

CHAPTER III

RESEARCH METHOD

A. Research Design

Creswell, J. W., & Poth (2007) claimed that an interpretive, naturalistic approach to the environment is the basis of the situated procedure that is qualitative research. This leads to the conclusion that qualitative researchers examine situations in their own area in order to interpret or make sense of them based on the interpretations that people would make of them.

To build up this research, the researcher uses narrative inquiry as the research method. Creswell, J. W., & Poth (2007) characterized as the examination of a person's life experiences. This kind of research involves gathering and analyzing firsthand accounts from people. A technique for comprehending and investigating experience through participant and researcher cooperation over time, in a particular place or series of locations, and through social interaction is called narrative inquiry (Clandinin, 2006).

Narrative inquiry is suitable in the understanding that human beings make sense of their lives through stories. It is particularly appropriate for educational research, where experiences are not only shaped by personal histories but also by the broader social and institutional narratives in which individuals live and work (Clandinin & Connelly, 2004). By focusing on the

personal teaching stories of two English teachers who use songs in their classroom practice, this study ready to uncover the meaning they make of their experiences, the challenges they encounter, and the pedagogical intentions behind their choices. Narrative inquiry provides the tools to analyze these experiences not as isolated events, but as part of an unfolding story that reflects identity, context, and professional growth. This aligns well with the aim of this study, which is to gain insight into the teachers' perspectives through the stories they tell about their practice. This provides a richer, more authentic understanding of why educators choose to integrate music into their language teaching practices.

B. Research Setting

This study was conducted in two different junior high schools located in MTs Noor Aini Banjarmasin and SMP Muhammadiyah 1 Banjarmasin. The research settings were selected purposefully to provide a rich and varied context for exploring the lived experiences of English teachers in using songs as a teaching strategy.

Each school had its own unique characteristics in terms of student population, resources, and institutional culture, which allowed for a broader understanding of how songs are integrated into English language teaching. The school environments were not chosen for comparison, but rather to show how similar pedagogical practices are shaped by different teaching contexts.

The criteria are typically derived from the theoretical framework or objectives of the study. This approach ensures that the data collected is rich and meaningful, as participants are chosen precisely because they can provide insights that align with the study's focus. In narrative inquiry, criterion sampling is particularly useful because it prioritizes the depth and relevance of participants' lived experiences rather than generalizability.

C. Participants

Two English teachers from different junior high schools in MTs Noor Aini Banjarmasin and SMP Muhammadiyah 1 Banjarmasin were involved in this study. Both participants had experience using songs as a medium for teaching English, which is central to the research objectives. The selection was not based on achieving homogeneity in institutional background, but rather on the shared professional role and teaching practice that aligned with the research questions.

The participants in this study were selected using criterion-based purposive sampling. Criterion-based purposive sampling is a non-probability sampling technique commonly used in qualitative research to select participants who meet a predetermined set of criteria essential to the purpose of the study. According to Nyimbili and Nyimbili (2024), this sampling strategy allows researchers to focus on individuals who possess specific characteristics or

experiences that are directly relevant to the research questions. By focusing on their lived experiences, this study aims to capture rich, narrative-based insights into their pedagogical practices and perspectives.

D. Data

The narratives from in-depth interviews are the primary sources of data in this research. Narrative inquiry serves as the best data collection method to perfectly gather such live experiences from the participants (Clandinin, 2006).

E. Technique of Data Collection

The researcher uses an in-depth interview to collect data to purposely find the result of this research. The narrative approach emphasizes the meanings that subjects assign to their own stories, and places them at the forefront of the research process (Anderson & Kirkpatrick, 2016). In-depth interviews are often regarded as a powerful tool for exploring personal motivation, particularly because they allow participants to share their experiences and insights in a conversational, flexible format.

Furthermore, observation also required in order to proof the experiences shared by both teachers. Observation is the process of collecting open-ended, first-hand information through people and place observation at a research site. The data taken is in form of instructed text data and pictures with fieldnotes and drawings (Creswell, 2012). In addition, Baker (2016) concluded that because it

frequently necessitates the researcher taking on multiple roles and employing multiple techniques to collect data, observation is a complex research method. Furthermore, regardless of the degree of engagement with the study group, the researcher must never lose sight of her or his primary responsibility as a researcher keeps the necessary distance to collect and assess data essential to the issue being studied.

F. Data Analysis

In analyzing the data in this research, the researcher uses narrative analysis to achieve the result of this study. It is a process in which the researcher uses to comprehend participants narratives from their personal experiences. This analysis used by researcher is based on the theory framework of Riessman (2005).

1. Telling

This interview initiates a dialogue between the participant or storyteller and the researcher or listener, with the aim to find the specific experiences. In order to support her research, the researcher used a range of tools, including a pen, a book, and a mobile phone, to record and listen to voice recordings. At this early stage, the main objective is to obtain a comprehensive account of the source's perspective.

2. Transcribing

Once the narrative has been received, the researcher transcribes the discussion or story provided by the source. The researcher creates a rough transcription, a first draft of the entire interview that puts words and other interesting features of the conversation on paper. Afterwards, go back and re-transcribe selected parts for detailed analysis.

3. Analyzing

At this point, the transcribed text is thoroughly examined by the researcher in depth. The researcher repeatedly and attentively listens, transcribes, and then reviews or listens to each conversation or story. The researcher's discoveries were used to make and choose textual representations of the interview narratives. These were then subjected to analysis and investigation, with the results adjusted to align with the theory. This process was repeated until a sufficient level of understanding had been achieved, after which the researcher drew conclusions from all the findings that had been identified and discussed.