

CHAPTER III

RESEARCH METHOD

A. Research Design

This research uses a qualitative approach with a narrative inquiry method. According to Creswell (2009), qualitative research is a methodological tradition-based process of inquiry that examines social or human concerns. The researcher assembles an intricate overall picture, examines how teachers instruct, records the opinions of informants, and carries out the study in a natural environment.

The researcher used narrative inquiry research techniques in this situation. Creswell et al. (2007) define narrative research as the study of individual life experiences over time. Narrative inquiry is a form of inquiry that aims to explore the meanings that language teachers and students make about the world through the lens of their own experiences Barkhuizen & Consoli (2021). The narrative inquiry aims to engage with stories in ways that are relevant to the experiences of language teachers, as well as learners, in their everyday lives Golombek & Johnson (2021). Czarniawska (2017) explains that narration is a spoken or written text that explains an event, an action, or a set of related events, actions, and so on.

This research uses narrative inquiry to explore teachers' experiences of using TPACK to teach speaking skills in English language learning. The research procedure was taken from Cresswell (2012). The procedures in the approach are detailed and explicit for carrying out this narrative investigation, then operationalized within the framework of the research. The stages are explained as follows:

Step 1. Identify the phenomenon to be explored

In this step, researchers focused on teachers' experiences regarding the obstacles and challenges in using the TPACK framework to teach English speaking skills to junior high school students at SMPN 7 Banjarmasin. The causes of these problems also motivate learning and help researchers understand a person's social or personal experiences. The purpose of this study was to learn more about how instructors feel about using the TPACK framework to educate middle school students about English speaking skills. To identify this phenomenon, researchers carried out interview steps.

Step 2. Free one or more participants to study

The selection of participants careers were teachers who had a lot of experience in using the TPACK framework to prohibit English-speaking skills for junior high school students.

Step 3. Collect stories from participants

This language makes participants tell their stories verbally through conversations or interviews with participants.

Step 4. Retelling or retelling the individual's story

We know that apart from participants telling their stories verbally through conversations or interviews, text fields also provide information about participants, for example, journals or diaries and stories obtained through friends or family members. In collecting participant stories, researchers will use interviews to collect the necessary data.

Step 5. Collaborate with people/storytellers

Researchers collaborated with storytellers to make sure the experiences of the participants were appropriately portrayed throughout the collection of narrative stories. whatever stage happens while performing research. Its goal is to verify data sources. At first, the researcher closely collaborates with the participants to gather tales. Here, it's important for the participants to fully comprehend the story being conveyed. So, therefore, researchers ensure that the stories conveyed are pleasant and unpleasant are accepted because the stories are relevant.

Step 6. Describe the experiences of the individuals in stories.

Thematic analysis was used to write up and present the research's findings. The key topics that emerged from the data analysis are represented by many subsections in the findings section. Domain analysis may be suitable for several

studies because it obtains a general description of the object of the phenomenon that is the research topic.

Step 7. Check the veracity of the report

Throughout the gathering, retelling, and reporting of the participants' narratives, the researcher and participants continued to work together. The findings report is completed after carrying out validation processes such as giving hacking. Triangulation, data sources, and disconfirming evidence search.

B. Research Setting

This research was conducted at SMPN 7 Banjarmasin, the first time there was a bilingual class at that school. Implemented in 2024.

C. Participants

The participants in this research were two English teachers at SMPN 7 Banjarmasin. First, the teacher was chosen because he was a teacher who used the TPACK framework in teaching in class. Second, one of the teachers is a (*Guru Penggerak*) and also teaches in the extracurricular English club. Third, are certified teachers and finally are civil servants.

D. Data

The data for this study are the teacher's activities in teaching bilingual classes using the TPACK framework to teach speaking skills. In addition, the problems and challenges in using the TPACK Framework in teaching are also the data in this study. The data were obtained from English language learning at SMPN 7 Banjarmasin.

E. Data Collection Technique

Since this study employed narrative inquiry, data were gathered through interviews and observation by the researcher. Observation came first. When the teacher is teaching in class, observations are made. Observation helps in the learning process, and all information collected will ultimately be used to achieve the research objectives of the study. According to Zacharias (2016) narrative data gathered via interviews is probably highly dialogic when compared to other techniques. Compared to data collected through qualitative interviews, narrative interviews focus on a far smaller subset of participants. Consequently, in order to supplement the data from observations, the researcher employed interviews.

Table 1.1 Schedule of Data Collection

No	Techniques	Day/Date
1.	Observation	Thursday, April 18 th 2024 Thursday, April 25 th 2024 Monday, April 22 th 2024 Tuesday, April 23 th 2024

2.	Interview	Tuesday, May 7 th 2024 Wednesday, May 8 th 2024
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F. Research Instrument

The instruments used in this research were observation sheets and interview guidelines. First is the observation sheet. Researchers use observation sheet containing the teacher's teaching activities in class, the teacher's experience in teaching and the problems and challenges in using the TPCK framework for students' speaking skills. This observation and interview sheet was developed by researchers based on the theory of Mishra and Koehler. this guide aims to explore experiences and challenges in using the TPACK framework.

G. Data Analysis

Using narrative analysis, a comprehensive understanding of participants' experiences with a particular phenomena was developed. The three components of narrative analysis are interactional, structural, and thematic analysis Reissman (2005). For this study, interactional analysis was employed because it aligns with data gathering methods that involve participant and researcher participation through observations and interviews. Interactional analysis, as noted by Reissman (2005), is the process by which the storyteller and listener work together to construct meaning.

H. Validity Techniques and Data Validity

The study's data are validated through the use of triangulation. The process of looking at a topic from several perspectives is known as triangulation Flick (2014). Denzin (2009) Distinguished between four basic types of triangulation. These are: (1) Triangulation of data; (2) Triangulation of investigators; (3) Triangulation of theory; and (4) Triangulation of methods. In this work, both methodological and data triangulation are employed. Researchers used data triangulation to validate information before research in schools with teachers first in using technology in teaching English. In addition, researchers used methodological triangulation because they used observation and interview techniques.