

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology employed to conduct the research. It consists of the research design, research participants, data and source of data, research instrument, research procedure, data analysis, and research ethics.

3.1 Research Design

This research employed a qualitative approach using Narrative Inquiry. This design was chosen because the research's primary focus is exploring life experiences in depth and how individuals construct and interpret their journeys through personal stories. Narrative Inquiry enables the researcher to capture the temporal development of the participant's emotional experiences during his five-semester academic journey. This method is ideal for understanding how emotional patterns interfere with goal-directed activities over time. (Thompson, 2019). According to Barkhuizen et al. (2024), narrative methodology is an effective tool for examining the complex, multifaceted social nature of language education through participative perspectives and individual interpretation.

3.2 Research Participants

Participants were selected using purposive sampling based on their relevance to the research objectives. The participants include:

1. Primary Participant: M, a 22-year-old male student, identified as an EFL pre-service teacher with emotional dysregulation, currently in his fifth semester at Muhammadiyah University of Surabaya. The fifth semester was selected because it marks a significant milestone: the student has spent over two years navigating the academic and social environment of the English Education Program.
2. Secondary Participants (Family): The primary participant's parents, consisting of his mother, Mrs. M (57 years old), and his father, Mr. M (58 years old). They provide crucial external perspectives on M's emotional development, behavioral history, and the long-term impact

of his condition on his daily functioning.

3. Supporting Participants (Social & Academic): To ensure a comprehensive, multi-layered understanding, this research also includes peers and lecturers who interact closely with the primary participant:
 - a. Classmates: Three close classmates, identified as AD, AN, and RN. They offer vital insights into M's daily social interactions, coping mechanisms, and behavior during group collaborations.
 - b. Lecturers: Three academic lecturers, identified as Lecturer R, Lecturer L, and Lecturer A. They provide professional observations of M's academic performance, classroom behavior, and emotional responses in the academic setting.

Historical psychological data supported the selection of the primary participant to highlight his emotional traits over time. A psychological assessment at RSUD Dr. Soetomo (June 17, 2015) indicated immature emotional maturity and impulsivity. Additionally, an assessment by Ghaudira Psychology Clinic (January 15, 2018) noted language-processing constraints and a Creative Quotient (CQ) of 86, suggesting difficulty adapting to sudden academic changes.

3.3 Data and Source of Data

The data in this research consist of personal narratives, experiential accounts, and active reflections. These data focus on the participant's emotion regulation strategies, internal barriers such as anxiety and stress, and his future aspirations, which serve as motivational drivers in his academic journey.

Data Sources:

1. Primary Data Source: The primary participant provides self-reported narratives regarding his internal experiences and the methods he uses to manage his emotions throughout his study in the English Education Program.
2. Secondary data sources: Narratives obtained from the participant's parents (his 57-year-old mother and 58-year-old father). Their accounts provide essential background information on his emotional history and the support system he received during his college years in the English education program.

3.4 Research Instrument

In narrative research, the researcher serves as the primary instrument, actively involved in collecting, organizing, and interpreting participants' stories. To ensure the depth and validity of the data, the following supporting instruments are employed:

1. In-Depth Narrative Interview Protocol: A set of open-ended questions designed to encourage the student and his parents to recount chronological experiences. These questions focus on moments of emotional strain, recovery processes, and the specific strategies students use to maintain stability.
2. Field Notes: Field notes were used to document the context of the situation to enrich the narrative analysis and understand the influence of the situation on participants' emotions.
3. Data Triangulation: The researcher triangulates data by comparing the participant's primary narrative with the perspectives of the parents as external witnesses to the participant's emotional development at home.

3.5 Research Procedure

The research procedure was conducted through a systematic qualitative process to ensure the depth and integrity of the narrative data. Following the framework by Creswell (2013), the procedure was carried out in several sequential phases, including a three-stage field visit to the participant's residence:

1. Preparation and Initial Engagement (First Visit): The researcher identified the research phenomenon regarding emotional dysregulation in EFL pre-service teachers and screened the primary participant based on clinical history. The first visit to the participant's home was dedicated to formal introductions and providing a transparent explanation of the research purpose and benefits. This stage was crucial for establishing rapport and ensuring all ethical considerations, such as informed consent, were addressed before proceeding.
2. Narrative Exploration and Context Gathering (Second Visit): During the second visit, the researcher focused on listening to the participant's and his family's background stories. This stage allowed

the researcher to understand the participant's emotional development and behavioral history in a relaxed, familiar environment. Gathering these background narratives provided the necessary context to understand the long-term impact of the participant's condition on his daily functioning.

3. **Data Collection and Documentation (Third Visit):** The third visit was the primary data collection phase, involving structured in-depth interviews with the student and his parents. The researcher utilized an interview protocol focused on moments of emotional strain and recovery strategies. Simultaneously, the researcher recorded field notes to document the situational context and behavioral observations to enrich the narrative analysis.
4. **Data Analysis and Thematic Development:** After the visits, the researcher converted the raw data through the "Data Analysis Spiral". This involved transcribing the voice recordings from the home visits into written text, coding for key themes such as emotional barriers, and restorying the fragmented accounts into a coherent chronological order.
5. **Validation (Member Checking):** In the final phase, the researcher implemented member checking by returning the draft narratives and interpretations to the participants. This ensured that the analyzed stories accurately reflected the lived experiences and perspectives of the student and his parents.

3.6 Data Analysis

Data analysis was conducted using a narrative analysis framework proposed by Creswell (2013), which aims to transform raw experiences into meaningful professional knowledge. The analysis followed several systematic steps as outlined below:

1. **Transcribing and Organizing Data:** Converting in-depth interview recordings from the participant and parents into accurate written text to create a manageable database for analysis.
2. **Coding and categorizing:** identifying and categorizing key themes that emerged by segmenting the text into meaningful units, such as types of emotional barriers and regulation strategies.
3. **Restorying:** Reorganizing fragmented narratives into a coherent

chronological order to capture the evolution of the participant's emotional resilience and provide causal links between experiences.

4. Thematic Analysis: Conducting an in-depth interpretation by connecting the narratives to the theories of emotion regulation and identity formation to answer the research questions comprehensively.

3.7 Research Ethics

To maintain scientific integrity and protect the psychological well-being of the participants, the researcher applied the following ethical principles:

1. Informed consent: Participants and their parents were given a transparent explanation of the research's purpose and benefits before voluntarily signing the consent form without pressure.
2. Anonymity and confidentiality: All participants, parents, and relevant educational institutions were given anonymous pseudonyms to protect their privacy and the confidentiality of any sensitive information shared.
3. Safe Environment: Interviews were conducted at the participant's home (a familiar area) to minimize emotional pressure and ensure the participant remained relaxed during data collection.
4. Right to Withdraw: Participants have the right to withdraw from the research process at any time if they feel uncomfortable, and will not face any sanctions or consequences.
5. Member screening: The researcher will return the draft narratives and interpretations to the participants for verification to ensure the stories accurately reflect their experiences.