

CHAPTER 3

RESEARCH PROCEDURES

3.1 Research Design

This study used a narrative inquiry approach to explore pre-service teachers' experiences in developing ELT materials. This approach is based on Jean Clandinin's theory, which emphasizes the importance of narrative in understanding individual experiences. The data has been collected through semi-structured interviews organized by time sequence, where respondents were asked to narrate the participant's experiences in a logical time sequence. This helps in analyzing the narrative flow of participants' experiences, as well as the challenges and reflections that emerged during the material development process.

By Jean Clandinin (2019) view, narrative inquiry allows researchers to capture the complexity of human experience, which involves the relationship between personal and social, as well as temporal context. In addition, teachers' knowledge is described as embodied knowledge, i.e., knowledge embedded in their experiences and relationships, which often transcends traditional definitions of professional knowledge. This approach also reveals the importance of relational ethics in research, highlighting mutuality, respect, and responsibility. This provides a foundation for understanding pre-service teachers' professional journeys and their contributions to ELT materials development.

3.2 Research Setting and Participant

The participants in this study are pre-service English teachers program majoring in English education at the University of Siliwangi. These participants have experiences that are highly relevant to the challenges faced in teaching English, especially in adjusting the material to students' abilities. Based on her experience, the pre-service teacher demonstrated strong concern for students' learning abilities, an important aspect of effective education. Participants were selected using a purposive sampling technique. This technique was chosen to ensure that the participants involved had relevant and significant experiences related to the

development of English Language Teaching (ELT) materials. With this approach, the research can focus on individuals who have direct involvement in the process of developing learning materials, so that the data obtained is more in-depth and contextualized.

As Jean Clandinin (2019) suggest that participants were selected based on certain criteria, such as having participated in a teaching practice program, being involved in designing teaching materials, and having experience implementing these materials in teaching. This approach is expected to provide a rich and in-depth picture of students' experiences in the context of developing ELT materials.

3.3 Data Collection

1. Semi-Structured Interviews

This study's primary data collection method is semi-structured interviews, aimed at gathering detailed narratives about participants' experiences in developing ELT materials. These interviews explore their motivations, challenges faced, strategies and resources used, and reflections on the effectiveness of the materials. Conducted over multiple 45–60 minute sessions, the interviews will allow for in-depth exploration of participants' perspectives. Sessions have been audio-recorded with consent to ensure accurate transcription and analysis, and they will be held in a confidential, comfortable setting to encourage open sharing of experiences.

2. Narrative Frame

A narrative frame is a written story template consisting of a series of incomplete sentences and blank spaces of varying lengths. It is structured as a story in outline form (Barkhuizen et al., 2014). This tool is designed to guide writers in organizing their ideas, especially in the context of personal and professional reflection. According to Andriani et al. (2022), writing skills can train teachers to compose reflective essays and stories of their experiences easily and purposefully. In the world of education, narrative frames are often used by teachers to reflect on their teaching experiences, challenges and successes, thereby helping them in the continuous learning

process. By providing a clear framework, narrative frames make it easier for teachers to express thoughts and feelings that were previously difficult to express. Furthermore, narrative frames can be an important tool in research, especially narrative-based ones, to obtain structured and in-depth data. In this way, narrative frames not only support the development of writing skills, but also strengthen reflection as part of self-development and professionalism.

3.4 Data Analysis

In this study, the analysis method used was narrative analysis. This narrative analysis focuses on the stories shared by participants with the aim of more easily understanding how the individual told their experiences, events, or views, as well as how the meaning was formed through the narrative (Jean Clandinin, 2019). The narrative analysis method was very important and suitable for this research because it could explore personal stories and unique experiences of participants in developing material and explore stories, meanings, and reflections on the experiences of pre-service teachers. This method also helped researchers understand the dynamics of developing teaching materials (Macalister, 2012).

After data collection was conducted through interviews, the data were transcribed and read repeatedly for further analysis. The results interviews were examined using Labov's narrative analysis, which consisted of six categorical analyses. According to Stylistics and Routledge (2005) Narrative clauses or sentences are characterized by their chronological order. Labov presents a six-scheme narrative analysis model and explains how each part could be used to analyze narrative patterns and recognize recurring themes and ideas. Here are the steps:

1. Abstract

The abstract summarizes the core of the pre-service teacher's experience in the process of developing teaching materials. The summary also includes the purpose of the materials and the context in which the materials were developed.

2. Orientation

Provides detailed information about the parties involved in the development of materials such as student teachers and students who are the target users of the materials, the implementation time which includes the time span of the practice period, and the location of the activities where the pre-service teacher practices.

3. Complication

Describing the process of materials development is often faced with various challenges that affect its smoothness and outcome. One of the main challenges is adapting the materials to the needs of diverse students, especially in classes with varying levels of language proficiency.

4. Evaluation

In this evaluation, pre-service teachers talk about the challenging but valuable process experience for their professional development, including lessons learned and the impact on teaching.

5. Resolution

After the evaluation, the pre-service teacher was able to overcome any challenges he faced, and the results of the material development.

6. Coda

Reconnecting the experience to the current context involves reflecting on how the experience has influenced future teaching practice.

3.5 Research Ethics

Protecting the confidentiality and privacy of participants is an important aspect of qualitative research, including narrative analysis. Participants will receive a Consent Form from the researcher. In this consent document, participants will be given an explanation by the researcher about the purpose of the study, how their data will be used, and an assurance that their identity will be kept confidential. The researcher will also ensure that the participant's personal information, such as name and location of the school where the participant has taught, cannot be recognized by using a pseudonym or unique code to replace the real identity. Data collected, whether in the form of transcripts, audio recordings, or field notes, will be stored on password-protected devices or secure storage systems.

3.6 Research Schedule

The study was conducted from October 2024 to June 2025, as shown in the table. This study was conducted at a junior high school in Tasikmalaya.

Table 3 1 Research Timeline

Description	Oct- Nov 2024	Dec 2024	Jan- Apr 2025	May- Jun 2025	July 2025
Research Proposal Writing					
Research Proposal Examination					
Data Collection					
Data Analysis					
Report					
Thesis Result Seminar					
Thesis Examination					