

CHAPTER III

RESEARCH METHOD

A. Research Design

Connelly and Clandinin (2006) underlined is narrative inquirers can start their inquiries by either telling stories to participants or by accompanying them while they live out stories. This is because they operate within a three dimensional narrative inquiry framework. We immerse ourselves in the midst of stories, regardless of whether the inquirers start out telling or living stories. Narrative inquiries commence with the continuing stories of participants, inquirers, and society, culture, and institutions. Entering the field, or conversing with participants, is like to stepping into the middle of a narrative (Clandinin, 2006).

In qualitative research, there are several models available. One of them is the narrative model. Narrative comes from the verb "to narrate" or "to tell in detail" (Ehrlich, Flexner, Carruth, & Hawkins), before telling something, the narrator must clearly understand what they are going to tell. By listening to the story told by the narrator, the audience must understand the essence of the story. The better the narrator's understanding of the contents of the story, the easier it can be for the audience to understand the essence of the story. In simple terms, stories can come from the experiences of the subject (Listiyanto & Fauzi, 2016).

The narrative method is used in research to interpret the data obtained from the subject. Researcher describe individual lives, collect and tell about people's lives, and write narratives about individual experiences (Connelly & Clandinin, 1990). Researcher who use the narrative method tend to tell about certain things based on the data received. In other words, the narrative written by the researcher is based on what is told by the subject. After getting all the data needed, the researcher began to interpret everything using narrative techniques. The steps in conducting narrative research as follows:

1. Identify a phenomenon to explore that addresses an educational problem.
2. Purposefully select an individual from whom you can learn about the phenomenon.
3. Collect the story from that individual.
4. Restory or retell the individual's story.
5. Collaborate with the participants-storyteller.
6. Write a story about the participant's experiences.
7. Validate the accuracy of the report

B. Research Setting

The researcher chose MTs Negeri 2 Kotawaringin Barat as the research field, on Jalan H. M. Taher No.36, Kumai Hilir Village, Kumai District, West Kotawaringin Regency, Central Kalimantan Province, 74181. The researcher chose this school because of its placement makes it possible to do research and is easy accessible; it also features educational areas that apply 4C's and Project-Based Learning.

C. Participant

The participant in this research was teacher who taught English at MTs Negeri 2 Kotawaringin Barat. Reseacher chose the only one English teacher who teach PjBL. Researcher collected data with teacher regarding how teachers reflect on students in implementing 4C's through the Project-Based Learning approach. The researcher start this research with interviews with teacher and accompanied by writing a reflective journal by the teacher as supporting data for this research. In this case, researcher called the participant with *Teacher A*.

D. Data

In this research, data was collected through interview with teacher and fill the journal by teacher that involved in implementing the Project-Based Learning. Reseacher shows the data are follows:

1. The data in this research contains information about the presentation of resource persons or teachers regarding the implementation of 4C's through the Project-Based Learning approach, especially creativity and communication skills. This data also discusses how teacher reflect on their learning, both in terms of strengths and weaknesses in each lesson carried out. This data was obtained by conducting interviews and filling in journals by the teacher.
2. Researcher also use other sources of knowledge as supporting material for participants' thinking in this research. Several references used

include journals, articles and previous research that are relevant to this research.

E. Technique of Data Collection

Dewi, I.G.A.A.O (2021), highlighted data collection is the most important thing in research. Of course, good data requires good techniques in collecting it. The quality of quantitative or qualitative research is largely determined by the type and coherence of evidence collected by the researcher. There are a number of fundamental differences regarding evidence gathering tools in quantitative analysis and qualitative analysis, including accounting analysis. This difference is caused by the target of opposite types of analysis, namely quantitative research requires more to understand where a problem is, whereas qualitative analysis more necessary before linking the strength of a problem. Another very different feature is part of quantitative analysis is represented by a value or numerically, while qualitative analysis suggests an in-depth analysis story. In this research, researcher conducted interviews and collected data through teacher journals.

1. Interview

Researcher conduct interviews directly with respondent or face to face. Interviews were conducted in depth and closed. One way to collect qualitative data in interviews is to dig deeply into participants' perspectives on the topic we are researching. Researcher asked questions about points of view, experiences, problems, as well as the advantages and

disadvantages felt by participants while carrying out this teaching method. Researcher want to know the views and experiences of respondents in implementing 4C's through Project-Based Learning. Participant provide their explanations regarding this matter so that researcher can use the results as material for discussions and discoveries in this research.

2. Journal

In this research, researcher also used journals as supporting data in this research. This journal was created by researcher based on research questions that were previously stated. This research journal can help researcher provide information about students' conditions during classroom learning. This journal contains teacher reflections regarding 4C's through a Project Based Learning approach. The teacher provides a narrative for each question in the journal. The question points in the journal as research discussion material tailored to the needs of the research questions.

Reiman (1999); Jaeger, E. L (2013) reviewed seven studies that focused on facilitating conceptual and ethical growth among pre-service and in-service teachers via guided reflection in dialogue journals. Overall, growth in conceptual complexity was modest compared to that of moral judgment. Journal entries are the most commonly used means of professional reflection in teacher education. Some writers advocate for journal entries that use a relatively unstructured storytelling approach (Schon, 1988) or a "free write," in which the author records thoughts in a stream-of-conscious

style (Tremmel, 1993). However, most teacher educators recommend a more structured approach in which teachers are taught techniques as well (Ross, 1990; Jaeger, E. L 2013).

F. Research Instrument

In this research, researcher used interview guideline and teacher reflection journals as a means of obtaining and collecting data.

Researcher chose interviews as a means of collecting data. The type of interview chosen by the researcher is an in-depth interview. The researcher compiled this interview guideline based on the research questions. Researcher divided three points of focus in the interview guideline. The first point is regarding PjBL Integration in Teaching English which contains 4 questions. At this point the question discusses the teacher's experience in implementing 4C's through Project-Based Learning and the reasons why participant chose this approach in their teaching. This section discusses how projects are given to students, starting from time, discussions, and how students create their projects. The second point concerns PjBL Design and Implementation which contains 9 questions. The third point concerns Teacher's Reflections in 4C's which contains 7 questions. This final part discusses how teachers view the 4C's. This section also discusses how teachers think about reflection in their learning, especially on 4C's reflection on creativity and communication skills. The results of this interview are written in an interview script as discussion material in this chapter.

G. Data Analysis

The "process of making sense of the data" refers to the rigorous statistical analysis of the data. To achieve this, one must immerse oneself in the data and then solidify the data by concentrating on those segments that can provide insight (even ambiguity) into your research question. Next, the researcher compares the segments to find patterns or themes in the data. The researcher confirms what is being said and creates a mask of the pattern/theme in question. This understanding, or comprehension, can help immensely in research.

One type of qualitative data analysis that is frequently employed in narrative inquiry is narrative analysis. Although there are no predetermined methods for story analysis, a number of narrative scholars have produced methodologies and principles that can be used. Four methods are available for use by narrative analyzers. Since narrative thematic analysis is the most popular of the four methodologies and focuses mostly on the text's content, researcher choose to use it. The second strategy is structural analysis, which focuses on the construction or telling of a story. Thirdly, the "dialogic process between teller and listener" is the main subject of dialogic analysis. Visual narrative analysis is a vast field that includes both words and visuals. It adds spoken or written text and images into narrative analysis (Butina, 2015).

Butina (2015) stated the five steps of the narrative thematic analysis technique have employed were:

1. Data organization and preparation

2. Getting a general feel of the information
3. Coding
4. Categories or themes
5. Data interpretation

Narrative analysis, like many other methods, takes a set of records such as interviews and reduces them to abstract findings. The difference is that while many popular qualitative methods aim to reduce interviews to a core set of themes or findings, narrative analysis aims to reduce interviews to a core narrative set.

Below are the steps involved in conducting narrative analysis:

1. Define the research question: The first step in narrative analysis is to identify the research question or area of interest. Researcher may want to examine a particular social or cultural phenomenon, or gain a deeper understanding of an individual's experience.
2. Gather the narratives: Researcher then collect the narratives or stories that they can analyze. This can involve collecting written texts, conducting interviews, or reviewing visual media.
3. Transcribe and categorize the narratives: Once the narratives have been gathered, they are transcribed into a written format and categorized to identify themes, motifs, or other patterns. Researcher may use a coding system that has been developed for the study or an existing one.
4. Analyze the narratives: Researcher then analyze the narratives, focusing

on the themes, motifs, and patterns that have emerged from the categorization process. They may also examine the structure of the narratives, the language used, and the social and cultural context in which they are situated.

5. Interpret the results: Finally, researcher interpret the findings of the narrative analysis and draw conclusions about the meanings, experiences, and perspectives that underlie the narratives. They may use the results to develop theories, make recommendations, or inform further research.

In this research, the researcher compiled narrative study steps based on the research needs as follows:

1. Determine the research topic

Researcher determine research topics that begin with the search for problems in a particular focus. The discovery of this topic is also accompanied by the selection of research settings from the field, participants, time, and so on. Researcher determine the formulation of problems that used as a reference in compiling this research.

2. Conducting research

In this section, researcher took and collected research data through interview and journaling by teachers. Interviews were conducted to obtain in-depth data and journals written by teacher as supporting data in this study.

3. Data Processing

Data processing in this study was conducted by the researcher, who determined which data were relevant to the research questions previously posed. Researcher reorganize the results of interviews, which produce interview transcripts.

4. Data Analysis

Researcher analyzed the data by adjusting the focus of the research. Researcher process data according to the formulation of research problems. Researcher synthesize data according to relevant theories.

5. Interpretation of research results

The data processed by researcher produce findings in this study. The results of the research are told through the conclusions at the end of the study. As before, the researcher present the final research data in accordance with the formulated problem.

The Matrix of the Research Instruments and Data Analysis Techniques

No Of RQ	Technique of Data Collection	Instrument	Participant	Investigated Data	Design	Data Analysis
1	Interview	Interview Guidleine	Teacher	<ul style="list-style-type: none"> The teachers' experience implementing Project-Based Learning 	Qualitative	Narrative Analysis
2	Interview and Journal	Interview Guideline and Teachers' Journal	Teacher	<ul style="list-style-type: none"> Teachers' view on implementing 4C's Teachers' reflection on implementing 4C's Teachers' reflection on creativity skill Teachers' reflection on communication skill 	Qualitative	Narrative Analysis
3	Journal	Teachers' Journal	Teacher	<ul style="list-style-type: none"> Teachers' challenges in implementing Project-Based Learning to enhance students' creativity and communication skills 	Qualitative	Narrative Analysis

Table 3. 1 Research Instrument and Data Analysis Techniques