

CHAPTER III

RESEARCH METHOD

A. Research Design

Narrative inquiry is a qualitative research methodology that focuses on understanding human experiences through stories. It examines how individuals make meaning of their experiences by telling and reflecting on their personal narratives. According to Clandinin and Caine (2019), narrative inquiry is the study of experience understood narratively. It provides a way of thinking about and studying human experiences through stories while emphasizing ethical considerations and developing new understandings of participants' lived experiences. Similarly, Ospina et al. (2020), explained that narrative inquiry is an interpretive research approach that focuses on understanding the meanings embedded in the stories people tell and live.

This study employed a narrative inquiry approach to explore lecturers' experiences in implementing collaborative teaching in English language instruction. The study focused on how lecturers experienced collaborative teaching, how they implemented collaborative teaching strategies, and how they perceived the benefits and challenges of collaboration throughout the teaching and learning process. Narrative inquiry was selected because it enabled the researcher to explore lecturers' experiences through their personal stories and reflections, providing a comprehensive understanding of collaborative teaching within its real educational context.

Rather than generating a new theory, this study aimed to understand and describe the meanings that the lecturers attached to their collaborative teaching experiences. The researcher explored the participants' stories concerning their teaching practices, classroom collaboration, professional interactions, and reflections on collaborative teaching. The findings were expected to contribute to a better understanding of collaborative teaching practices in English language education.

Based on the narrative inquiry approach, this study was conducted through the following steps:

1. Identifying the Research Phenomenon

The researcher identified lecturers' collaborative teaching experiences as the primary phenomenon of the study. The investigation focused on how lecturers implemented collaborative teaching strategies, their classroom experiences, the benefits they perceived, and the challenges they encountered during the implementation process.

2. Selecting the Participants

The researcher selected three lecturers from the English Language Education Department of Antasari State Islamic University Banjarmasin using purposive sampling. The participants were selected because they had direct experience in implementing collaborative teaching and were able to provide rich and meaningful narratives relevant to the research objectives.

3. Collecting Narrative Data

The researcher collected the data through semi-structured interviews. During the interviews, each participant was encouraged to share personal experiences, opinions, reflections, and perspectives regarding collaborative teaching. All interviews were conducted individually, audio-recorded with participants' consent, and transcribed verbatim to preserve the authenticity of their narratives.

4. Analyzing and Interpreting the Narratives

After the interviews had been transcribed, the researcher read and reread the transcripts to obtain a comprehensive understanding of each participant's experiences. The narratives were interpreted by identifying significant events, experiences, reflections, and meanings related to collaborative teaching. The researcher then compared the participants' narratives to identify similarities and differences while preserving the uniqueness of each participant's story.

5. Establishing Trustworthiness

To ensure the trustworthiness of the findings, the researcher applied the criteria proposed by Lincoln and Guba (1985) about credibility, transferability, dependability, and confirmability. Credibility was achieved through in-depth interviews and the use of participants' direct quotations. Transferability was supported by providing detailed descriptions of the research context and participants. Dependability was ensured by documenting each stage of the research process systematically, while confirmability was maintained by basing the findings on the participants' narratives rather than the researcher's personal assumptions.

6. Ethical Considerations

Before conducting the study, the researcher obtained informed consent from all participants. The participants were informed about the purpose of the research, their voluntary participation, and their right to withdraw from the study at any stage. To maintain confidentiality, the researcher used pseudonyms and ensured that all personal information remained anonymous throughout the research process.

7. Writing the Research Report

The final stage involved organizing and presenting the research findings in a coherent narrative form. The researcher reported the participants' experiences systematically and supported the interpretations with direct quotations from the interview transcripts. The report was written to provide a comprehensive understanding of lecturers' collaborative teaching experiences in English language instruction.

B. Research Setting

This study was conducted at the English Language Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University Banjarmasin, located at Jl. A. Yani No.Km.4 5, RW.5, Kebun Bunga, Kec. East Banjarmasin, South Kalimantan. This university was chosen by the researcher because of the large number of courses taught in English, particularly in the Department of English Language Education, which has partially implemented collaborative teaching among faculty members, with the course materials being interrelated. In addition, the researcher will explore this research in more detail. The data collection process was conducted from February to April 2026, including

the interview process with the participants and data organization of research data. This period was chosen to provide sufficient time for collecting in-depth information regarding the lecturers' collaborative teaching experiences.

C. Participants

This study involved three lecturers who teach English courses in the English Language Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University Banjarmasin. The participants were selected because they have the criteria relevant to the purpose of this study. They were English lecturers who had experience in collaborative teaching, and was implemented collaborative teaching in the 2024 academic year, and taught two interrelated courses, namely Syllabus Design and Lesson Planning and Reflective Practice in Language Education, in the sixth semester. These courses were selected because they allowed the lecturers to collaborate in planning, implementing, and reflecting on the teaching and learning process. In addition, all participants had experience teaching English at the university level and other educational institutions, enabling them to provide rich and relevant insights into collaborative teaching practices. They participated in semi-structured interviews to share their experiences, perceptions, and perspectives on collaborative teaching in English language education.

D. Data

The primary data in this study were collected through interviews. Interviews were selected as the primary data collection technique because they enabled the researcher to obtain rich, detailed, and comprehensive information regarding the

lecturers' experiences in implementing collaborative teaching in English language instruction. This technique allowed the participants to share their experiences, opinions, and reflections while enabling the researcher to explore issues related to the research objectives in greater depth. The researcher organized the data based on the research question. First, the data related to research question 1 focused on how English lecturers perceived and experienced collaborative teaching practices. These included participant's opinions, personal experience, teaching roles, interaction, with co-teachers, and their views regarding the implementation of collaborative teaching in English classroom.

Second, the data related to research question 2 focused on the benefits and challenges faced by the lecturers after implementing collaborative teaching strategies. The data included the participant's experiences about classroom management, communication between teachers, teaching effectiveness, student's engagement, and other factors influencing the implementation of collaborative teaching.

In addition, the researcher also collected previous studies and journal articles related to collaborative teaching in English language teaching, these sources were used to support and strengthen the interpretation and provide a theoretical support for the findings in this study. Therefore, the research data sources consist of the lecturers who have implemented this method as the main participant's experiences and relevant academic literature that supported the analysis.

E. Technique of Data Collection

The primary data in this study were collected through interviews. Interviews were selected as the primary data collection technique because they enabled the researcher to obtain rich, detailed, and comprehensive information regarding the lecturers' experiences in implementing collaborative teaching in English language instruction. This technique allowed the participants to share their experiences, opinions, and reflections while enabling the researcher to explore issues related to the research objectives in greater depth.

1. Interview

The interviews were conducted using a semi-structured interview format. This interview format combined predetermined open-ended questions with the flexibility to ask follow-up questions whenever further clarification or more detailed information was needed. As a result, the participants were able to describe their experiences freely while the researcher remained focused on the research objectives.

Before conducting the interviews, the researcher prepared an interview guide based on the research questions. During the interviews, additional probing questions were asked whenever necessary to obtain more comprehensive information.

The interviews were conducted individually with three lecturers from the English Language Education Department of Antasari State Islamic University Banjarmasin who had experience implementing collaborative teaching. Through these interviews, the researcher gathered information regarding the participants'

experiences, perceptions, and reflections on collaborative teaching, including how they planned and implemented collaborative teaching, shared teaching responsibilities, communicated with their teaching partners, and reflected on their collaborative teaching practices.

F. Data Analysis

Data analysis is an essential process in qualitative research because it enables the researcher to organize, interpret, and understand the meanings embedded in participants' experiences. According to Rijali (2018), qualitative data analysis involves organizing and interpreting data systematically to develop a comprehensive understanding of the phenomenon being investigated. In this study, the researcher analyzed the interview data using a narrative inquiry approach. The analysis focused on understanding the participants' experiences through the stories they shared rather than identifying themes through a thematic analysis process. The analysis was conducted through the following stages:

1. Organizing the Data

The researcher organized all interview recordings and interview transcripts after the data collection process had been completed. Each interview was transcribed verbatim to ensure that the participants' narratives were accurately represented. The transcripts were then organized according to each participant to facilitate the analysis process.

2. Re-reading the Narratives

The researcher read and re-read each interview transcript several times to become familiar with the participants' stories. This process enabled the researcher

to gain a deeper understanding of the participants' experiences, perspectives, and reflections regarding collaborative teaching in English language instruction.

3. Interpreting the Participants' Narratives

After becoming familiar with the narratives, the researcher interpreted each participant's story by focusing on the meanings embedded in their experiences. The interpretation emphasized how the participants described the implementation of collaborative teaching, their interactions with teaching partners, the challenges they encountered, and the benefits they perceived throughout the collaborative teaching process.

4. Comparing the Participants' Experiences

The researcher compared the narratives of all participants to identify similarities and differences in their experiences. This process enabled the researcher to develop a comprehensive understanding of collaborative teaching by examining how each participant experienced the phenomenon from their own perspective while preserving the uniqueness of each narrative.

5. Developing Narrative Interpretations

The researcher developed narrative interpretations based on the participants' experiences and reflections. The interpretations were grounded in the interview data and supported by direct quotations from the participants. Rather than generating themes, the researcher emphasized the meanings and experiences reflected in each participant's narrative to answer the research questions.

6. Presenting the Findings

The final stage involved presenting the findings in a clear, coherent, and descriptive narrative. The researcher organized the findings according to the research questions and supported each interpretation with direct quotations from the participants. This approach ensured that the findings accurately represented the participants' lived experiences in implementing collaborative teaching in English language instruction.

G. Trustworthiness

To ensure the trustworthiness of the findings, the researcher applied the criteria proposed by Lincoln and Guba (1985): credibility, transferability, dependability, and confirmability.

1. Credibility

Credibility was established by conducting interviews, transcribing the interview data accurately, and supporting the findings with direct quotations from the participants. These procedures helped ensure that the findings accurately reflected the participants' experiences.

2. Transferability

Transferability was achieved by providing clear and detailed descriptions of the research setting, participants, and research procedures. This information enabled readers to determine whether the findings were applicable to other contexts.

3. Dependability

Dependability was maintained by documenting each stage of the research process systematically, including data collection, transcription, data analysis, and interpretation. This process helped ensure the consistency of the study.

4. Confirmability

Confirmability was achieved by ensuring that the findings and interpretations were based on the participants' narratives and supported by direct quotations rather than the researcher's personal assumptions.