

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

According to the corresponding theory of research approaches, there are two main orientations concerning research designs: qualifying and quantifying. Qualitative research, according to Cresswell (1994), is an interpretive inquiry aiming to acquire knowledge based on contrasting methodological traditions intended to explore social or human problems. Developers and designers of qualitative research seek compassionate phenomenological descriptions, analyzes works, provide rich narratives of informants' opinions, and conduct research in the natural setting.

In view of the above discourse, the narrative inquiry was used in this study as a research method. According to Creswell et al. (2007), the study of individual life experiences that for now have transpired through time is commonly called narrative research. Narrative research is any research that gets narratives and then analyzes those narratives of experienced lives (Josselson, 2007). It is the research of knowing and understanding experiences through partnership between researchers and participants, over a stretch of time, in one or more contexts, and the social interactions within that context (Clandinin & Connelly, 2000).

As Connelly and Clandinin (1990) explain, since there is true collaboration throughout a narrative inquiry, the outline is changed

continuously as conferences are conducted on written materials and further data is gathered to produce points for the revised story.

The narratives obtained were set against the backdrop of the impact of feedback on student psychology at SMK Negeri 1 Gambut. The research methodology referenced here is that of Creswell (2012), which points toward dealing with substantive and methodological steps that clearly and wholly constitute narrative inquiry. The steps are operationalized for the research context.

The steps are discussed below;

### **Step 1. Identify the Phenomenon to be Explored**

In this step, the researcher focuses on the experiences of SMK Negeri 1 Gambut students related to the feedback they receive and its impact on their psychology. Identifying a problem or concern provides a research purpose and allows the researcher to understand the personal or social experiences of an individual or group. The purpose of this study is to explore how feedback affects students' motivation, self-efficacy, self-regulation, emotional well-being, and self-esteem.

### **Step 2. Select Six Participants to Study**

The criteria for selecting participants are students enrolled in SMA Negeri 1 Banjarbaru who have experience receiving feedback from teachers or others in their educational context. The participants were purposively selected from students who had experienced receiving teacher and peer feedback in English learning. Rather than focusing on

academic achievement, the selection emphasized students who were able to share diverse experiences, perceptions, and strategies in responding to feedback. This approach ensured that the data collected were rich, relevant, and aligned with the objectives of the study.

### **Step 3. Collect Stories from Participants**

In this step, participants narrate their own stories in a narrative framework, and other field texts are collected by interviewing participants. Researchers conducted semi-structured interviews to explore participants' experiences of feedback: what feedback they received, how it shaped their thoughts and feelings and how they gave meaning to it.

### **Step 4. Retell Individual Stories**

In addition to participants verbally sharing their stories through conversations or interviews, field texts also provide information about participants.

### **Step 5. Collaborate with Participants/Storytellers**

The researcher works closely with the participants, who serve as the storytellers in this narrative inquiry, to ensure that their experiences are accurately represented throughout the research process. This step occurs throughout the research process. The goal is to validate the data source. Initially, the researcher begins working closely with participants to collect narratives. Participants must have a clear understanding of what stories they are going to tell. Therefore, the researcher ensures that both

pleasant and unpleasant stories are accepted because they are relevant to the framework. This collaboration involves member checking, where interview transcripts and initial interpretations are shared with participants to obtain feedback and ensure accuracy and fair representation of their experiences.

### **Step 6. Write a Story of the Participants' Experiences**

Using thematic analysis, the researcher writes up and reports the findings. This section of the report is divided into sub\_sections that correspond to the key themes which emerged from the data analysis translate to English This is just some very general notes and thoughts on case studies, actually combining case studies with thematic analysis may potentially work for a multiple case study, as thematic analysis can allow for comparison between the narratives in the data sets and identify common themes as well as individual differences.

. In this study, thematic analysis is used to identify common themes in students' experiences with feedback, such as the impact of feedback on motivation, self-efficacy, self-regulation, emotional well-being, and self-esteem.

### **Step 7. Validate the Accuracy of the Report**

The researcher continues to collaborate with participants throughout the process by beginning with collecting, recounting, and reporting their narratives. The report of the findings is completed after validating processes such as member checking, triangulating data sources, and

looking for evidence of discrepancies. This step is outlined in the following section on research quality. This validation ensures that the researcher's interpretations are accurate and that the report fairly represents the participants' experiences.

## **B. Research Setting**

This research is conducted at SMAN 4 Banjarbaru, a public senior high school located in Banjarbaru City, South Kalimantan. The school is situated on Jalan Ahmad Yani Km 21 Landasan Ulin, and serves as one of the prominent academic institutions in the area. As a general academic high school, SMAN 4 Banjarbaru offers a range of study programs designed to support students' academic performance, character development, and preparation for higher education.

SMAN 4 Banjarbaru was selected as the research setting because teacher and peer feedback are commonly implemented during English learning. The school provides an appropriate context for exploring students' experiences of receiving feedback, how it influences their motivation and self-efficacy, and the strategies they use in responding to both positive and negative feedback.

The active teaching practices, regular assessment activities, and varied feedback approaches used across subject areas offer an authentic context for observing real classroom interactions. This makes SMAN 4 Banjarbaru an ideal environment for collecting rich narrative data that

reflects students' lived experiences in responding to teacher and peer feedback. Such conditions support the purpose of this study, which seeks to understand how feedback affects students' psychological responses and learning behaviors within a senior high school setting.

### **C. Data Collection Technique**

The researcher used the narrative inquiry in this research, so the researcher took an interview to collect data.

Data collection in narrative inquiry is about understanding lived experiences through people's own stories. This qualitative approach enables researchers to gather rich and in-depth data that ultimately represent the fullness of participant experiences. The main research instrument utilized for this type of research was **Interview**.

In this study, semi-structured interviews were conducted with six Grade 11 students at SMAN 4 Banjarbaru. The interviews were carried out in a quiet room at the school after obtaining permission from the English teacher and the participants. Each participant was interviewed once, with each interview lasting approximately 3–5 minutes. The interviews aimed to collect data on students' experiences of receiving teacher and peer feedback, how the feedback influenced their motivation and self-efficacy in learning English, and the strategies they used to respond to both positive and negative feedback. With the participants' consent, all interviews were audio-recorded and later transcribed for thematic analysis. An interview is a conversation that

aims to collect information in the description of the interviewee's life in relation to the interpretation of the meaning of the 'phenomenon described' (Kvale, 1996). In addition, Schostak (2006) added that an interview is an extended conversation to obtain in-depth information about a particular topic or subject and through which phenomena can occur and be interpreted in terms of the meaning of the interview.

Within the field of narrative inquiry, in-depth interviews are an important way to examine the complexities of peoples' stories. Researchers may enter into certain events, emotions, and contexts that matter with respect to participants lived experience. Narrative analysis focuses on understanding the phenomenon in the context of the appeared practices or life of the participants. Therefore, in-depth interviews offer an important technique for obtaining rich and meaningful data in narrative inquiry, as participants are able to share their lifeworld interactions and comprehend human experiences using the lived experiences of the storytelling participants.

There are explanation of the data collection steps based on Creswell's (2009) framework

#### 1. Participant Selection

The participants in this research are selected using purposive sampling, a non-probability sampling technique in which individuals are intentionally chosen because they meet specific criteria relevant to the research objectives. In this study,

purposive sampling is applied to ensure that the selected Grade 11 students at SMAN 4 Banjarbaru have sufficient experience receiving feedback in English classes and can provide in-depth insights regarding how feedback influences their motivation, confidence, and self-regulation. Purposive sampling is appropriate in studies that prioritize depth and relevance of information over representativeness, as it enables the researcher to target participants who can offer the most meaningful data.

## 2. Building Trust

Before starting data collection, informed consent was obtained from each participant. Time was taken to build *rapport* and trust by explaining the purpose of the study, the use of data, and guaranteeing anonymity. Participants was assured that participation is voluntary and they have the right to withdraw at any time.

## 3. In-Depth Interviews

Semi-structured interviews with open-ended questions was used to encourage participants to share in-depth narratives about their experiences of receiving feedback. Questions will focus on how feedback affects their motivation, confidence and self-regulation. Interviews was recorded (with permission) and detailed field notes was taken.

## 4. Document Collection

Relevant documents such as student feedback assignments, teacher notes, and other classroom materials was collected to provide additional insights.

#### 5. Transcription and Organization

Interviews was transcribed verbatim. Field notes, reflective memos, and documents was organized systematically.

#### 6. Data Validation

Member checking was done by sharing interview transcripts with participants. Triangulation was used to compare findings from interviews, observations, and documents.

#### 7. Narrative Analysis

Participants' experiences was reconstructed into a coherent narrative. Key themes and emerging lessons was identified and connected to the broader context.

#### 8. Report Writing

The report was organized in an engaging storytelling format, using direct quotes to bring participants' voices to life and provide evidence for interpretation.

### **D. Data Analysis**

Creswell (2009) outlines a structured method for data analysis in qualitative studies, specifically under the category of narrative inquiry. In the context of designing and conducting narrative research, the expectation is to organize or prepare data, code it, and interpret it in

order to create a narrative. Creswell's outline of the process is presented below, along with its connection to narrative inquiry: Creswell's Steps for Narrative Inquiry

- 1) Organizing and Preparing Data: This enables the researcher to collect and transcribe interviews, observations, or documents. Researchers will remove non-narrative elements and remove identifiers/de-identification of the participants.
- 2) Obtaining a General Sense of Information: The researchers read the data to get a general sense of overall meaning, while recording some preliminary patterns or themes.
- 3) Coding Data: Code data is assigned to segments of data; while noting codes allows capturing of information in a systematic manner. Coding may be done manually or with qualitative software tools.
- 4) Developing Themes: Themes (or key ideas or patterns that emerge) will come about from the coded data. Interpreting Themes: The themes 'are reported after reconnection to the relative, larger contexts, or theoretical framework, while narrative and logical synthesis develop coherent narrative report.'
- 5) Representing a Narrative: The final step is writing the narrative report into a structure or narrative product, converting the data into a more easily read, chronological, and formal narrative---including systematic thematic coding as an analysis strategy.

Then, to build the trustworthiness of this narrative inquiry, the researcher referred to the highly influential and much-cited classic work of Lincoln and Guba (1985) and the current by Loh (2013). The four criteria of trustworthiness were used 1) Credibility, 2) Transferability, 3) Dependability, and 4) Confirmability.

a) Credibility

Lincoln and Guba (1985) highlighted credibility is similar to internal validity in positivist research, confidence in the truth of the findings. Therefore, the researcher used triangulation and member checking. 1) triangulation is the technique used to ensure that an account is rich, robust, comprehensive, and well-developed. 2) member checking is the single most important provision that can be made to strengthen a study's credibility. This can be done both formally and informally, as opportunities for member checks may arise during the ordinary course of observation and conversation.

b) Transferability

To establish the transferability of this study, a database that makes transferability judgments possible on the part of potential appliers should be provided.

c) Dependability and Confirmability

To achieve dependability and confirmability of the study, the researcher maintains a dependability audit examining the process of inquiry and a confirmability audit examining the product to provide those data support findings, interpretation, and recommendation. To achieve those kinds of audits, data supported every finding, and potential auditors were provided access to trace all data.

#### **E. Research Instrument**

The main instrument used in this study was an interview. The researcher employed semi-structured interviews to obtain detailed information regarding students' experiences, perceptions, and responses toward teacher and peer feedback in English learning. Semi-structured interviews were chosen because they allow the researcher to prepare guiding questions while still providing flexibility for participants to express their opinions and experiences freely.

The interview questions were designed based on the research questions of the study. The first part of the interview focused on exploring how teacher and peer feedback influence students' motivation and self-efficacy in learning English. The second part focused on identifying students' strategies in responding to both positive and negative feedback provided by teachers and peers.

Through interviews, the researcher was able to gain deeper insights into students' feelings, attitudes, and personal experiences related to feedback during the English learning process. In addition, interviews allowed participants to explain their thoughts in more detail, which helped the researcher obtain rich and meaningful qualitative data.

The interview consisted of several open-ended questions to encourage participants to provide descriptive answers. During the interview process, the researcher also asked follow-up questions when necessary to clarify participants' responses and obtain more comprehensive information.

To ensure the validity of the data, the researcher recorded the interviews and transcribed the responses for further analysis. The collected data were then categorized and interpreted based on themes related to motivation, self-efficacy, and students' response strategies toward teacher and peer feedback.