

CHAPTER III

RESEARCH METHOD

A. Research Design

Type of this research was field research with narrative inquiry research design, where the researcher conducted interviews to explore teacher's experiences in integrating local wisdom material into English language learning. The researcher wanted to find out how the teacher viewed integrating local wisdom into their teaching practice. In this case the researcher conducted several interviews, qualitative questionnaires, observations, and assignment documents as addition to see teacher's perspective on whether this integration helped improve English language learning. While the method that the researcher chose to use was qualitative research.

As an in-depth method focusing on meaning, process, and context, qualitative research offers a comprehensive understanding of the social world. It aims to study and interpret phenomena naturally, sharing these insights with the public and others (Busetto et al., 2020). A core function of qualitative research is the comprehension of meaning. By aiming to systematically rebuild these meaning systems, the approach is fundamentally characterized as a methodologically controlled form of understanding (Lim, 2025). Qualitative research also took into account that experience was considered a narrative phenomenon and emphasizes the involvement of relationships that place the ethics of a relationship at the core

of a study (Haki et al., 2024). Which narrative inquiry research design was one of the approaches in qualitative research, narrative inquiry tries to write a narrative that someone had experienced. So, the data was built based on what the participant experienced through its point of view, another word for this approach was "Narrative Inquiry".

In this context the researcher used narrative inquiry method to explore and analyze teacher experiences in integrating material local wisdom in English language learning. This was considered suitable because teachers as educators who were in direct contact with the world of education were expected to preserve culture to students, especially when they learned foreign languages. So, the data obtained from the teacher's experience was very useful to be written back in narrative form and already structured. In addition, narrative inquiry was research that involved an individual's experience, which can be obtained from listening to the story, living with the person experiencing it or putting the story into writing (D. Jean Clandinin, 2023).

Research procedure of narrative inquiry was taken from Creswell 2012 (as cited in Bahadur, 2024) The procedure showed clear and thorough steps in conducting this narrative inquiry. Furthermore, the procedure is applied in the context of the research. The steps are described:

Step.1 Identify the phenomenon to explore

In this step, the researcher focused on the teacher's experience when adding local wisdom-based material and the teacher's opinions when

integrating local wisdom into English learning at Language Development Unit (UPB). The purpose of this research was established by identifying problems or concerns when cultural values are lost when learning foreign languages in the era of globalization. It also allowed the researcher to understand a person's personal or social experience.

Thus, the research aims to observe the experience of a teacher in integrating local wisdom into English learning. To identify these issues, the researcher uses in-depth interviews, qualitative questionnaires, assignment documents, and observations as support.

Step 2. Select one or more participants to study

Here the researcher chose one teacher who had integrated local wisdom material into English learning.

Step 3. Collect stories from the participants

In this step, the researcher asked experienced participant to tell their stories in a narrative framework by conducting in-depth interviews and qualitative questionnaires with the participant.

Step 4. Retell the participants' stories

Besides participant telling their stories verbally through conversations or interviews, field texts were also needed to provide information about participant. Examples of this are diaries and stories obtained through friends or family members. However, in collecting participant's story, the researcher use observation as field notes to collect data.

Step 5. Collaborate with the participant or story-tellers

During the narrative story collection process, the researcher collaborated with the participant to ensure that their stories were told accurately and respectfully without any flaws or mistakes. This was carried out throughout the research with the aim of validating the data sources.

Step 6. Write a story about the participant's experiences

The researcher wrote and reported the findings using narrative analysis. Random findings from the participant's story were combined or arranged according to the plot, time and place so that they were continuous with each other. Narrative analysis may be suitable for some case studies because it opened up the possibility of exploring how identity and meaning were constructed through narrative.

Step 7. Validate the report's accuracy

Throughout the research process, the researcher continued to collaborate with the participant, from the collection, retelling, and reporting of their narratives. The findings report is completed after a validation process that involves participant checking.

B. Research Setting

This research was conducted at the Language Development Unit (UPB) of the State Islamic University (UIN) Antasari Banjarmasin. The researcher carried out the study over a period of approximately three months in 2025, which included interviewing an English teacher and conducting observations. This location was selected because the

students at this institution were familiar with the local culture, which facilitated their understanding of English materials that had been integrated with local wisdom.

C. Participant

In accordance with the nature of qualitative research, one lecturer (instructor) was selected as the participant for this study using a purposive sampling technique, focusing on the depth and richness of the lived experiences rather than seniority alone. While there were many senior instructors at the Language Development Unit (UPB) of UIN Antasari Banjarmasin, this specific English Lecturer was chosen because she demonstrated a strong pedagogical agency in her teaching practice. Specifically, she consciously modified and adapted several standard textbook materials to weave in local wisdom, believing it would make the English language more meaningful and effective for her students.

There are several criteria for selecting this participant. The first, the lecturer actively engaged in reflecting on and reshaping her curriculum to integrate South Kalimantan's cultural values into daily English lessons. Second, she frequently invited students to share and write stories based on local contexts, which provided an ideal environment for a narrative inquiry study. Third, she was willing to openly share her professional journey, challenges, and insights regarding this cultural integration.

Although, she had been teaching at UPB since 2022, her conscious effort to transform standard materials into localized lessons made her story unique and deeply relevant. Her specific experiences offered the authentic, rich narrative data that could not be captured from instructors who strictly followed a standardized, non-localized curriculum. To ensure ethical soundness, the researcher secured formal institutional permission from the university and obtained written informed consent from the lecturer before the narrative collection began.

D. Technique of Data Collection

The researcher used narrative inquiry in this research, so the researcher conducted interviews, open ended question, and direct observation to collect the data.

1. Interview

Within this study, an interview is defined as a conversation designed to gather descriptive accounts of the interviewee's life, allowing for the interpretation of the phenomenon's meaning (Mahrina et al., 2023). Additionally, an interview is characterized as an extended conversation designed to elicit detailed information regarding a specific topic or subject (Dursun, 2023).

The primary objective of using this interview was to deeply explore the teacher's professional life and personal experiences. Through this method, the researcher aimed to uncover the detailed stories and choices of the teacher when she integrated local wisdom into

her English classes. By listening to her personal narrative, the researcher could interpret the true meaning behind her teaching practices and view the classroom experience directly from her perspective.

2. Open-ended Question

The researcher employed open-ended questions as one of the research instruments. This type of question is defined as an inquiry that permits respondents to formulate answers in their own words, offering the autonomy to articulate perspectives and experiences more deeply (Roberts, 2020). Moreover, because it does not require a single correct answer, this format effectively captures the authentic thoughts and emotions expressed in the participants' writing (Ballena, 2021).

The primary objective of using open-ended questions was to investigate the students' cognitive load while learning English through local wisdom materials explained by the teacher or participant. Through this method, the researcher aimed to discover whether the integration of local culture helped ease their thinking process or, conversely, created an extra mental burden. By letting the participant explain her experiences freely, the researcher could analyze the complexity and challenges they faced from her own perspective.

3. Direct Observation

Within this research, observation refers to a technique employed to monitor spontaneous phenomena without direct intervention, involving systematic data collection through the senses, especially

seeing and listening (Chand, 2025). Furthermore, it is characterized as a crucial method that allows for a deeper understanding of human behavior and activities within their natural context, with data being recorded in detailed field notes (Weston et al., 2021).

The objective of using direct observation was to see the actual teaching and learning process when local wisdom was used in the English classroom. Through this method, the researcher aimed to observe firsthand how the teacher delivered the materials and how the students interacted during the lesson. By recording these classroom activities in field notes, the researcher could directly analyze the learning process, the classroom atmosphere, and the immediate responses of both the teacher and students.

4. Assignment Documents

In qualitative research with a narrative inquiry design, assignment documents are essential for exploring participant experiences in greater depth. Assignment documents using simple tools like pen and paper not only serve as formal reports but also as affective reflections on the real experiences participants had in the field. As was noted in the research by (Timpani et al., 2022), this creative task used story prompts that helped participants focus on revisiting a particular moment of engagement. Through the writing process, participant could “live and tell, relive and retell” their experience stories. So, these written assignment documents became an important instrument for researcher

to uncover deep meanings, emotions, and critical reflections hidden in the experiences of the participant.

Table 3. 1 Research Interview and Qualitative Questionnaire

No of RQ	Point of Research Question	Research Instrument
1.	Exploring teacher's experience in integrating local wisdom into English language learning including motivation, strategies, and challenges encountered	In-depth Interview Direct Observation
2.	Examining teacher's views on the impact of integrating local wisdom on student understanding, particularly whether this approach facilitates or hinders students in learning English.	Qualitative Questionnaire Direct Observation

Table 3. 2 Schedule of Data Collections

Technique	Activity	Date
Interview	Asking about the teacher's experience teaching English using local wisdom	2 October 2025
Open-ended Questions	Teachers' perspectives on	2 October 2025

	whether learning makes it easier for students or rather complicates things.	
Observations	Observation in the classroom to see how the teacher teaches and note every little thing needed for additional data.	<ul style="list-style-type: none"> • 2 October 2025 • 9 October 2025 • 11 October 2025
Assignment Documents	Students' exercise papers obtained from participant during teaching using the theme of local wisdom.	7 April 2026

E. Data Analysis

Because this research used narrative inquiry as a qualitative research design and used qualitative questionnaires, interviews, direct observations, and assignment documents as data collection techniques, this research used data collection techniques that were in accordance with the research objectives. Based on (Papakitsou, 2020) narrative analysis in the social sciences referred to various methods for understanding various types of texts that had a narrative structure. This approach highlighted the sequence and impact in a narrative, where

incidents were selected, arranged, connected, and valued to make them meaningful to a particular audience. He also argued that narratives served to make sense of experience, shape identity, and express individual perspectives on the world.

The proses of narrative analysis based on Riessman Catherine Kohler (as cited in Sandberg, 2022) was explained in the following framework:

Step 1: Collection of Narrative

The first step in obtaining meaningful answers in narrative form during the data collection was to use in-depth interviews and qualitative questionnaires. The researcher asked questions that could stimulate narratives from participants to explore their personal experiences. In addition, data were also be collected through direct observation of events or practices related to the participants experiences.

Step 2: Transcription and Segmentation

After the data has been collected, the next step was to transcribe the data obtained from the interview recordings verbatim. This process was carried out by recording every word, sound, and pause exactly as spoken by the participants. In addition to verbatim transcription, the researcher also paid attention to non-verbal expressions, as this aspect can provide important insights into meaning of a narrative. Therefore, the researcher transcribed the data from the interview recordings with the teacher and

observed their non-verbal expressions to explore the deeper meaning in the narrative process.

Step 3: Reading and Reviewing

After completing the data transcription, the researcher repeatedly read and reviewed the narrative results to understand the content and structure of the resulting narrative. Furthermore, the researcher analyzed the key themes, patterns, and narrative elements contained in the transcript. This process also involved communication between the researcher and the participant to ensure the accuracy of the narrative and avoid misunderstandings.

So, this step was essential to understand how the teacher interpreted and applied local wisdom values in English learning. An in-depth analysis of the interview transcripts will help identify the teacher's thought patterns and the strategies they used in integrating local wisdom into the learning process.

Step 4: Analysis with a Methodological Approach

In analyzing narrative data, Riessman identified four main methodologies that could be applied to different types of narratives: (a) thematic analysis, (b) structural analysis, (c) dialogic/performance analysis, and (d) visual narrative analysis. However, in this research the researcher adopted the approach that best suited the focus of the research, namely

thematic analysis. This method emphasized the identification of patterns and themes in narratives, analyzing how stories were structured and conveyed, both orally and in writing.

Thematic analysis was closely related to grounded theory, but maintained the integrity of the narrative and often incorporated existing theoretical concepts. In the context of this problem, it allowed this approach to explore the depth of teacher's experiences and insights. By identifying recurring themes in their narratives, the researcher captured how educator integrated local wisdom into their teaching practices and the underlying meanings behind their perspectives.

Step 5: Interpretation and Report Writing

The final step in this research was interpretation and report writing. After the data was analyzed using the thematic approach, the researcher connected the findings obtained with the research questions that had been raised. In addition, the narrative was organized systematically and according to a clear flow to make the research results more structured.

To ensure the authenticity of the data, direct quotes from participants' narratives needed to be included as supporting evidence. The researcher also had to explain how the data was analyzed to reach the final conclusions, so that the transparency of the research was maintained. By doing so, the researcher focused on how the stories or the experiences

conveyed by participants could provide deeper insights into the phenomenon or problem being studied.

Base on Lincoln & Guba 1985 (as cited in Mcinnes et al., 2017) there were four criteria used to measure trustworthiness, Credibility, Transferability, Dependability, and Confirmability.

1. Credibility

Lincoln and Guba stated that credibility referred to how trustworthy the results and judgments of the researcher were, as well as how they provide a comprehensive and reasonable interpretation of the data. The goal was to foster trust that the results from participants' perspectives were true, credible, and trustworthy (Enworo, 2023). Therefore, part of research credibility was the researcher's belief that the data they collected was genuine, tested, and valid.

Thus, in this research the researcher used data triangulation. Triangulation referred to the use of various methods or data sources in qualitative research to obtain a comprehensive understanding of a phenomenon. In addition, triangulation was also seen as a strategy in qualitative research to test validity through the convergence of information from various sources (Lemon & Hayes, 2020).

Triangulation was divided into four types, namely: (a) method triangulation, (b) investigator triangulation, (c) theory

triangulation, and (d) data source triangulation (Noble & Heale, 2019). In this research, the researcher chose the type of triangulation that best suited the phenomenon under research, namely data source triangulation which involved collecting data from various types of individuals, groups, families, and communities. In this case, the researcher conducted interviews, distributed questionnaires, observed and got the assignment documents as an addition from the English teacher to collect the same information about local wisdom-based English learning. With this data triangulation, the researcher could ensure whether the instrument used was appropriate to understand the phenomenon under research and reduce the bias that might arise from one data source only.

2. Transferability

Transferability referred to the potential that research result could be applied to different contexts with other participants in future studies. Therefore, in this research, the researcher presented a detailed explanation of the original data obtained from participants (through qualitative interviews and questionnaires), the researcher's analysis of the answers and observations in the field, and the relevant theories applied.

3. Dependability

Basically, dependability is the ability to the extent that all conditions were consistent, to obtain the same results if the research

is repeated (Kakar et al., 2023). Therefore, the research had to be conducted in a logical and open way so that processes and procedures could be audited and tracked, ensuring consistency among all methods and results. Thus, to achieve dependability in this research, the researcher provided a complete record of all stages of the research or audit trail, and prepared interview transcripts.

4. Confirmability

Confirmability was certainty that sought to show that data results, interpretation of findings, and the final results were not determined by the imagination of the researcher, but were clearly related to the data. The purpose of this research was to increase confidence that the results of the researcher would be checked or reinforced by other researchers. So, any data and interpretations generated by the researcher were presented both in the discussion results and in the appendix.

By using this strategy of trustworthiness, this research sought to ensure that the results were trustworthy, reliable and meaningful, while providing a thorough understanding of teacher's experiences in integrating local wisdom into English language teaching.

This part described the instrument needed as a source of data to measure variable being investigated. The instruments could be in the form of questionnaire, test, and etc. After describing the

instrument, the procedure of developing instrument, as well as validity and reliability test of the instrument must also be explained in this part. The writer had to describe whether the instrument was taken from the available standardized instrument, or was adapted or developed by the researcher herself. Another thing that had to be included in this part was how to score, to categorize, or to give an indicator of each item.