 2013 and taught in public schools for several months before becoming an English private course teacher.

She already teaches several grades and levels, such as elementary school students, junior high school students, senior high school students, university students, employees, and also a mentor to pre-service teachers in her institution, for the material it depends on their levels, her institutions have their syllabus and the students level

based on student's skill capabilities, there are A and B class. They learn basic material for Level A, including vocabulary and conversation. Moreover, the B class is at a higher level, so they learn more structured conversation. For vocabulary, they have more scientific words, as several of them are preparing for university, which requires more specific terms such as medical, law, and engineering. However, most of the workers were at a basic level, but their training was usually based on requests from their company, and most of them aimed to make the workers more confident in speaking English.

Additionally, she enjoys reading specific genres, including psychology, religion, and self-improvement. She claimed that those books helped her face any condition in her life, including her teaching process. Regarding ethical issues, the participant received thorough explanations of what, why, and how this study would be conducted. She was explicitly advised to complete and sign the consent form as a formal agreement to participate in the data collection. She was assured of her confidentiality, anonymity, and freedom to withdraw from the research at any point. However, she agreed to participate in this research.

C. Data Collection

This study employed semi-structured interviews to collect the data. Semi-structured interviews allowed the researcher to focus on the topic of interest and the construction of teacher professional identity, while also providing the researcher and participant with autonomy to explore relevant ideas that might arise during the interviews. It is also supported by Bearman & Bearman (2019) when they believed that semi-structured interviews can make better use of the knowledge-producing potential of dialogues, and used since they give the researcher and participant the freedom to explore any pertinent ideas that may come up during the interview, while allowing the researcher to concentrate on the topic of interest and the creation of teachers' professional identities. The language used in this interview is English, since the participant preferred using English rather than Bahasa. In conducting interview, the researcher utilised an interview guideline to uncover participant's experience and

factors in constructing her professional identity, the questions that were asked of the participant are adapted from the theory put forward by Canrinus (2011), who divided the construction of teacher professional identities into four key elements: job satisfaction, occupational commitment, self-efficacy and change in level of motivation.

To uncover the participant's experience, this research also uses the photovoice technique. Photovoice enhances the methodology's validity and reliability by making it more authentic, credible, transferable, and consistent (Hidayati et al., 2022). Photo voice uses visual media such as images during an interview to gain verbal discussion and create data and knowledge. In this study, the researcher first asked for some documentation of the participant's experiences in began their journey as a teacher, starting from their initial motivation and entry into the profession, until the ways they continued to develop their professional identity. In this section the researcher allowed the participant to take and select 5-10 photographs that could be reflected upon her teacher professional identity and explore the participant's journey in getting her reasons, emotions, and experiences that guided their chosen images. In this study, the participant was allowed to show how they envision themselves personally and professionally as Private English Course teachers through photographs. This technique has been proven powerful apart from essential interviews, as it allows participant to tap into their visual voices to access memories and thought they might not recall in other ways (Arlinda et al., 2024). Furthermore, the participant was asked to describe the documentation during the semi-structured interview. Therefore, the combination of semi-structured interviews and photo-voice provided a comprehensive understanding of a participant's experiences in constructing her professional identity.

Before conducting the interview, the participant was given an explanation of the purpose of photovoice, how to take photos, and ethical aspects (e.g., not violating other people's privacy without permission). Participant was asked to take several photos, about 5-10 photos that she thought represented her experiences, identities, or views as a teacher. After the photos were collected, the researcher conducted the interview using semi-structured questions. The photos here were used as discussion

triggers to recall her experiences. The questions began with simple explorations: "Tell me about this photo," "Why did you choose this photo?". Followed by reflective questions, "What experiences are reflected here?". To guide the interviews, the researcher adapted the semi-structured interview framework from Canrinus et al. (2011), which focuses on four main aspects that influence teacher professional identity: self-efficacy, job satisfaction, occupational commitment, and motivation. This approach allowed the participants to connect their visual narratives with their professional identity construction, while ensuring the data collected aligned with the theoretical framework.

D. Data Analysis

The researcher conducted a more in-depth study of the outcomes of interviews conducted by researchers using Labov's narrative structure, based on the data collected and received. According to Labov (1972), narrative analysis is a method of arranging past experiences into a sequence of events. After the transcript interviews, past experiences were arranged into a sequence of events. The researcher structured a coherent piece of participants' experiences by attending to time, place, and sociality. The researcher also reconfigured each story into a coherent research story, consisting of factual statements, perceptions, excerpts, pictures, and their evaluative commentary to address inquiry issues (Hua & Yung, 2024; Michael Connelly & Jean Clandinin, 2000). At the end of each story, the researcher used an infographic to visualize each participant's career trajectory and its shaping factors to address inquiry issues more specifically.

Moreover, the narrative analysis concept was found by Labov with the structure as follows:

a) Abstract

The abstract served as the introductory section of the participant's story, in which the researcher identified a pivotal experience that marked the beginning of the participant's professional journey. This included her early motivation for learning English and how it influenced her decision to pursue a career in teaching. This part helped to justify the relevance of the narrative for understanding identity development in non-formal education settings.

b) Orientation

In this stage, the narrative was contextualized by providing background information such as the participant's educational path, entry into the English education major, and the nature of the first teaching experience program held by her university. This orientation helped the reader understand the time, place, and actors involved in the narrative.

c) Complicating the action

The analysis revealed a critical incident in which the participant experienced a reality shock during her first formal teaching experience. She encountered a mismatch between her expectations and the realities of the classroom, leading to self-doubt and questioning of her teacher identity. This turning point became essential in tracing her transformation.

d) Evaluation

Researchers evaluated how the participant reflected on their experiences teaching at English language courses. Participant's reflections showed a shift in self-perception and how experiences in non-formal contexts influenced the process of developing their identity as teachers.

e) Result of Resolution

This section describes how the participant gradually shaped her professional identities through a process of adaptation by attending several training programs, building relationships with colleagues and students, and integrating her teaching values. Her identities ultimately became stronger.

f) Coda

In the final part of the narrative, the researcher summarized the key learning points derived from the participant's teaching journey. Ultimately, the participant no longer perceived teaching as a burden; instead, it had become a source of happiness and personal fulfilment. This shift reflects a significant transformation in the participant's professional identity. It illustrates how meaningful engagement in non-formal education can lead to deeper personal fulfilment and purpose as a teacher.

E. Research Steps

The researcher conducts this study in several steps as follows:

Table 1. *Steps of the Research*

Steps	Descriptions
1	Identifying and describing an issue/problem/phenomenon on teacher professional identity.
2	Exploring current research that is relevant to the research topic.
3	Finding the research gap and formulating research questions.
4	Writing a research proposal, starting from the background, literature review, and research procedures.
5	Examining research proposals in front of the examiners and the supervisor.
6	Data will be collected from participants through semi-structured interviews and photovoice.
7	Transcribing the data collected.
8	Analyzing the data using Labov's narrative analysis.
9	Writing a report on the thesis.
10	Examining the thesis in front of the examiners and supervisors.

F. Research Schedule

This research was conducted over a period of more than six months. It began with research proposal writing from January to October 2023 and culminated in the research proposal examination in November 2023. The data was collected from April to May 2025 and analyzed in June 2025. Lastly, the seminar results and final thesis examination are expected to be announced in July 2025.

Table 2. *Research Schedule*

Activities	Month

Activities	Jan - Oct	Nov	Feb	Mar	Apr	May	Jun	Jul
	2023		2025					
Research Proposal Writing	■							
Research Proposal Examination		■						
Data Collection			■	■	■	■		
Data Analysis							■	
Seminar Hasil Examination							■	
Final Thesis Examination								■