

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Based on the philosophy of research design, there are two types of study designs: quantitative and qualitative. According to Cresswell (1994), a qualitative study is a careful investigation procedure that yields several conceptual belief systems of inquiry and looks at a socioeconomic or human issue.

The study of this research is used narrative inquiry. Polkinghorne (1995) defined narrative inquiry as a subset of qualitative research in which stories are used to depict people's experiences. According to Creswell et al. (2007), narrative research looks at people's experiences over the course of their lives. One type of research that involves gathering and presenting people's real-life experiences is called narrative research (Josselson, 2007). Through direct interactions with chosen respondents over time, in a fixed location or set number of regions, and through socialization with milieus, narrative inquiry is a technique for understanding and gathering knowledge from experience. Connelly & Cladinin (2000) when mentioned by Connelly and Clandinin (1990), storyline forms are continuously modified when cooperation occurs over written information and further data is obtained to determine elements of priority in the rewritten tale.

The information exchange of experience is occurred throughout the entire process of narrative inquiry. Using a personal story and data collection from participants in the form of narrative writing. This study uses narrative inquiry to

examine the effects of social media use on EFL writing skills. The study's methodology was modified from Cresswell (2012). This narrative investigation was conducted in a clear and comprehensive manner. It was then summed up in relation to the study's overall framework. The following stages were specified:

### **Step 1 : Determine the topic to investigate**

Selecting a subject or issue helps the researcher understand the social or personal experiences of a subject and provides the study a focus. This study set out to find out how social media affects EFL students majoring in English education at UIN Antasari's Tarbiyah and Teacher Training faculties' writing abilities. To describe this phenomena, participants would discuss how their own use of social media has impacted their ability to write.

### **Step 2 : Choose one or more participants**

The selection criteria were Tarbiyah class of 2020 English Language Education majors and teaching candidates from UIN Antasari Banjarmasin's teacher training faculty. The Covid 19 pandemic primarily affected the student generation, forcing them to learn and access social media only sometimes when essential for their studies. This immediately caused a spike in social media use that has continued to this day.

### **Step 3 : Gathering the student's stories**

Descriptive writing further elucidates participants in addition to their oral narratives during dialogue or interviews. Some examples include archive papers or notebooks, handwritten letters, photographs, memory boxes, and anecdotes from

family members or acquaintances. When it was necessary, researcher employed interview instructions to get participant stories. The topic of the students are different each other, they listen and respond together based on the question given. The result of students stories is written in sheet of papers. If they do not understand the question, items questions would be repeated again.

#### **Step 4 : Retell the participant's story**

Researcher found patterns in the transcripts of the interviews. After it was complete, the researcher gave the participant a retelling of their tale to make sure it accurately captured their experience. The researcher then asked them to obtain additional information if there were any unanswered questions about their story.

#### **Step 5 : Collaborate in conjunction with the participant's story**

In order to ensure that participants' experiences were accurately recounted during the collection of narrative texts, researchers worked in tandem with tellers. This phase of the research process is finished. To validate the sources of the data, this is done. The attendees must be able to understand the story that would be told. As a result, the researcher ensures that every story—no matter how happy or unpleasant—is approved as long as it fits inside the framework. The participants and the researcher continued to collaborate during the interview. By interacting with the respondents online or through social media platforms like Facebook, WhatsApp, and the like, the researcher establishes a relationship based on mutual recognition in order to determine whether the respondents' narratives still correctly

reflect their experiences. This makes it easier for the researcher to set up an appointment or request more information.

#### **Step 6: Verify the veracity of a report**

The researcher collected, recounted, and presented the participant's tales as part of an ongoing collaboration with them. The findings report is finished once the methods, which included gathering data, have been validated.

#### **B. Research Setting**

The state Islamic university Antasari Banjarmasin, situated in Jalan A. Yani No.Km.4.5, RW.5, Kebun Bunga, Kec. Banjarmasin Team., City of Banjarmasin, South Kalimantan 70235, is the research site for this project.

#### **C. Participants**

There are three (3) EFL students majoring in English teaching at the Tarbiyah and Teaching Faculties of State Islamic University Antasari Banjarmasin's class of 2020 fulfilled the study's eligibility requirements by actively using social media for both educational and non-educational purposes. It appears that there does not exist a required number of participants in qualitative research, so informants are taken in relatively small numbers, regularly only one (Martha & Kresno, 2016). In accordance with Bogdan and Biklen (1975), the recruitment of respondents by researchers enables the collecting of a huge number of data in an efficient and timely manner (Moleong, 2012). This is why informants are used to discuss, share thoughts, or evaluate experiences collected from people else (Moleong, 2012). (Martha & Kresno, 2016) Standards for researchers in choosing the number of

respondents are not accountable, instead reflecting proper detail of data (Martha & Kresno, 2016).

## **D. Technique of Data Collection**

### **1. Interview**

The researcher used a narrative inquiry in this investigation. In order to collect data, the researcher performed an interview. Kvale and Brinkmann (2009) assert that the goal of a qualitative research interview is to "identify their everyday life in view of logical principles, highlight the importance of specific stories, and comprehend truth from the perspectives of the participants." Semi-structured interviews, which are employed in this study, are guided by interview guides that act as instruments to direct the interviews while also usually leaving open-ended questions to allow for clarification for analysts to look into emerging themes (Barkhuizen et al., 2014).

Talking to people in person or doing interviews is one of the simplest ways for a study to find or look through their personal information. The interview is a procedure designed to obtain information on the subject of the interview in order to define the phrase "described phenomena" (Kvale, 1996). Furthermore, according to Schostak (2006), interviews are drawnout conversations meant to elicit detailed information on a particular subject or issue. They also allow for the possibility of phenomena occurring and their interpretation in the context of the person being interviewed. The steps are as follows:

1. The participant received an explanation from the researcher regarding the goals of the study,

2. Following that, interview took place, during which time they may speak for up to an hour. It is open to everybody to talk about both good and bad experiences. To help the participant unwind, the researcher made use of the participant's voice recorder. In the event that a question is unclear, participants are welcome to ask for clarification.

## **2. Narrative Frame**

The term "frame" in narrative frames comes from a comparable concept found in writing instruction research. Writing frames offer a "skeleton to scaffold writing," according to Warwick & Maloch (2003). The framework consists of "starters, relationships, and phrase influences that provide students a context inside so they are able to focus on explaining whatever they wish to convey while instructing them through the application of a specific general type," according to Wray & Lewis (1997) Narrative frames provide guidance and support regarding the topic matter and arrangement of what has to be documented. From the perspective of the researcher, the frames ensure that the data supplied is primarily what was anticipated (and required to address the research questions) and that it would be presented in a narrative fashion.

## **E. Data Analysis**

Similar to restorying, narrative analysis involves the researcher gathering experience descriptions through interviews and then assembling them into stories or narratives. This type of narrative research uses the story to wrap up the investigation and explains the researcher attempt to explain how and why a particular outcome occurred. That is, as opposed to the production of a tale

collection and the search for themes to produce a basic understanding about the collection of stories, the development of a narrative or story that focuses on specific knowledge about how or why a result happened. There are four narrative analysis frameworks, and this study used them all. The focus of interactional analysis is on the participant-researcher narrative exchange. Together, the storyteller and the researcher participate in this conversation. In order to sustain attention, the interactional method views storytelling as a collaborative process in which the storyteller and listener create meaning. Personal experience narratives centered on the storyteller's reality may be shared during the debriefing session:

### **1. Telling**

Supply or facilitate the telling of the story and engage with interviewees in ways that are meaningful to them by arranging interview meetings (Mishler, 1986). Here is where the interview might spark a conversation in which the storyteller or participant and the researcher or listener work together to generate meaning. This method works well for interviewing strategies that provide both sides a reasonable degree of flexibility. By asking follow-up questions, the listener can clarify any ambiguities, and "the responses offered continue to inform the evolving discourse" (Paget, 1983). If the researcher is skilled in the research approach, then any questions or stories can be converted into narration in this situation. Sociolinguists argue that events have to be "reportable" in order for extended speeches to be employed in ordinary discourse. Conversely, though, it is also true that storytellers can turn any interaction into a report of the event by narrating stories about it. Any

experience should, in theory, have a complete explanation or, at the very least, a conclusion.

## **2. Transcript**

Because people tell stories, make a note of it. "The text must first be converted into a crunchable form in order to be crunchable" (Van Maanen, 1988). Transcription and recording are necessary for story analysis. can start with an unpolished transcription, which is essentially the initial draft of the entire interview that omits anything but the phrases and conversational clues that stand out the most when recorded. Rewrite the chosen portions of the transcription so that a more in-depth analysis can be performed later. Finding the start and end of a story, as well as the part the questioner or listener played in its construction, is a textual and analytical task. For the purpose of identifying very simple tales, Jefferson's (1979) talk in and talk out method is helpful.

## **3. Analyze**

Mishler (1991) states that structuring and rearranging the text [of the interview] in light of our findings is a process that tests, clarifies, and deepens our understanding of what is occurring in the discourse. We can frequently obtain insights that inform the way we choose to represent the interview story in our texts by using thorough transcribing and iterative listening. This makes the entire analysis a narrative analysis since the meaning of the transcript is condensed or reduced to its essentials before being told as a whole.