

CHAPTER III

RESEARCH METHOD

A. Research Design

This research use narrative inquiry as a method of The research. Narrative inquiry in this research is use to find individual experience of participant. According to Creswell (2013) Narrative research is use in qualitative approach of research. This method focus on individuals experience of technological changes in education

A Narrative research is a qualitative methodology that emphasizes the exploration of individuals' lived experiences and how these experiences evolve over time. This approach involves the collection of personal, first-hand accounts through interviews, storytelling, or written narratives, followed by a reflective analysis of those stories. The central aim of narrative research is to gain a deeper understanding of how individuals interpret their experiences and construct meaning from them. By capturing the richness, complexity, and context of personal narratives, this method seeks to illuminate the subjective realities and unique perspectives of participants, thereby offering valuable insights into human behavior, identity, and social interaction.

According do Creswell (2012) in the context of narrative research, scholars typically follow a systematic sequence comprising seven key stages.

These stages serve as a methodological framework that guides the researcher from the initial formulation of the study to the comprehensive analysis and presentation of narrative data. The following description of steps is:

1. Phenomenon Identifying

In a narrative Study, the researcher needs to identify the phenomenon for a study. This study focused on how the future technological in education can make challenges for teachers to adapt and integrate the technology in their teaching activity

2. Selecting Participant

In conducting narrative research, it is imperative that researchers carefully identify and select one or more participants who have direct, meaningful experiences related to the central research problem. This selection process is foundational to the study, as narrative inquiry relies heavily on the personal stories and lived experiences of individuals.

Participants of this study is UPB English Teachers under of UIN Antasari Banjarmasin who possess firsthand experience with technological transformations within the field of education and have lived through and actively engaged with multiple educational eras or periods of change. These individuals offer valuable perspectives on how shifts in technology have

influenced teaching practices, learning environments, and educational systems over time

3. Collect The Story of Participants

The participants tell stories how their experience with the technological changes in education, this process entails conducting in-depth interviews and gathering various forms of field texts

4. Retelling the Story

Following a thorough examination of the raw data, researchers proceed to identify, organize, and sequence the key elements that define the participants' narratives. This process culminates in the retelling or "re-storying" of participants' experiences in a coherent and meaningful manner. Re-storying involves reconstructing the individual narratives into a unified account that preserves the integrity of the original experiences while presenting them in a structured, accessible form. This methodological step plays a critical role in enhancing the reader's understanding by providing clarity, continuity, and context to the participants' lived experiences as conveyed through their stories.

5. Collaborating Participants Experiences

Collaboration between the researcher and the participants is essential to ensure an accurate and authentic representation of the participants' lived experiences. This collaborative relationship allows for a co-construction of the narrative, where the researcher engages with the storyteller in a dialogic process to refine and deepen the understanding of the narrative content. Within this context, the researcher plays an active role by posing thoughtful, thematically guided questions that prompt the participant to elaborate on specific aspects of their story. These questions are aligned with the overarching themes of the study and are intended to clarify, expand, or contextualize the narrative, thereby enhancing the richness and relevance of the data collected.

6. Writing The Story

During this phase, the researcher carefully transcribes and records the stories shared by the participants. The focus is on the steps how participants take to adapt to and use technological changes in education

7. Validating The Accuracy

Researchers engage in processes such as consulting with the participants to verify the accuracy of the narratives and actively seeking disconfirming

evidence that may challenge initial interpretations. These strategies help to enhance the study's credibility by confirming that the stories are represented faithfully and that alternative perspectives or inconsistencies are carefully considered and addressed.

B. Research Setting

This research was conducted in UIN Antasari Banjarmasin. This is due to the widespread adoption of diverse technologies by teaching staff in facilitating teaching and learning activities. The situation reveals a gap among teachers, with some integrating technology into their teaching, while others continue to rely on traditional methods due to factors such as limited digital skills, access, or support. Participants of this study are UPB English Teachers in UIN Antasari Banjarmasin. The study will be conducted through in-depth interviews with English language teachers, focusing on the effort they employ to adapt to technological advancements within the field of education. This approach aims to explore how participants respond to and integrate emerging technologies into their teaching practices.

C. Participants

The participants in this study were five English Tutors at the Language Development program of UPB UIN Antasari. They provided insights into their experiences with technological changes and discussed the effort they employ to

adapt to emerging educational technologies in preparation for future developments.

The criteria of participants in this study are English Tutors who have at least once experience in teaching using technology such as screen projector, speaker audio, computer or online teaching media. The selected participants were UPB Tutors who had completed a bachelor's degree in English education and were actively teaching at UIN Antasari. The participants were selected based on their familiarity with contemporary technological developments as well as their understanding of the characteristics and learning preferences of the current generation of students.

D. Data

The data in this study is the result of in-depth interviews conducted with participants. The data from this study provided from the results of participant interviews. Data collected from participants will provide insights into their experiences with technological changes in education.

The data collected in this study focused on participants' experiences in utilizing technology, the challenges they encountered in the process, and the efforts they undertook to adapt to technological changes within their teaching practices.

E. Technique of Data Collection

This research uses depth interview as instrument to accumulate data. According to Britten (1995) The interview is a flexible and effective approach that can lead to the discovery of several new study areas. Some scientists think about implementing a novel research method without any prior training. Universities and specialized research organizations, like the Berkeley campus of the University of California, offer training in research interview techniques

Interview in this study is crucial to understand the viewpoint of a participant who undergoes a phenomenon review to obtain detailed perspective accounts of the experience in question. According to Hoffding and Martiny (2015) State, In an interview, one individual examines another, meaning that two independent subjects, each capable of articulating their own experiences and perspectives, engage in a dynamic, ongoing dialogue. To facilitate the generation of the desired knowledge in this context, the interviewer must adopt a second-person perspective within the study. The interview of this study is used to find out what participants are experiencing through in-depth questions. Hoffding and Martiny (2015) Pointed, The interview is structured around four fundamental phenomenological principles: 1) "To the thing itself," which emphasizes the acquisition of detailed first-person descriptions of the experience under investigation; 2) "Invariant structures," which seeks to identify the enduring structures of experience; 3) "Subjectivity cannot be

reduced to objectivity," which asserts the necessity of understanding the first-person perspective on its own terms; and 4) "enaction, embodiment, and embeddedness," which conceptualizes subjectivity as embodied, enactive, and contextually embedded, with the interview serving as a direct means of engaging with these dimensions of experience.

F. Research Instrument

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Depth-Interview in this research is Guided by a theoretical framework, this study aims to examine the strategies employed by participants in responding to the evolving landscape of educational technology

The main question of Depth-Interview arranged in Experience, Challenges and Effort of participants in adapting Educational Technological Changes:

1. Challenges in Experience Using Educational Technology
 - a. What Education Technology have you been used for teaching?
 - b. Do you have any overcome in using Zoom, Google Meet, Quizziz, Kahoot in teaching?
 - c. What challenges have you experienced in adapting Educational Technological Change?
 - d. Does the lack of knowledge in technology and lack of facility giving you challenge addition in adapting educational technology?
2. Effort in Adapting Educational Technology
 - a. Have you ever organized the learning interaction by using technology?
 - b. Have you ever taken a teacher training class that taught you how to use technology?
 - c. Have you ever engaged in self-directed learning using applications such as Quizizz, Kahoot, or other educational technology tools?
 - d. If you answer never in Question 1, 2 and 3. What Effort did you do in adapting Educational Technological Change?

G. Data Analysis

To build data trustworthiness in this qualitative research the researcher referred to Shenton (2004) the four criteria of trustworthiness in qualitative research:

1. Credibility

Cross-examination may use a variety of techniques, namely observation, focus groups, and individual interviews, which are the primary methods used for most studies' data collecting. Individual interviews have some drawbacks with other interviews of the same sort, but they also differ in important ways that affect ratings.

2. Transferability

Academics are often concerned with demonstrating that the results of their research can be applied to a wide range of people, rather than just a small number of individuals or groups

3. Dependability

The researcher uses some ways to demonstrate that if the study is done in the same setting, using the same procedure, and with the same participants, the results will be the same, thereby resolving the reliability

issue. The study's techniques need to be described in detail so that future researchers can repeat the work, even if they don't necessarily get the same results, in order to more directly address the dependability issue. the same, similar. Therefore, the study's design might consider as prototype model, Such thorough coverage enables the reader to evaluate the degree to which research practice has been adhered.

4. Confirmability

The concern with objectivity shared by a qualitative researcher is the confirmability idea. In addition, measures should be made to assist guarantee that the work's outcome, rather than the informants' traits and preferences, is, as much as feasible, the product of their experiences and thoughts.