

CHAPTER III

RESEARCH METHOD

A. Research Design

Narrative inquiry was the method employed in this study. According to Polkinghorne (1995), they explicitly characterizes narrative inquiry as a subset of broader qualitative research. especially when it comes to presenting or summarizing a person's experience. As stated by Creswell et al. (2016), the steps involved in carrying out this research involve examining one or two people, obtaining information by interviewing them, reporting personal experiences, and arranging the significance of those experiences in a chronological order.

As defined by Bruner (as cited by Polkinghorne 1995), there are two forms of narrative inquiry: (a) analysis of narratives, or as studies whose data are stories or narratives but whose analysis results in paradigmatic typologies or categories: and (b) analysis of narratives, or studies whose data are occurrences actions, and events but whose analysis results in stories. The researcher employed narrative analysis form of this method, which highlights the experiences and story of a teacher who created listening materials utilizing the capability of TTS.

The procedures are outlined by Creswell (2016) have served as the basis for the study's approach. This narrative study was carried out in a straightforward and thorough manner, and it was then summarized in reference to the general framework of the study. The steps that were specified are listed below:

Step 1 : identify a phenomenon to address

This process started by choosing a research problem to study and identify. The objective of the research was to understand the experiences of a teacher who generate listening materials using TTS technology. The participant talked about their experience utilizing TTS software to produce listening materials..

Step 2 : purposely selecting an individual that can provide the experience

Next, we identified the person or people who best fit the described occurrence and could offer insight based on their personal experiences. The selected educator is MtsS Nur ihya'iddin's English teacher with an initial "A", Because they incorporates TTS into some of their listening lessons. The other reason for the researcher is because they have been familiar with the TTS program, specifically Elevenlabs.io.

Step 3 : collect stories from individual that reflect personal and social experiences

The goal is to gather texts that tell the story of a person's experiences. The kinds of stories that was examined here are the experiences of the teacher when they were using TTS as a tool for teaching listening to the students. How easily accessible and usable the tool is, how well the tool fits into the goals of the lesson, and the teacher's personal opinion regarding said tool. There are a few different methods to accomplish this, including in-person discussions or interviews. To obtain the required information, the participant and the researcher performed an in-depth interview containing 6 open-ended questions alongside using narrative framing to capture the teacher's experiences.

Step 4: Restory or retell the individual's story

In this stage, the researcher went over the information that contained the narrative and “restory” them. Restory is a term referring to a process which the researcher go over the narrative obtained during the interview and narrative framing, and went over said narrative to further examine and more importantly, organize them into the general framework form. This framework may involve gathering personal stories, analyzing the key elements (time, place, and plot) and then lastly organizing and classifying them in a chronological order and sequences. These components are then presented in this paper.

Step 5: collaborate with the participant

One of the core experience one can obtain during a narrative inquiry is establishing solid relationships with the individuals that are involved in a research project. Thus, collaborating with the participants is a necessary procedure. As researcher collects and gathers more informations and stories from the participant, they are also encouraged to establish relationships, bonds and overall be useful and comfortable to be around the participant.

Specifically, during this process, all individuals involved can negotiate the meaning of the story while also adding contexts and validations straight from the source. The purpose of this is so that the researcher can obtain valuable insight from the participant.

B. Research Setting

The researcher conducted this research in MtsS Nur Ihya'iddin located in Pelaihari, Panyipatan district, Tanah Laut Regency South Borneo.

C. Participants

As cited by Creswell (2016) In a narrative research, the inquirer often studies a single individual. Although not often, they can study more than one person. Since qualitative research does not specify the required number of participants that must be adhered to, the researcher chose one (1) participant for this research. the teacher from MtsS Nur ihya'iddin's. they fulfilled the requirement by actively integrating TTS into English learning, specifically for creating listening materials.

D. Technique of Data Collection

In the process of data collecting, the researcher uses two instruments. The instruments used in this research are interview and narrative frame.

1. Narrative Frame

Barkhuizen and Wette (2008) have discussed the idea of a narrative frame. According to them, a narrative frame serves as a tool for gathering and evaluating narrative data. In particular, it serves as a framework for research participants to describe and share experiences that are pertinent to the study. It is meant to help the individual create a coherent narrative based on their personal experiences and introspection.

The narrative frame will include a slightly modified temporal dimension of the narrative defined by Creswell (2016), starting in the past (early discovery) to

the present (current utilization). And as a narrative study, it is imperative to include these three elements:

a. Interaction

This is based upon the individual's feelings, hopes, reactions, and dispositions as well as their overall point of view.

b. Continuity

This entails the consideration of the timeline of each part of the narrative, from beginning to the end.

c. Situation

This contains information about the context, time, and place within the narrative.

To aim to provide the most expansive template as possible to anticipate the participant wanting to write more, the researcher provides empty spaces to fill in based on the questions for the participant to write freely while also following the narrative elements stated previously.

2. Interview

Interviews are a tool used to collect information from participants about their thoughts, feelings, and opinions about a situation or phenomenon in their own words, according to Ary et al. (2010) (p. 438). Based on this definition, this instrument could provide the researcher with valuable information from the teacher who uses TTS. It made it possible for the researcher to examine the use of TTS from the teacher's point of view.

Furthermore, this interview helped the researcher to obtain the data for how the teacher felt regarding TTS as a whole for aiding the process of creating listening materials, answering the second question of this research. The findings and results helped the researcher answer the significance of TTS in the listening aspect.

E. Data Analysis

Since narrative inquiry involves gathering story and description to be described through interview before assembling them into a comprehensive narrative, it focuses on the story told by the participant to form the basis of this paper. Therefore, there are three procedures implemented to provide this result, based on Riessman (1993).

1. Telling

True to its name, in this process, the participant is encouraged to describe all the important and necessary information to the researcher. However, to accomplish this, they need to be facilitated a supportive environment and the right kind of questions regarding the context of the narrative. As stated by Riessman (1993) “certain kinds of open-ended questions are more likely than others to encourage narrativization” .

So the place we choose to have this interview is through text message using the app ‘Whatsapp’ this might sound odd, but the teacher does voice their willingness to go by this mean. It saves them time, and they can focus on gathering all the thoughts on the question slowly without a pressure of a real time interview, which can provide more concrete answers. But the researcher also met the teacher to ask some clarification on certain answers that he had given.

The researcher asked the participant to answer 6 questions tied to the use of TTS in creating listening materials. The questions are designed to be open-ended so that the participant's answer could branch out freely if needed to be.

2. Transcribing

Transcribing is the process of converting spoken language into written form. This involves listening to audio recordings or watching video recordings and typing out the words that are being spoken. As said by Riessman (1993) each audio or video must have textual representation. The researcher used this step capture the experience told by the teacher, and then converting it into a readable format for the readers.

As stated by Riessman (1993) transcribing is fairly complicated as different people can interpret different things from other people's story. There are some things that are bound to be lost when transcribing, such as the Subject's feelings, delivery, and tone can make quite a difference in terms of delivering the narrative. So there is no objective way of doing this since it can all end up being very subjective.

The researcher has limited the text transcribed for it to only include the answer to specific questions in order to minimize this issue, since the purpose of this paper is to find out the method of teaching using TTS and the thoughts of the teacher involved. The teacher's answers are coincidentally short, straightforward and to the point, so the researcher believed that this would not pose a problem when it comes to not correctly transcribing the experience.

3. Analyzing

Analyzing is the last basic step provided by Riessman (1993). Analyzing is a process involving examining something closely in order to better understand it. This means once the researcher deciphered and transcribed the narrative provided by the teacher, the next thing to do is to analyze it to create metastory of what happened by telling the reader what the interview signify. The researcher analyzed the story obtained from transcribing the messages from the teacher, adding the necessary context below the quotations for more clarity for the readers.