

CHAPTER III

RESEARCH METHOD

A. Research Design

Research designs are generally categorized into two main approaches, namely qualitative and quantitative research. This study adopts a qualitative approach. Crossman (2020) explains that qualitative research is a method commonly used in the social sciences to gather and analyze non-numerical information in order to understand and interpret meanings, experiences, and social phenomena within a particular setting or community. To investigate the topic of this study, the researcher employed narrative inquiry as the research method. Narrative inquiry emphasizes the collection and interpretation of participants' personal stories and experiences. Through this approach, the researcher explored lecturers' experiences in teaching listening and enhancing students' listening abilities through the implementation of Technological Pedagogical Content Knowledge (TPACK) in the English Language Education Department of UIN Antasari Banjarmasin. Therefore, narrative inquiry was considered the most appropriate method for capturing and understanding the lecturers' experiences in depth.

According to Creswell et al. (2007), narrative inquiry is a research method that examines individuals' life experiences and the meanings attached to those experiences over a period of time. This approach allows researchers to gain a deeper understanding of participant's experiences

through a collaborative process in which both researchers and participant contribute to the construction and interpretation of stories.

B. Research Setting

The researcher conducted this study in the English Language Education Department at UIN Antasari Banjarmasin. Because the English Language Education Department is the only department that offers listening courses over three semesters is the one that includes Intensive Listening, Extensive Listening, and Academic Listening, and its faculty members undoubtedly possess extensive experience. First, the researcher sent a letter requesting permission to conduct research in the listening class and interviewed a lecturer's teaching the listening course this even semester. After that, the researcher conducted the study with the participant cooperation. The research was conducted by the researcher from 27th February 2026 until 16th March 2026.

C. Participant

The participant in this study was one lecturer's who taught listening courses at the English Education Department at UIN Antasari Banjarmasin, Extensive Listening. The researcher collected data related to the lecturer's experiences in maximizing the TPACK framework in teaching listening classes, as well as the challenges she faced when applying TPACK in the classroom.

D. Data

1. Research Data

The data in this study are the results of interviews conducted by the researcher regarding lecturer's experiences in optimizing the TPACK framework in listening teaching, as well as the challenges faced in the classroom when using TPACK.

2. Data Sources

In terms of data sources, the researcher obtained data from in depth interviews with lecturer teaching listening skills regarding their experiences in optimizing the TPACK framework in teaching listening skills and the challenges faced in the classroom when using TPACK. and also by conducting observations, documentation, and recording to gather additional in-depth data.

E. Technique of Data Collection

Researchers used a narrative approach in this study, conducting interviews and recording participants' experiences to collect data.

1. Interviews

Interviews are a data collection method that involves conversations aimed at gathering detailed information that describes the lives of respondents. Furthermore, Makbul (2021) explains that an interview is a form of interaction between a researcher and a participant that takes place through direct communication. It may also be understood as a face-to-face conversation in which the researcher asks questions to gather information from the participant. The main objective of conducting interviews is to collect detailed and

comprehensive data related to the research topic. Interviews may be carried out either directly or through communication media such as telephone calls. In addition, interviews are generally classified into three types: structured, unstructured, and semi-structured interviews. Creswell (2014) states that interviews are valuable tools for exploring participants' experiences, viewpoints, and perceptions. They also enable researchers to gain insight into the strategies, processes, and activities that individuals engage in within particular social contexts.

In this study, the researcher conducted an in-depth exploration of information provided by faculty members in the English Language Education Program at UIN Antasari Banjarmasin who teach listening courses to determine how they maximize the TPACK framework in their listening classes and the challenges they face when implementing it. Data collection was conducted through interviews, allowing the researcher to obtain firsthand accounts of the lecturers' experiences, the strategies they employ, and the obstacles they encounter in their daily teaching practices.

2. Observation

Observations were conducted to gain a firsthand understanding of the listening learning process in the classroom. Through this technique, the researcher was able to observe how the instructor integrated technology, pedagogy, and content into learning activities. The main focus of the observations was on the use of native speaker audio as the

primary medium for listening instruction, the way the instructor provided instructions, and the strategies used to help students understand the material. In addition, the researcher also paid attention to the interaction between the instructor and students, the level of student engagement in listening activities, and challenges that arose during the process, such as differences in ability among students or technical difficulties during audio playback.

3. Documentation

Documentation was conducted to supplement the results of interviews and observations. The researcher documented the TOEFL material studied by students in the listening class as the instructor presented it. In addition, the documentation also captured situations that occurred in the classroom, such as malfunctions in the audio equipment. Through this documentation, the researcher obtained a realistic picture of the learning content and classroom conditions, thereby strengthening the analysis of how the listening learning process takes place.

F. Data Analysis

After the researcher collects the necessary data through interviews, the next step is to analyze the data. This study uses narrative analysis as a method to analyze data and provide explanations. Narrative analysis has several forms, such as analytical narrative, narrative explanation, narrative structural analysis, or sequence analysis.

The steps of narrative analysis are described as research taken from Creswell (2012). These steps are explained as follows:

Step 1. Identify the phenomenon to be studied

At this point, the researcher was focused on lecturer activities in teaching listening using TPACK and the challenges faced in listening classes when using TPACK by the lecturer teaching listening courses at UIN Antasari during classroom instruction. To identify this phenomenon, the researcher provides interview guidelines related to listening lecturer.

Step 2. Select participant for the study

The participant selected for this study was a lecturer who teaches intensive listening, extensive listening, and academic listening classes and have extensive experience in teaching listening. In addition, these lecturer also frequently teach listening classes every semester.

Step 3. Collecting stories from participants

At this stage, the researcher asked the listening course lecturer to answer questions about their experiences in maximizing TPACK framework in listening classes at UIN Antasari Banjarmasin.

Step 4. Repeat or retell individual stories

When researcher collect data from interviews, they also collect data through audio recordings made by lecturer participating in the study. Researcher can replay these audio recordings to analyze and convert them into written data. Transcript data can make it easier for researcher to process and explore research data.

Step 5. Collaborating with participants-storytellers

During this stage, the researcher worked closely with the participant while gathering stories and experiences. The purpose was to ensure that the information shared accurately reflected the participant's views and experiences. This process was conducted to verify the validity of the data.

Step 6. Writing stories about participant' experiences

In this study, the researcher documented the findings through thematic analysis. The results section was organized into several subsections that corresponded to the interview questions. Within narrative inquiry, thematic analysis serves as a useful tool for gaining a deeper understanding of participants' experiences, whether individually or collectively. It also enables the identification of recurring patterns and themes that are closely related to the research focus..

Step 7. Validate the accuracy of the report

Validation was conducted to ensure the credibility and accuracy of the narrative report, thereby enhancing the trustworthiness of the research findings. In this study, data validation was carried out through methodological triangulation and source triangulation to confirm the consistency and reliability of the collected data. To achieve this reliability, researcher attempt to describe the data collection process. In collecting data, researcher used audio-recorded interviews with lecturer who taught classes maximizing TPACK framework to obtain opsen, honest, and unforced

answers. After triangulating the data, researcher interpreted the data collection process with detailed explanations.