

CHAPTER III

RESEARCH METHOD

A. Research Design

According to Creswell & Creswell (2018), narrative research involves investigating individuals' lives in which researcher ask them to tell their life stories. Clandinin (2006) is in line with this view, stating that Narrative Inquiry, which explores experience as a story, is the first and leading method for understanding experience. In the Narrative Inquiry process, views on the phenomenon are considered important. Furthermore, Creswell (2015) offers comprehensive and detailed stages for conducting Narrative Inquiry, which described below.

Step 1. Recognize the phenomenon to inspect

Define and recognize the phenomenon to be researched, namely the teacher's identity in implementing the independent curriculum in English subjects.

Step 2. Choose the participants to study

Select relevant research participants, such as English teachers who are involved in implementing the independent curriculum.

Step 3. Collect the story from the participant

Collect stories or narratives about their experiences in building teacher identity at independent curriculum schools in teaching English.

Step 4. Re-story or retell the individual's story

Retell or reassemble the story given by the participants, paying attention to aspects of teacher identity that emerge in the context of independent curriculum implementation.

Step 5. Cooperate with the participants

Collaborate with research participants to gain a deeper understanding of their experiences and gain a broader perspective on teacher identity in that context.

Step 6. Write the participant's experiences in the form of a story

Write the participant's experiences in the form of a narrative that describes how teacher identity is formed and what factors influence teacher identity.

Step 7. Validate the report's accuracy

Validate the accuracy of the report produced by involving participants in the verification process, as well as obtaining feedback from them to ensure an accurate representation of their experiences.

B. Research Setting

The research was conducted at SMP Islam Terpadu Insan Madani Banjarmasin. The researcher chose the school because the school implements an independent curriculum. So research can be carried out there.

C. Participant

Participant for this research is English teacher. Researcher found rational data with the views of teachers such as teacher identity implementing an independent

curriculum in English subject. Instrument to collect all information is interview protocols.

D. Data

In this research, data was collected through interviews with teacher involved in implementing the independent curriculum in English subjects. Researcher also explored the teacher identity of the curriculum. The research subjects, or data sources, consisted of a teacher from SMP IT Madani Banjarmasin who were active participants in this research.

E. Technique of Data Collection

Interviews were used to collect data because researcher took narrative inquiry as a strategy to investigate cases of teacher identity. To make the interview smoother, the researcher will ask several questions using an interview protocol and face to face. The questions use open questions, so the answers vary a lot, so that the information is clearer.

F. Research Instrument

Researcher used one instrument to collect qualitative data: an interview protocol. The researcher only used one instrument because the researcher used a narrative inquiry design, therefore the interviews were conducted very in-depth and the data collected from respondents was very large and sufficient to represent the problem formulation provided in chapter 1.

Table 3.1 Research Instrument

No of RQ	Point of Reseach Question	Research Instruments
1	Constructing Teacher Identity	Interview Protocol
2	Supporting Factors of Teacher Identity	Interview Protocol

G. Data Analysis

To analyze the data, researcher utilized the narrative analysis method. Narrative analysis is an approach to analyzing data by providing explanations, which can take several forms, such as analytical narrative, narrative explanation, narrative structure analysis, or sequence analysis. Narrative functions as a framework or model for organizing data, as well as providing a type of explanation (Neuman, 2014). Narrative analysis is a research approach that explores the ways individuals construct stories from their personal experiences. In this analysis, there are two intertwined layers of interpretation: first, participants interpret their lives through the narratives they create, and second, researcher interpret these narratives to understand how the narrative construction reflects the experiences and meanings contained within them. Thus, narrative analysis enables a deeper understanding of how individuals understand and interpret their lives through the process of storytelling. The following is an explanation of the steps based on (Delve & Limpaecher, 2020).

Table 3.2 Narrative Analysis Phase

No	Phase	Description of Analysis Process
1	Identify Stories	Start by looking for the important parts of the stories told by teachers about their experiences in implementing an independent curriculum for English lessons.
2	Group and Read by Event	Separate the stories based on events or situations that occurred while they were implementing the independent curriculum. Read the stories in the context of these events.
3	Code Story Structure	Make codes or marks for various parts of the story such as setting, characters, problems, and solutions that appear in the story about the experience of teaching English with an independent curriculum.
4	Story Analysis	Learn how the stories develop from beginning to end, and how various elements such as characters and problems relate to each other.
5	Compare Stories	Compare different stories to see patterns or similarities in teaching experiences with a standalone English curriculum.
6	Find the Core Message	After analyzing various stories, find the message or experience that best represents the teacher's identity in teaching English with an independent curriculum.