

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this context, the researcher employ narrative inquiry as a research approach. Narrative inquiry is a method for collecting, analyzing, and representing stories from individuals during the process of narrating them. Connelly and Clandinin used the phrase "narrative inquiry" in the field of research on education in 1990. They established the narrative's instructional importance as a research resource. They argue narrative inquiry is a partnership between researcher and participant with the goal of gaining insights into personal and human components of experience throughout time that takes into account the link among each person's experience and social viewpoint.

The researcher use narrative inquiry method is to embrace a certain interpretation of experience as a phenomena under study. This study focuses on the experiences of English lecturer who utilize digital literacy as a learning medium in their classes. Lecturer were invited to provide tales about how they used media for digital literacy for students in Academic Writing process and the challenges while using it. Creswell et al. (2012) stated that narrative research studies the life experiences of individuals over time, with steps are elucidated as follows:

**Step 1: Identify a problem or phenomenon to explore**

The researcher selected study topic is the implementation of digital literacy in teaching and learning focusing in Academic Writing. What is the experience of English lecturer using media for digital literacy and exploring the challenges while implementing digital literacy in Academic Writing subject.

**Step 2: Select one or more participants to study**

The researcher chose UIN Antasari Banjarmasin to conduct the research. The selection criteria were English lecturer at Tarbiyah and Teaching Training faculty, who teach Academic Writing courses.

**Step 3: Collect the story from that participant**

Aside from the participant vocally presented their own story during discussions or interviews, field transcripts contain details concerning the participant. This process evaluating the raw data, finding significant aspects, arranging and sequencing these elements, and finally presented a tale that depicts the participant experiences. Restorying aids the reader comprehension of the story by ordering it in a logical sequence. The researcher examined the interview transcription to make sense of the entire data.

**Step 4: Restory or retell the individual's story**

Following the retelling of the participant tales, the researcher delivered it to the participant to ensure that it accurately depicted their stories. The researcher then requested them to submit further details about their tale if it remained lacking.

**Step 5: Collaborate with the participant/storyteller**

The researcher collaborated alongside the medium of storytelling along the narrative tale-collecting process to ensure that the participant experiences are appropriately conveyed. This stage is completed throughout the research process. The objective is to verify the data source. To make it easier to gain extra information or schedule appointments, the researcher established reciprocal relationships with the participant by connecting via social media platforms such as Whatsapp. Furthermore, the researcher must send along the ultimate retelling stories of the participant to ensure that they continue to reflect their narratives accurately.

**Step 6: Write a story about the participant's experiences**

The researcher reported findings by using narrative analysis. The results section is organized into subsections that represent the major topics that emerged from the data analysis.

**Step 7: Validate the report's accuracy**

The researcher continued cooperating with the participant during the course of the study, beginning with collecting, restorying, and reporting their experiences.

**B. Research Setting**

This research was carried out from January 11<sup>th</sup> to January 15<sup>th</sup> 2024, at UIN Antasari Banjarmasin, on Jalan A. Yani, KM. 4,5, Kebun Bunga, Banjarmasin Timur, South Kalimantan 70235. The researcher picked this setting because according to the researcher experience, this place features digital literacy media in English learning for specific in Academic Writing.

**C. Participant**

The participant of this research is one of English lecturers who teach related to Academic Writing at UIN Antasari Banjarmasin. The researcher collected data with lecturer experiences on topics such as digital literacy media in Academic Writing class and the challenges as long as implementing it. In this study, the researcher did an interview with the lecturer.

The researcher picked participant based on various aspects. In this case, criteria for participant selection were the lecturer used various media digital for students literacy and also willingness to engage in a tape-recorded interview and capacity and readiness to participate in a proper interview and based on the result of pre-observation in the class activity.

#### **D. Data**

1. All data in this research include about the lecturers' experiences in implementing digital literacy in teaching and learning Academic Writing. The data also discusses the challenges when utilize digital literacy media in Academic Writing class. This was taken from the results of in-depth interviews with the lecturer.
2. Secondary data in the present research were gathered through written legacy, which was conducted by reading literary books, journals, records, and publications that the researcher considers to be relevant to the subject under investigation.

#### **E. Technique of Data Collection**

Gay et al., (2012) highlighted that data collecting features include observations, interviews, surveys, texts and calls, academic and personal documents, portraits, recordings, sketches, journal articles, e-mails and answers, and casual encounters. The researcher in this study clearly chose conducted in-depth interviews and recorded them.

##### **1. Interview**

The researcher contact the lecturer for in-depth interviews. The goal is to gather comprehensive data that clarifies a person's viewpoint and the significance they assign to a certain subject, problem, or procedure (Rutledge & Hogg, 2020).

It is certain that lecturer in the Academic Writing class are willing to be given a number of related questions from the research core that have been submitted previously, supported by recording each answer from start to finish. The in-depth interviews were in accordance with the set directions regarding their experiences of using digital literacy as a medium for teaching and learning Academic Writing and it's the challenges. After the data obtained is believed to reach the trustworthiness, to support data analysis, the researcher makes a transcript of the interview recordings.

#### **F. Research Instrument**

In this study, the instrument that is used to obtain and collect the research data were interview guideline. Schostak (2006) stated that interviews are lengthy talks in carried out to collect in-depth information on a certain topic or issue and through which phenomena might occur and be understood in the context of the meaning of the individual being interviewed.

There are three different types of interviews: unstructured interviews, semi-structured interviews, and structured interviews. The researcher selected in-depth interview with structured interviews and there were seven questions asked in order to collect suitable research data to identify kinds of media used and to explore the challenges faced by the lecturer in implementing digital literacy for teaching and learning Academic Writing.

## **G. Data Analysis**

There are several data analyzes that are suitable for qualitative narrative inquiry research and in this study the researcher decided to use the narrative analysis. Narrative analysis is a qualitative analytic approach that focuses on comprehending people's experiences and motives by attentively examining the tales (the narratives) that individuals tell in particular circumstances (Riessman, 1993). The idea of narrative is limited to short, topical stories organized around characters, place, and plot. Varied definitions of narrative lead to varied ways of analysis, but all need them to produce texts for further study, such as selecting and organizing materials, composing field notes, or selecting portions of transcripts of conversations for detailed scrutiny. When employed as facts in social research, narratives are incapable of speaking for themselves or have unanalyzed quality; they demand interpretation (Riessman, 2005).

In other words, a narrative analysis evaluates long-form participant answers or oral narratives as data in order to identify patterns and meanings. As stated by (Riessman, 1993), researcher must go through the following stages in this investigation:

### **1. Telling**

The first thing the researcher did was ask the resource persons to tell stories and share participants experiences regarding the implementation or application of digital literacy media in teaching and learning, especially for Academic Writing. It is necessary to provide a facilitating context in the

research interview protocol. Here, the interview may initiate a discourse whereby the storyteller or respondent collaborates with the researcher or listener to create meaning. This strategy is effective for interviewing tactics that allow both parties a considerable degree of freedom. If the researcher is knowledgeable about the study methodology, any inquiries or personal stories can be translated into a narrative in this case. However, storytellers may transform every encounter into a narrative of the occurrence by recounting stories about it. In theory, every event deserves an in-depth explanation or, at a minimum, a conclusion.

## **2. Transcribing**

After conducting in-depth interviews and the data is expected to be complete and valid. The researcher made a transcript of the interview dialogue with the participant that had been conducted from start to finish regarding all the points that answer the problems in this research, namely the type of media used by lecturer for students literacy and the challenges faced by the lecturer in Academic Writing course. Determining the beginning and finish of a tale, along with the role of the questioner or listener in its production, to identify truly straightforward stories, marked with “.....” and in italics.

## **3. Analyzing**

This turns the complete examination into a narrative analysis due to the significance of the transcript is compressed or simplified to its essentials prior to being conveyed as its entirety. The researcher analyzed all the



sources' words and combined them into a narrative with existing theories about digital media for students literacy in teaching and learning process of Academic Writing, as well as about the challenges when implemented it.