

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher uses narrative inquiry as a research method. Cresswell (1994) defined qualitative research as an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting. Narrative inquiry is a means by which we systematically gather, analyze, and represent people's stories as told by them. The stories can be gathered in a variety of creative ways such as narrative interviews, conversations, journals, memoirs, autobiographies, biographies, diaries, metaphors, poems, photographs, drawings, etc.

According to Clandinin & Connelly (2000), narrative inquiry is a collaboration between researcher and participants whose purpose is to gain insights of personal and human factors of experience over periods and takes account of the relationship between individual experience and cultural perspective.

The researcher used narrative inquiry to explore lecturers' teaching strategies to improve students' critical reading skills through reading text such as article or journal, and to find out students' perceptions of the

challenges faced in implementing critical reading instruction in classroom. The research procedures were taken from Creswell (2012), the procedures represent clear and comprehensive stages in conducting a narrative inquiry. Then, it was operationalized into the research context. The steps were described as follows:

1. Identify a Phenomenon to Explore

In this step, the researchers focused on exploring the teaching strategies applied by lecturers in developing students' critical reading skills in reading courses at Antasari State Islamic University in Banjarmasin, in navigating information by utilizing reading sources such as articles or journals, and also the challenges faced by students during the teaching of critical reading in the classroom. To identify these phenomena, the researcher conducted interviews.

2. Select One or More Participants to Study

In this study, critical reading is the object. And the researcher chose participants from lecturers who applied critical reading teaching strategies. And also chose participants from several students who attended the class.

3. Collect the Story From the Participant

Collecting stories is a process where lecturer of reading courses are asked to share their teaching strategies to develop students' critical reading

skills in navigating information. This step also asked students to share the challenges they faced. The researcher used interview guide.

4. Re-story or Retell the Individual's Story

In this study, the lecturers experiences in teaching to improve students' critical reading skills are recounted through in-depth interviews. Lecturers recounted their journey in adapting teaching strategies to help students navigate complex information. Overall, the lecturer' stories illustrate the dedication and creativity in developing relevant teaching strategies, as well as students' opinions in dealing with the challenges they perceive during teaching. In collecting the participants' stories, the researcher will use interviews to collect data.

5. Collaborate With the Participants or Storyteller

During the process of collecting narrative stories, the researcher ensured that the participants' experiences were accurately portrayed. The purpose of collaborating with lecturer and students during the research process was to validate the source of the data. Before asking them to collect narratives, they should have a good understanding of what they are going to tell. The researcher therefore ensured them that pleasant or unpleasant stories were acceptable, as long as they were relevant to the framework.

6. Write a Story About the Participant`s Experiences

In this narrative inquiry, the researcher used thematic analysis to analyze the data by examining the participants' stories and identifying recurring patterns, meanings, and themes found in the research data. The findings section was organized into several sub-sections based on the main themes generated from the analysis. Furthermore, in the discussion section, these themes were combined and interpreted to provide a clearer understanding of the teaching strategies used in critical reading instruction and the challenges faced by students in practicing critical reading in the classroom.

7. Validate the Report`s Accuracy

The researcher continued to work closely with the participants from the beginning of collecting, retelling and reporting their stories to maintain the accuracy and credibility of the narrative reports. Following the report findings were finalized by going through validation procedures, namely member checking.

B. Research Setting

This study was conducted at Antasari State Islamic University in Banjarmasin, specifically in the Department of English Language Education, Faculty of Tarbiyah and Teacher Training. The campus is located at Jalan Ahmad Yani Km. 4.5, Banjarmasin City, South Kalimantan.

The Department of English Language Education offers various courses, one of which is the Academic Reading course, which teaches students to understand, analyze, and critically evaluate academic texts.

This research was conducted from March to April 2026, the researcher selected this location because it aligns with the study's objectives, which are to explore lecturers' experiences in developing teaching strategies based on academic articles and journals to enhance students' critical reading skills, and to examine the challenges students face during the classroom learning process. Therefore, this location was considered appropriate and capable of providing data relevant to the study's focus.

C. Participants

The participants of this research consisted of two lecturers and four students from the English Language Education Program at Antasari State Islamic University. The two lecturers were selected based on the criterion that they teach critical reading skills—either implicitly or explicitly also using articles and scientific journals as teaching materials. Meanwhile, the four students were selected based on the criteria that they had taken the Academic Reading course in the third semester and experienced difficulties in critically reading scientific journals and articles. The researcher collected the data regarding the lecturers' experiences in implementing teaching strategies to improve critical reading skills. This study also examined the

challenges students faced in applying critical reading teaching strategies in the classroom.

D. Data

The data in this study is qualitative in nature and consists of participants' personal experiences. The core of this data was obtained through in-depth interviews with participants, in which they described their experiences with the teaching strategies they had employed—both implicitly and explicitly—to improve students' critical reading skills. The study also identified the challenges participants faced in the classroom when reading scientific articles and journals critically and in depth.

In addition, the researcher also collected previous studies and journal articles related to teaching strategies for critical reading, as well as the challenges faced by students in an academic context. These sources were used to support the analysis and provide a theoretical foundation. Therefore, the research data sources consisted of lecturers and students as the primary participants, as well as academic literature as supporting references.

E. Technique of Data Collection

In this study, researcher used the Narrative Inquiry method. The narrative inquiry method has a main concern or focus on experiences or stories told by individuals, the content in narrative inquiry refers to “what is

told”, “why, when, where, and by whom the story”. In the study, researcher used interview technique to collect data.

1. In-depth Interview

According to Iba & Wardhana (2023), interviews are a process of direct interaction between researchers and respondents or research subjects involving questions and answers between the two parties. The purpose of the interview is to obtain in-depth information about the thoughts, experiences, and viewpoints of the research subject. The researcher used in-depth interviews, which are often used in qualitative research and conducted through face-to-face interaction with the participants. In in-depth interviews, researchers give interview subjects the chance to talk more freely and deeply about their experiences, understandings, and views on a particular topic, as explained by (Wardhana et.all, 2022).

The interviews were conducted face-to-face with two lecturers and four students, with each session lasting approximately 20-25 minutes. The researcher asked the lecturers questions related to critical reading and the strategies they used, while the students were asked about the difficulties in critical reading that they faced during the learning process in the classroom. During the interviews, the researcher recorded the conversations using a mobile phone and also took brief notes to record important points. After the interviews were completed, the recordings were transcribed into written form to facilitate data analysis.

F. Data Analysis

Data analysis in qualitative research is a process of tracking and systematically organizing field notes that have been obtained from interviews, and other materials so that researchers can report research results. Data analysis includes tracking, organizing, solving and synthesizing activities, finding patterns and determining the parts to be reported according to the research focus. Data analysis is carried out in an ongoing, continuous and repetitive manner (Firman, 2015). In addition, researchers can understand the meaning of the phenomena studied through interaction with research subjects using interviews, participant observation, and documents related to participants to complement research data.

In analyzing the data, the researcher used thematic analysis. According to Clarke & Braun (2017), as cited in Mwita (2025), thematic analysis (TA) is a method for identifying, analyzing, and interpreting thematic patterns in qualitative research data. This qualitative data analysis method involves a careful analysis of the collected data, followed by the identification, classification, analysis, and reporting of the patterns found in the data to answer the research questions.

These are following the steps that one can use in conducting thematic analysis of qualitative data by (Mwita, 2025):

1. Familiarization of Collected Data

The researcher listened to the audio recordings of the interviews, converted all the recordings into verbatim transcripts, and then read the data repeatedly to understand its content and interpret the context of the data from the participants' perspective.

2. Creating or Generating Initial Codes

After the familiarization stage, the researcher systematically classified the research data into smaller units and assigned codes to each data group to make the data more organized. Examples include teaching strategies, challenges in developing critical reading skills, and challenges faced by students.

3. Searching for Themes from Codes

In this phase, the researcher used initial codes to identify similar patterns within potential themes and to collect relevant data excerpts for each theme. For example, codes related to the use of journals and the structure of articles were categorized into broader themes such as using academic texts as the foundation of critical reading.

4. Reviewing Obtained Themes

The researcher reviewed the themes identified and verified that they accurately reflected the actual data. This was done to ensure the accuracy and consistency of the themes with the data that had been collected.

5. Defining and Naming Themes

The researcher then defined and named each theme after reviewing them. This step included an explanation of the core of each theme and its alignment with the research objectives to make it easier to understand and provide meaningful insights.

6. Identification of the Most Significant Quotations

At this point, the researcher reviews the data and selects the participants' quotes that best illustrate each theme and help make the research findings more meaningful. The goal is to enhance the transparency of the research, strengthen the analysis, and make the final report more narrative and engaging to read.

7. Writing The Report

In the final phase, the researcher presents the research findings in the form of an in-depth narrative report that combines data excerpts and analytical interpretations. The report explains each theme related to the research questions and links them to relevant theories and previous research.

Then, researcher use trustworthiness in narrative inquiry. According to Lincoln and Guba (1985) and Loh (2013) divide trustworthiness into 4 components to reveal the validity of data or information from research results, which are: Credibility, Transferability, Dependability, Confirmability.

a. Credibility

It is to evaluate the level of trustworthiness of information that is appropriate and covers the facts found in the field. In addition, the researcher will consider new information obtained during questioning with participants to be analyzed, and record interviews with participants until no new information emerges. Researcher also use technique that can be used to increase the credibility of research, namely member checking.

b. Transferability

It is a criterion that describes the accuracy of the research results, this means to assess the extent to which the results of a study conducted on a particular group can be applied to other groups in the same situation. This is important to ensure the validity of the research (Susanto et al., 2023).

c. Dependability

It is a criterion to test the extent to which research results show consistency of findings when conducted by other researchers at different times, but carried out with the same methodology and interview script (Susanto et al., 2023).

d. Confirmability

It is the researcher's willingness to be open about the process and elements of their research that allows other researchers to assess the findings (Susanto et al., 2023).