

CHAPTER III

RESEARCH METHOD

A. Research Design

This study will employ a qualitative research design using a narrative inquiry approach to explore the real-life experiences of an English teacher working in a remote area. This approach was chosen because the focus of this study is to understand deep personal and contextual experiences that cannot be captured through numerical data. Qualitative research is suitable for studies aimed at exploring complex human experiences and meanings within their natural environments (Creswell, 1994).

Within the qualitative paradigm, this study will adopt narrative inquiry as its research method. Narrative inquiry was chosen because it allows the researcher to collect and interpret participants' personal stories regarding their teaching experiences, challenges, and adaptation strategies in remote areas (Clandinin & Connelly, 1990). This method is particularly suitable for this study because it allows the researcher to understand not only the difficulties faced by participants but also the emotional, professional, and reflective dimensions of their teaching journeys.

Through narrative inquiry, the researcher will engage collaboratively with participants to explore, reflect on, and reconstruct their experiences. This process will provide a deeper understanding of how teaching in remote contexts shapes

teachers' resilience and the strategies used to overcome pedagogical, logistical, and social challenges.

B. Research Setting

This study was conducted at MTs Darul Da'wah Wal Irsyad, Teluk Tamiang, Kotabaru, South Kalimantan, Indonesia. The research setting was purposefully selected to provide a rich and authentic context for exploring the lived experiences of an English teacher teaching in a remote area.

The classification of Teluk Tamiang as a remote area is consistent with the Indonesian government's criteria for 3T regions (Terdepan, Terluar, dan Tertinggal), which categorize areas based on geographical isolation, limited infrastructure, and inadequate access to public services including education (Kemendikbud, 2020). These criteria align with the conditions observed in the research setting, further justifying its selection as the site of this study.

The school is located in a geographically isolated environment, approximately 4–6 hours away from the nearest city. The road access to the school is in poor condition, passing through several mountainous areas, which makes transportation particularly difficult. Public transportation to the area is also extremely limited, forcing most people to rely on private vehicles to reach the school. During rainy seasons, the road conditions worsen significantly, making the school surroundings muddy and increasingly difficult to access. Despite these geographical challenges, the students are mostly local residents, which means attendance is relatively maintained.

In terms of educational facilities and resources, the school faces considerable limitations. There is no language laboratory available, and teaching and learning materials such as textbooks and instructional media are insufficient. Technological resources are also minimal — while the school has one LCD projector, it is rarely used due to unreliable electricity supply. Computers are largely unavailable for classroom use. Electricity supply is unstable, particularly during rainy weather when power outages frequently occur. Internet access is available but highly limited, and connectivity is completely lost whenever the electricity goes out. These conditions significantly influence the teaching and learning process, particularly for the sole English teacher who must creatively adapt instructional strategies to work within these constraints.

The research setting was not chosen for comparative purposes, but rather to illustrate how a teacher's experiences are shaped by the specific conditions of remote teaching contexts. In narrative inquiry, purposeful selection of research settings prioritizes depth and contextual relevance over generalizability (Clandinin & Connelly, 2000). By situating the study in this setting, the research aims to capture in-depth narratives that reflect the realities of teaching English in remote areas, including pedagogical, logistical, and social challenges.

C. Participant

The participant of this study was selected using criterion-based sampling, a type of purposive sampling technique. This approach ensures that the participant meets specific criteria relevant to the research focus. The criteria include: (1) an

English teacher who is currently teaching in a remote area, (2) a teacher with at least 5–10 years of teaching experience, and (3) a teacher who has encountered challenges related to limited resources and support. By selecting the participant based on these criteria, the study ensures that the data collected will provide rich insights into the lived experiences of an English teacher in a remote context.

The participant of this study is an English teacher at MTs Darul Da'wah Wal Irsyad, Teluk Tamiang, Kotabaru, South Kalimantan. She holds a Bachelor's degree (S1) in English Language Education from Universitas Islam Kalimantan Muhammad Arsyad Al-Banjari and has been teaching for eight years. As the sole English teacher at the school, she is responsible for teaching all grade levels. Beyond her primary subject, she also takes on additional subjects outside her specialization due to the severe shortage of teaching staff at the school. This situation reflects the complex and demanding nature of teaching in a remote area, where teachers are often required to go beyond their designated roles to ensure the continuity of students' learning.

D. Data

The primary data for this study were collected through in-depth narrative interviews with the participant. The data are directly aligned with the two research questions of this study. The first research question concerns the pedagogical and logistical challenges faced by the English teacher in a remote area. To address this question, the researcher collected narrative data in the form of the participant's personal stories and descriptions of her difficulties in teaching English, including

challenges related to limited teaching materials, inadequate classroom facilities, geographical isolation, and lack of institutional support. The second research question concerns the strategies the teacher employs to overcome those challenges. To address this question, the researcher collected narrative data related to the participant's accounts of how she adapts her teaching methods, manages limited resources, and maintains her commitment and resilience as an English teacher in a remote setting.

These narrative data were obtained through two interview sessions conducted at the school across two separate days. In addition, the researcher also collected supporting data in the form of photographs of the classroom, school facilities, and teaching materials, which provide visual evidence directly related to both research questions. Field notes written by the researcher during and after each school visit also serve as supplementary data that contextualize the participant's narratives and strengthen the overall findings of the study.

E. Technique of Data Collection

1. Semi-Structured Interview

Semi-structured interviews were used as the primary data collection technique in this study. The interviews were conducted across two visits to the school. Prior to conducting the interviews, the researcher prepared interview questions carefully designed based on the research questions and objectives of the study. The interview was built around 7 main topics: (1) teaching background, (2) English teaching practices, (3) pedagogical challenges, (4) logistical challenges, (5)

adaptation strategies, (6) resilience, and (7) personal reflections regarding teaching English in a remote area. However, because the format was semi-structured, the questions were not limited to these seven topics alone. During the interview sessions, each main question naturally developed into further follow-up questions depending on the participant's responses, allowing the conversation to go deeper into specific experiences and situations that emerged during the discussion.

The first visit was conducted to establish rapport with the participant, observe the school environment, and obtain formal permission from the school administration. During this visit, the researcher explained the purpose of the study, the voluntary nature of participation, and the confidentiality of the participant's information. The second visit was conducted to carry out the interview sessions.

The interviews were conducted in Indonesian to allow the participant to express her experiences naturally and comfortably. Each interview session lasted approximately two hours. During the interviews, the researcher used a smartphone to audio-record the conversations with the participant's consent. The interview began with questions about the participant's teaching background and English teaching practices to build a comfortable conversational atmosphere. The researcher then gradually moved to deeper topics, including the pedagogical and logistical challenges the participant faced, the strategies she employed to overcome those challenges, and her sense of resilience and personal reflections as an English teacher in a remote area.

During the sessions, follow-up questions were asked whenever the participant discussed experiences that required further clarification or deeper

exploration. For example, when the participant described a particular difficulty in teaching English due to limited resources, the researcher followed up by asking how she responded to that situation and what solutions she found. This flexible and exploratory approach allowed the researcher to obtain richer and more detailed narrative data than would have been possible with a fixed set of questions. Throughout the process, the researcher maintained an active listening approach and created a supportive and non-judgmental atmosphere to encourage the participant to share her experiences openly and reflectively.

The recordings were then manually transcribed word by word and subsequently translated into English sentence by sentence for analysis purposes (Denzin & Lincoln, 2011). Through the interviews, the researcher obtained narrative data regarding the participant's teaching experiences, pedagogical and logistical challenges, adaptation strategies, emotional resilience, professional commitment, and personal reflections. All of these data are directly linked to the two research questions of this study, ensuring that the information gathered was purposeful and relevant to the research objectives.

Table 3.1 Schedule of Data Collection

Technique	Date	Purpose	Duration
Semi-Structured Interview	September 5, 2025	Submission of research permission letter and initial rapport building with participant	± 60 minutes
Semi-Structured Interview	September 19, 2025	First interview session — covering teaching background, English teaching practices, and pedagogical challenges	± 2 hours
Semi-Structured Interview	September 26, 2025	Second interview session — covering logistical challenges, adaptation strategies, resilience, and personal reflections	± 2 hours

Technique	Date	Purpose	Duration
Visual	September 19, 2025	Collecting photographs of classroom environment, school facilities, and teaching materials	During interview session
Visual	September 26, 2025	Collecting photographs shared by the participant related to her teaching context	During interview session

2. Visual Narratives

In addition to interviews, visual narratives were also used to support and enrich the data collected in this study. The visual data consisted of a total of five photographs, some of which were taken directly by the researcher during the school visits using a smartphone, while others were shared by the participant through her smartphone. The photographs documented specific aspects of the teaching and learning context, including the classroom environment, the condition of school facilities, available teaching materials, and the overall physical infrastructure of the school building.

During the interview sessions, the photographs were displayed on the researcher's smartphone and shown directly to the participant. The participant was then invited to explain and reflect on the situations represented in each photograph. This process encouraged the participant to provide deeper and more detailed accounts of her teaching context, particularly regarding the physical limitations and logistical challenges she faces on a daily basis as an English teacher in a remote area. By responding to the photographs, the participant was able to recall and articulate specific experiences that might not have emerged through verbal questioning alone.

The use of visual narratives in this study also functioned as a form of contextual verification, allowing the researcher to compare and cross-check the participant's verbal explanations with the visual evidence collected during the school visits. Through the five photographs, the researcher obtained the following data: (1) the physical condition of the classroom, including limited seating, inadequate lighting, and the absence of proper learning aids; (2) the condition of available teaching materials, which were limited in number and often outdated; (3) the overall infrastructure of the school building, reflecting the logistical challenges of operating in a remote and geographically isolated area; (4) the participant's daily teaching environment, which provided visual confirmation of the difficulties she described during the interviews; and (5) contextual evidence directly related to both research questions of this study, namely the pedagogical and logistical challenges faced by the teacher and the strategies she has developed to address them. All of these visual data serve as supporting evidence that strengthens and enriches the narrative data obtained through the interview sessions.

F. Data Analysis

In this study, the researcher conducted a narrative analysis through several systematic stages adapted from narrative inquiry analysis procedures proposed by Catherine Kohler Riessman (2008). Narrative analysis was employed to understand and interpret the participant's lived experiences as an English teacher in a remote area through the stories and experiences shared during the interviews. Since the interviews were conducted in Indonesian, the first step involved manually

transcribing the audio recordings by repeatedly listening to each recording and typing the participant's responses verbatim into Microsoft Word. This process enabled the researcher to engage closely with the participant's words, expressions, and tone of voice. After the transcription process was completed, the transcripts were translated into English manually while maintaining the original meaning of the participant's statements. The translated transcripts were then read several times to help the researcher become familiar with the data before beginning the formal analysis.

The analysis process consisted of the following stages:

1. Identifying Narrative Segments

The researcher carefully read the interview transcripts and identified sections that were relevant to the research questions. Important statements and experiences shared by the participant were highlighted using different colors in Microsoft Word. The color-coding technique was used to distinguish several categories, such as pedagogical challenges, logistical difficulties, adaptation strategies, and resilience. The highlighted segments were then grouped according to their categories to facilitate further analysis.

2. Organizing Narratives Chronologically

After identifying the narrative segments, the researcher organized the participant's experiences chronologically based on the sequence of events described during the interviews. This step was intended to understand how the participant's experiences developed over time, beginning from her early teaching experiences in the remote area until her current condition. When the sequence of events was

unclear, the researcher revisited the audio recordings to ensure the accuracy of the chronology.

3. Classifying Narrative Themes

The grouped narrative segments were then classified into broader thematic categories. The researcher organized the data into four major themes: pedagogical challenges, logistical difficulties, adaptation strategies, and resilience. During this process, the researcher repeatedly reviewed the data to identify patterns, relationships, and overlapping meanings among the themes. Some narrative segments were placed under more than one theme because they reflected multiple aspects of the participant's experiences.

4. Analyzing Narrative Structure

The researcher then analyzed how the participant constructed and conveyed her stories. Attention was given to the sequence of events, emotional expressions, repeated patterns, and the participant's perspective toward her experiences. This stage helped the researcher understand how the participant interpreted challenges, responded to difficulties, and described significant moments in her professional journey as an English teacher in a remote area.

5. Interpreting Meaning

After the narrative structure had been analyzed, the researcher interpreted the meanings embedded in the participant's stories. Interpretive notes were written alongside the analyzed data to capture reflections and insights regarding the participant's experiences, values, motivations, and resilience. The interpretation was guided by the theoretical framework of narrative inquiry and resilience to

connect the participant's experiences with broader educational issues related to teaching in remote areas.

6. Constructing the Core Narrative

In the final stage, the researcher synthesized the findings into a coherent core narrative representing the participant's experiences as an English teacher in a remote area. The core narrative was developed by combining the most significant narrative segments from each theme into a unified story. Throughout this process, the researcher continuously referred back to the original transcripts to ensure that the final narrative accurately reflected the participant's actual experiences and maintained the authenticity of her voice.

To ensure the trustworthiness of the study, the researcher applied the criteria proposed by Yvonna S. Lincoln and Egon G. Guba (1985), namely credibility, transferability, dependability, and confirmability. These criteria were used to ensure the rigor, consistency, and trustworthiness of the qualitative findings throughout the research process.

a. Credibility

To establish credibility, the researcher employed triangulation and member checking. Triangulation was conducted by comparing data obtained from interview transcripts and photographs collected during the research process. The photographs were used to support and verify the participant's descriptions regarding the teaching environment and school conditions. In addition, member checking was conducted by meeting directly with the participant after the analysis process. The participant reviewed the findings and confirmed whether the interpretations accurately

represented her experiences. Any necessary clarifications provided by the participant were incorporated into the final analysis.

b. Transferability

To support transferability, the researcher provided a detailed description of the research setting, participant background, and the context of teaching in the remote area. The study explained the school environment, geographical conditions, participant's teaching experience, and the challenges encountered in English language teaching. These detailed descriptions allow readers to determine the relevance of the findings to other similar contexts.

c. Dependability and Confirmability

To ensure dependability and confirmability, the researcher maintained complete documentation of the research process, including audio recordings, interview transcripts, translated documents, photographs, coding files, and interpretive notes. All research procedures were documented systematically to provide a clear audit trail of how the data were collected, analyzed, and interpreted. This documentation allows other researchers to review the research process and understand how the conclusions were reached.