

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

Polkinghorne (1995) says that narrative inquiry is familiar to qualitative researchers and defines it as a subset of qualitative research methods in which stories describe how people act. Creswell et al. (2007) say that a narrative study looks at how people's lives have changed over time. Narrative research is a type of research in which people's life stories are collected and then thought about (Josselson, 2007). Narrative inquiry is a way to understand and study experience by working with people over time, in a place or set of places, and by social contact with milieus (Clandinin & Connelly, 2000). Connelly and Clandinin (1990) say that because collaboration happens from the beginning to the end of narrative inquiry, plot ideas constantly change as written materials are discussed. New data is gathered to build the crucial parts of the new story.

This research use narrative inquiry as a method for conducting a more in-depth investigation of the challenges senior students confront in the process of finishing their theses. Creswell's explanation is be the basis for the phases and processes used in this investigation (2012). The technique outlines the individual actions that comprise the overall narrative inquiry process. In addition, with consideration given to the setting of this research. These are the actions that need to be taken:

## **1. Identify The Phenomenon to Explore**

In this stage, the researcher focuses on senior students' perspectives on the difficulties and obstacles associated with finishing their thesis. Identifying the problems gives study objectives and enables the researcher to comprehend the individual's personal or societal experiences. This study aims to investigate senior students' perspectives on the problems and challenges they face when writing their thesis. To determine the nature of this phenomenon, researchers conducted interviews.

## **2. Select One or More Participants to be Studied**

The criteria for selecting participants were senior students from the 2018, 2017 and 2016 batches.

## **3. Collect the Story from Each Participant**

In this step the participants told their stories packaged in a narrative frame and the researcher also collects other field report texts by interviewing the participants.

## **4. Retell the Each Participant's Story**

In addition to the participant's words in interviews and discussions, written field texts also reveal important details about the person being studied. Writings in diaries and personal accounts from

friends and family members are examples. The researcher conducted in-depth interviews to obtain information from individuals.

## **5. Collaborate with the Participants**

While collecting narrative stories, the researcher collaborates with the storyteller to ensure that the participants' experiences are presented accurately. During the process of doing research, this stage took place. The purpose of this is to verify the data source. At first, the researcher would collaborate closely with the people who were being studied in order to collect their tales. The participants were required to have a solid understanding of the story to convey. As a result, the researcher made it clear that all types of experiences, including happy and sad ones, were encouraged to be shared so long as they were pertinent to the framing.

## **6. Write the Story from the Participants' Experience**

A thematic analysis is used in the researcher's writing and reporting of the findings. The findings section is broken down into a few different subsections that each highlight one of the primary themes that emerged from examining the data. Thematic analysis is perhaps most suited for use with many case studies since it allows for comparing narratives in different data sets to identify recurring themes and emphasize individual differences.

## **7. Validate the Report's Accuracy**

Beginning with collecting, retelling, and reporting the participants' stories, the researcher maintained open communication and collaboration with the subjects throughout the process. The report on the findings was completed after the validating processes, including member checking, triangulation, the data source, and searching for information that contradicted the conclusions were carried out. This stage was expounded upon in the subsequent section on the reliability of the study that follows.

### **B. Research Setting**

This research was conducted in English Education Department of UIN Antasari Banjarmasin. The researcher chose this institution after discovering that more than one student graduated in the ninth semester without completing their thesis by the eighth. Consequently, the researcher chose this location to conduct research.

Apart from that, this research was conducted on the 18th to 19th of December 2023. In the English Language Education department itself, the sociocultural challenges that can be seen are such as language barriers, personal problems that impact lectures, etc.

### **C. Participants**

This study used senior students of English Education Department of UIN Antasari Banjarmasin. To validate this research, four students of random

gender was involved. The researcher used the purposive sampling method to choose the participants. As Creswell (2018) mentioned, the key of qualitative research is to purposefully select the participants.

The researcher conducted this research by giving the students a Narrative frame and interviewing them. The researcher chose these participants because they should have finished their college studies at least four years. Researchers examined the struggles that caused them not to be able to finish their studies in four years.

#### **D. Research Instruments**

This research used only in-depth interview questions. According to Clandinin and Connelly (2000), narrative inquiry involves "the study of experience as narrated by individuals and groups, and the stories they tell", and interviews are one of the primary methods used to collect this type of data. They also note that researchers using narrative inquiry should focus on "creating contexts for stories to emerge, listening carefully to the stories told, and inquiring into the meanings of those stories".

Similarly, Riessman (2008) suggests that interviews are a key method in narrative research, as they provide the opportunity to elicit rich and detailed stories from participants. She notes that the focus of narrative research is on "stories as a way of making meaning and understanding lives", and that interviews are a valuable tool for exploring these stories.

In narrative inquiry, in-depth interviewing is often used as the primary method for data collection. According to Polkinghorne (2005), narrative inquiry is a form of qualitative research that uses stories and personal experiences to understand human experience. He also suggested that interviews are a crucial method for collecting rich and detailed stories, which can be analyzed through narrative analysis.

Similarly, Creswell (2013) also suggested that narrative inquiry is often conducted through interviews, as they provide a rich source of data in which participants can share their personal stories and experiences. In-depth interviews in narrative inquiry typically involve open-ended questions that allow participants to share their experiences in their own words, which can then be analyzed through narrative analysis techniques.

Interviews are a commonly used method in narrative inquiry research, as it allows researchers to gain a deep understanding of the experiences and perspectives of participants.

#### **E. Data Collection Procedure**

Interviews were carried out by the researcher so that they could gather information for this narrative inquiry-based study. For research, one of the best ways to learn about someone or delve deeply into their information is to conduct an interview or question-and-answer session with them. An interview is conducted to obtain information about the life of the interviewee as well as the interviewee's interpretation of the relevance of the 'phenomenon

discussed' (Kvale, 1996). In addition, according to Schostak (2006), an interview is a protracted conversation aimed at acquiring in-depth information about a certain subject or issue, and the occurrences that take place during the interview can be understood in terms of the interviewee's meaning.

## **F. Data Analysis**

The data for this study was analyzed using thematic analysis. Using thematic analysis, one can identify commonalities in qualitative data. Because it "gives essential skills that will be useful for doing many other types of analysis," Braun and Clarke (2006) argue that it should be the first qualitative approach taught. Second, unlike other approaches to education, it is a technique rather than a method (Braun & Clarke, 2006; Clarke & Braun, 2013). This means that, in contrast to many qualitative methods, it is not dependent on a specific way of understanding how knowledge is acquired or how theories function. One of its many benefits is that it can be used in various educational contexts.

Multiple approaches exist for conducting a thematic analysis (e.g., Alhojailan, 2012; Boyatzis, 1998; Javadi & Zarea, 2016). Nevertheless, it is sometimes unclear what theme analysis is or how it differs from qualitative content analysis<sup>1</sup> due to the wide range of approaches (Vaismoradi, Turunen & Bonda, 2013). Here, we employ the 6-stage framework developed by Braun and Clarke (2006). At least in the social sciences, this is the preferred

approach because it provides a concise and valuable framework for examining topics.

Finding themes, or exciting or essential patterns in the data, is central to the process of thematic analysis, and the results can then be used to provide insight into the research or to comment on a given subject. An excellent thematic analysis does more than summarize the data; it also examines the data and attempts to conclude. One typical blunder is to use the most crucial interview questions as recurring themes (Clarke & Braun, 2013). Rather than analyzing the data, this usually means compiling and sorting it.

Braun and Clarke (2006) differentiate between overt and covert themes in their work. In contrast to emic themes, which go "beyond what a participant has said or written," semantic themes stay "...within the explicit or surface interpretations of the data." This analysis reveals deep semantic themes and a high volume of instruction and study. Rather than merely restating the arguments, the analysis provides in-depth analysis and clarification. Instead, the latent level "begins to identify or study the underlying concepts, assumptions, conceptualizations, and ideologies that are thought to shape or guide the semantic content of the data."