

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used qualitative research. Qualitative research is used by researcher as an approach for exploring and understanding kinds of ICT that teacher uses in teaching English for young learners and their view, strategies to overcome issues and challenges in using ICT.

The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honours an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation (Creswell, 2014, p. 2).

In this context, the researcher used narrative inquiry as a research method. Narrative research design is qualitative procedures in which researchers describe the lives of individuals, collect and tell stories. In education, these stories often relate to school classroom experiences or activities in schools (Lodico, et al., 2006, p. 22).

Narrative inquiry tells teachers' experience and view and how their reflection in using ICT to teach English for young learners. Teaching English for young learners using ICT invites potential roles and benefits, issues and challenges. Hence, all those experiences could be only captured by narrative inquiry.

B. Research Setting

This research conducted in SDIT Ukhuwah Banjarmasin, the research collected from English teachers of SDIT Ukhuwah Banjarmasin, and this research carried out on July until August 2021. The researcher chose SDIT Ukhuwah Banjarmasin because the researcher finds this school has English as a school subject. SDIT Ukhuwah Banjarmasin has been accredited A (Excellent) by the BAN-S/M Banjarmasin. Researcher also finds that the English teacher in SDIT Ukhuwah Banjarmasin uses various of ICT tools to teach students.

C. Subject/Participants

The participants of this research are the teachers who teach English for Young Learners (EYL) in SDIT Ukhuwah Banjarmasin. The researcher takes two teachers who teach third grade until sixth grade in SDIT Ukhuwah Banjarmasin. The first teacher teaches fifth and sixth grade, meanwhile the second teacher teaches third and fourth grade. The criteria which researcher used are English teachers for young learners who have experience in teaching English and often use ICT to teach English for young learners.

D. Object

The object of this research is to analyze the ICT that use by English teacher to teach English for young learners in SDIT Ukhuwah Banjarmasin.

E. Data

Data is divided into two types based on its origin of acquisition, they are primary data and secondary data. Primary data is data obtained and collected from first resource, while secondary data is data obtained and collected from the second, third resource, and so on. The required data in this research is the ICT that English young learners teachers used. The data comes from English teachers in SDIT Ukhuwah Banjarmasin who teach English for grade three until grade six primary school. The data was obtained from conducting narrative frame, interview, and documentation with the participants (about ICT, the teachers' view of ICT, and the issues and challenges in using ICT and the strategies to overcome these issues and challenges. The purpose of gather the data are:

1. Explain the kinds of ICT that teachers use for teaching English for young learners.
2. Explain what are the teachers' view in using ICT for teaching English for young learners.
3. Explain what are the issues and challenges are faced by the teachers and how to overcome these issues and challenges for teaching English for young learners.

F. Technique of Data Collection

In this research, the researcher used three techniques for collecting data as follow:

1. Interview

Interview is one of techniques of data collection through communication process, it is a relation or private conversation between the researcher and the respondents. The process of interview can be used directly or not. Direct interview means a 'face-to-face' and oral conversation between the two communication actors, while indirect interview means using a list of questions send by the data collector to the respondent to answer it in written form (Rianto Adi, 2004, p. 72). Focus groups can be seen as a type of group interview, but one that tends to concentrate in depth on a particular theme or topic with an element of interaction (Walliman, 2011, p. 100). In this research, researcher used face to face interview, and group interview. The interview carried in the school.

Open ended question which are designed to permit a free response from the respondent or participant rather than one limited to certain stated alternatives are considered appropriate (Kothari, 2004, p. 103). The use of interviews to question samples of people is a very flexible tool with a wide range of applications. One of three types of interview that researcher use is semi-structured interview. Semi-structured interview, one that contains structured and unstructured

sections with standardized and open type questions (Lodico, et al., 2006, p. 99).

Based on the discussion above, the interview is intended to gain information relates to kinds of ICT, teachers' view in using ICT, issues and challenges in using ICT and how to overcome the issues and challenges in using ICT to teach English for young learners. These instruments of this interview adapted from Brinkmann (2013), the interview covered three stages of experience such as: a) life history for presenting past b) contemporary experience for presenting present, and c) reflection on meaning for presenting future. At the interview, the teachers were encouraged to cover the topics about (1) their introduction and knowledge about ICT tools, (2) their view in using ICT for the first time and now, (3) their practices and the issues or challenges in using ICT, (4) their plans and suggestions to overcome the issues and challenges. The interview was tape-recorded and transcribed verbatim. Teachers were invited to have group interview semi structured-interview. There are thirteen questions and the duration of the interview is 40 minutes. The interview was conducted in Indonesian language, it is because they faced difficulty to express some feelings, emotions with English.

2. Narrative Frame

Narrative frame is a written story template consisting of a series of incomplete sentences and blank spaces of varying lengths

(Barkhuizen et al., 2014, p. 45). Narrative frame can help the researcher catch the expected experiences to be written since it provides insightful and fuller picture of the teachers and students experiences and provide guidance and support in both the structure and content of narrative.

The participants were given an explanation about the purpose of study and the inclusion of narrative frame. The researcher asked the teachers to complete narrative frame. The narrative frame for teachers was adapted from Barkhuizen et al (2014). The original is about the change in teaching practice. It covers general aspects of teaching practice. Therefore, some changes were made to fulfil the research needs. The teaching practice being asked was focused on using ICT and ICT's aspects. To anticipate the limitation of narrative frame, the researcher provides an empty box, with appropriate prompts at the beginning and end of the actual sentence starter frame for participants to write freely any additional information they wanted to share (Barkhuizen et al., 2014, p. 40). The narrative frame was considered as narrative data that were ready to re-story. The data were gained from narrative frame were three elaborated experience such as past, present and future experience in using ICT to teach English for young learners. The data that researcher search in using narrative frame as technique of collection data is kinds of ICT that teacher use, the benefits and roles of ICT in teaching and learning, the issues and challenges in using ICT to

teach English for young learners, and the strategy to overcome these issues and challenges.

3. Documentation

Documentation is a data collecting technique by collecting and analysing the documents, including written documents, pictures, video, electronic and audio (Sukmadinata, 2010, p. 77). In this research, researcher gained the information by collecting photos, recording of the result of interview and make transcriptions. The data that researcher gained in using documentation technique is kinds of ICT that teachers use, kinds of ICT training and ICT program organized by school. In this study, the documentation technique conveyed the activity that supported the use of ICT research data.

G. Data Analysis

To analyze the data, the researcher used narrative inquiry. Narrative analysis is a method for analysing data and providing an explanation, takes several forms. It is called analytic narrative, narrative explanation, narrative structural analysis, or sequence analysis. The narrative is an outline or model for organizing the data, but it also serves as a type of explanation (Neuman, 2014, p. 496).

The steps were described as the research procedures were taken from Creswell (2012). The procedures represent clear and comprehensive stages in conducting narrative inquiry. Then, it was operationalized into the research context. The steps were described as follows:

Step 1. Identify the phenomenon to explore

In this step, the researcher focused on kinds of ICT, the teachers' view and the issues, challenges and the strategy to overcome these issues and challenges in using ICT to teach English for young learners in SDIT Ukhuwah Banjarmasin. This study involved two English teachers in elementary school from SDIT Ukhuwah Banjarmasin. Identifying an issue or concern provides the purpose for a study and enables the researcher to understand personal or social experiences of an individual(s). The aim of this research was to explore teachers' view toward the use of ICT for teaching English for young learners. To identify the phenomenon, the researcher gives the interview and narrative frame to the teachers.

Step 2. Select one or more participants to study

The criteria of selecting participant are the teacher has a lot of experience using ICT to teach English for young learners. The identification process resulted that two teachers, Teacher 1 (T1) and Teacher 2 (T2), are the teachers who provide rich information about the use of ICT to teach English for young learners. To have initial description about their view, the researcher addressing some questions relate to kinds of ICT that they use, their view in using ICT to teach English for young learners and their aspirations and suggestions to the future the using of ICT.

Step 3. Collect the story from the participant

This step has the participants tell their story in narrative frame and collect other field text by interviewing the participants.

Step 4. Restory or retell the individual's story

Because of narrative inquiry is one form of qualitative research, it employs qualitative data analysis. The data analysis was begun with step when examining the narrative data from narrative frame and non-narrative data (interview transcription). Then, the researcher identified elements of story, organized the elements. When it was done as completed a narrative frame, I moved into interview transcripts as a complementary and comparison.

After the restorying process finished, I gave the restoried version to teachers to verify whether my version really represented their stories. When all participants agreed with my version, the researcher segmented the narrative data according to research questions.

Step 5. Collaborate with the participants-storyteller

Through the narrative story collection process, the researcher worked with the storyteller to ensure the participant's experiences are accurately portrayed. This step took place during the process of conducting research. It aims to validate the data source. At the initial, the researcher started to closely work with the participants in collecting narratives. The participants had to understand well what story to tell. Therefore, the researcher ensured them both pleasant or unpleasant stories were welcome as far as the stories were relevant to frame. What I do is combining information from interview to narrative frame, to have completed narrative frame. During the process of combining, I added and change some points.

Therefore, I have to share the result with the participants whether my retold still represent their narratives or whether I made not clear message to their original stories.

Step 6. Write a story about the participants' experiences

The researcher wrote and reported finding by using thematic analysis. The findings section is divided into a number of subsections representing the main research questions that resulted from the analysis of the data. Thematic analysis is probably suitable for multiple case studies since it opens up the possibility of comparing narratives in data set of establishing shared themes, as well as highlighting individual differences.

Step 7. Validate the report accuracy

The researcher kept collaborating with the participants throughout the process by starting since collecting, restorying, and reporting their narratives. The report on finding is finish after validating process such as member checking, triangulation, the data source, and searching for disconfirming evidence. This step was elaborated into following section on the quality of the study (Creswell, 2012, p. 514-516).

Then, to build the trustworthiness of this narrative inquiry, the researcher referred to the highly influential and much cited classic work of Lincoln and Guba (1985) and current by Loh (2013). The four criteria of trustworthiness were used such as: 1) Credibility 2) Transferability 3) Dependability, and 4) Confirmability.

1) Credibility

Credibility is similar to internal validity in positivist research. Therefore, the researcher used triangulation and member checking. 1) The triangulation is the technique use to ensure that an account is rich, robust, comprehensive and well developed. Methods triangulation resulted from using two kinds of research instruments for data collection. This study used narrative frame, interview. The narrative frame could restrict teachers narrating their story. Therefore, combining narrative frame with interview helped to collect rich data. 2) The member checking is the single most important provision that can be made to strengthen a study's credibility. This can be done both formally and informally as opportunities for member checks may arise during the normal course of observation and conversation. I gave it back to the teachers to ask whether the restoried version still represent their narrative or whether the change by the researcher made clear to them or not.

2) Transferability

To establish the transferability of this study, data base that makes transferability judgments possible on the part of potential appliers should be provided.

3) Dependability and Confirmability

To achieve dependability and confirmability of the study, the researcher maintains a dependability audit examining the process of inquiry and confirmability audit examining the product to provide that

findings, interpretation and recommendation are support by data. To achieve those kinds of audits are every finding was supported by data and potential auditor were provided access to trace all data.