CHAPTER III

RESEARCH METHOD

A. Research Design

In educational research, scholars typically categorize research designs into three main types: quantitative, qualitative, and mixed methods (Creswell, 2014). Quantitative research focuses on numerical data and statistical analysis, while qualitative research emphasizes in-depth exploration of human experiences and meanings. Mixed methods combine elements of both approaches to provide a more comprehensive understanding of complex phenomena.

This study adopts a qualitative approach, specifically field research, as it seeks to explore the lived experiences of pre-service English teachers during their teaching practicum. The chosen research design is narrative inquiry, a method well-suited for examining personal experiences and the meanings individuals assign to them.

Narrative inquiry, as defined by Clandinin and Connelly (2000) a way of understanding experience. It is a collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus. This approach centers on storytelling as a powerful tool for capturing the depth and complexity of human experience, especially within educational contexts.

The primary goal of narrative inquiry is to explore and interpret how individuals make sense of their lived experiences within social and cultural contexts (Riessman,

2008). By focusing on personal narratives, researchers gain insight not only into what participants have done, but also how they have felt, learned, and grown through those experiences.

This research design is particularly relevant to the current study, which investigates how pre-service English teachers integrate Technological Pedagogical Content Knowledge (TPACK) during their teaching practicum. Narrative inquiry provides a meaningful way to capture the richness of their experiences, including the challenges, reflections, and professional growth they undergo. It allows participants to share their stories in a personal and reflective manner, offering deeper insight into how they internalize and develop their teaching competencies through TPACK.

Following the framework proposed by Clandinin and Connelly (2000), this study implements narrative inquiry through the following steps:

1. Entry into the field

The researcher establishes rapport with participants and becomes familiar with the context of their practicum environment.

2. Living and telling

Participants are invited to share their lived experiences through in-depth interviews and reflective journals.

3. Retelling

The researcher reconstructs and analyzes the narratives, paying attention to three key dimensions temporality (past, present, future), sociality (personal and social conditions), and place (the physical and contextual environment).

4. Reliving and reflecting

Both researcher and participants engage in mutual reflection to interpret the meanings embedded in the stories.

B. Research Setting

This study was conducted at MAN 2 Banjarmasin, Sekolah Indonesia Makkah, and MAN 3 Banjar, and SMAN 2 Banjarmasin. The research focused on the English Language Education program within the Faculty of Tarbiyah and Teacher Training.

UIN Antasari emphasizes the integration of Islamic values with academic excellence and actively promotes the use of educational technology. The university's Teaching Practice Course (PPL) provides pre-service teachers with real classroom experience, making it an ideal setting to explore how they apply the TPACK (Technological Pedagogical Content Knowledge) framework during their practicum. By selecting this institution, the study aims to offer relevant insights into the professional development of pre-service English teachers in a context that supports both pedagogical innovation and technological integration.

C. Participants

The participants in this study were 10 pre-service English teachers enrolled in the Teaching Practice Course (TPC)/PPL 2 at some school in Banjarmasin. The participants, consisting of 10 famale. These participants were selected because they had previously taken courses related to Language Teaching Methodology, Language

Material Development and Media and Technology in ELT were actively applying this knowledge during their teaching practicum.

The selection of these participants was intentional, aiming to capture authentic insights into how pre-service teachers integrate technology, pedagogy, and content knowledge during their teaching practice. Their experiences offer valuable perspectives on the role of TPACK in fostering professional development within the context of teacher education.

D. Data

In this study, the data were collected through two qualitative instruments: open-ended interviews and reflective journals written by pre-service English teachers from UIN Antasari Banjarmasin who had completed their teaching practicum. Both instruments were designed to explore their understanding and experiences in integrating Technological Pedagogical and Content Knowledge (TPACK) during their teaching practices.

The primary purpose of this study is to describe how pre-service teachers implement TPACK in real classroom contexts and to identify the challenges and strategies they reflect upon throughout the process. The collected data provide insights into how pre-service teachers develop their technological, pedagogical, and content knowledge, as well as how these experiences contribute to their professional growth.

Through the open-ended interview and reflective journal, participants were able to freely share their teaching experiences, reflections, and perceptions related to

TPACK integration. These qualitative data help reveal not only how TPACK is applied during teaching practicum but also how the participants navigate challenges and construct strategies that support their professional development as future teachers.

E. Technique of Data Collection

The researcher used the Narrative Inqury in this research, taking interviews and reflective journals to collect data.

1. In-dept interview

An in-depth interview is a qualitative method used to deeply explore someone's experiences, beliefs, or thoughts. According to Kvale and Brinkmann (2009), an in-depth interview is a conversation where the researcher and the participant work together to create meaning. It is flexible and allows the participant to share their story in their own words. In narrative inquiry, interviews help gather life experiences in the form of stories (Clandinin & Connelly, 2000).

This method fits well with this study because it focuses on the experiences of pre-service teachers during their teaching practicum. Through interviews, the researcher can ask questions about how they applied TPACK (Technological Pedagogical Content Knowledge) and what they learned from the experience. It also gives space for the participants to reflect on their growth as future teachers.

2. Reflective Journals

A reflective journal is a personal written record in which participants express their thoughts, emotions, experiences, and interpretations of specific learning or

teaching events. According to Schön (1983), reflection is a critical component of professional learning as it allows individuals to bridge the gap between theory and practice by analyzing real-life experiences. Similarly, Zeichner and Liston (1996) emphasize that reflective practices encourage teachers to critically evaluate their teaching decisions, thereby enhancing their professional growth and classroom effectiveness.

In this research, reflective journals serve as the primary instrument to explore the challenges and strategies that pre-service English teachers experience when integrating Technological Pedagogical and Content Knowledge (TPACK) during their teaching practicum. The journals provide in-depth insights into how participants connect technology, pedagogy, and content in authentic classroom contexts, allowing the researcher to trace their cognitive and emotional development throughout the practicum period.

To structure the reflection process systematically, participants' journals were guided by Gibbs' Reflective Cycle (1988), which includes six stages: Description, Feelings, Evaluation, Analysis, Conclusion, and Action Plan. This model helps participants move beyond mere description to deeper critical thinking and self-awareness.

Table 3.1 Gibb's Reflective Cycle (1998)		
No	**Stage**	**Definition**
1.	Description	Participants describe the teaching situations where TPACK integration occurred, such as using digital tools to support grammar instruction or online platforms to facilitate student interaction.
2.	Feelings	Participants express emotions like anxiety, confidence, or frustration when applying technological tools in their lessons.
3.	Evaluation	Participants assess what went well and what challenges emerged, such as time constraints, unstable internet connections, or limited student engagement.
4.	Analysis	Encourages them to interpret why certain strategies succeeded or failed, linking their reflections to theoretical understanding of TPACK
5.	Conclusion	Particpants summarize the key lessons learned,
6.	Action Plan	Guides them to outline future steps for improvement, such as seeking professional development in digital pedagogy or experimenting with new instructional technologies.

Using reflective journals based on Gibbs' model allows the researcher to examine both the cognitive dimension (how participants conceptualize TPACK) and the affective dimension (how they feel and respond to challenges in real classroom settings). As Farrell (2013) notes, structured reflection not only promotes self-awareness but also leads to transformative learning, empowering teachers to become more adaptive and technology-literate professionals.

F. Data Analysis

This research uses a Narrative Inquiry design. There were in-depth interviews and Reflective Journals to collect data. Narrative Analysis was chosen as the data analysis technique. Narrative analysis is a way to study the stories people tell about their experiences. According to Riessman (2008), narrative analysis is "the study of the ways humans experiences the world, and the primary way of accessing that experience is through eliciting and interpreting the stories people tell." This means the researcher focuses not only on what the participant says, but also on how they tell their story, including the structure and meaning behind it.

Clandinin and Connelly (2000) also explain that narrative analysis is part of narrative inquiry itself. The researcher and participants work together to make sense of the experience by turning it into a meaningful story.

This analysis method is a good fit for narrative inquiry because both focus on understanding lived experiences through storytelling. In your study, participants are pre-service teachers who have gone through a teaching practicum using TPACK.

Narrative analysis allows you to explore how these future teachers experienced teaching with technology, pedagogy, and content, and how they made meaning from their challenges and growth.

Steps of Narrative Analysis (from Riessman, 2008; Clandinin, 2013):

1. Transcription and Familiarization

The researcher transcribes the interviews and reads them along with the reflective journals several times. This helps to get a clear understanding of each participant's story.

2. Story Structuring

In this step, the researcher finds the flow or structure of the story what happened first, what the problem was, what the turning point was, and how things ended. This helps to see how participants tell their practicum experiences.

3. Thematic Coding within Stories

The researcher identifies important themes inside each story. For example, themes like "difficulty using technology," "confidence in teaching," or "students' reactions" may appear naturally from the stories.

4. Contextual Analysis

The researcher looks at the background of each story. For example, the school environment, available resources, or institutional rules that may have affected how the participant used TPACK during their practicum.

5. Re-storying (Narrative Construction)

The researcher rewrites each participant's experience into a full and meaningful story. This is more than quoting interviews it's building a clear narrative that shows what the participant went through and learned.

6. Meaning-Making and Interpretation

Finally, the researcher reflects on the meaning of the stories and connects them to the TPACK framework and the idea of teacher professional development. This helps understand what the stories tell us about becoming a better teacher.

G. Technique of Data Validity

To ensure the credibility, dependability, confirmability, and transferability of the data in this narrative inquiry, the researcher applied several data validation strategies as suggested by Lincoln and Guba (1985).

1. Triangulation

The researcher used methodological triangulation by combining two data sources: in-depth interviews and reflective journals. The interviews provided direct verbal narratives of participants' teaching experiences, while the reflective journals offered written, ongoing records of their professional growth and self-reflection. Comparing and cross-checking these two data sources strengthened the credibility and consistency of the findings.

2. Member Checking

After the transcription and preliminary interpretation of interview data, the researcher returned the transcripts and interpretations to the participants for

verification. This process ensured that their perspectives and meanings were accurately represented and interpreted in alignment with their intentions (Creswell & Poth, 2018).

3. Prolonged Engagement and Persistent Observation.

The researcher maintained continuous interaction with participants during the teaching practicum to build trust and obtain a comprehensive understanding of their experiences. Prolonged engagement helped the researcher collect authentic, in-depth data rather than superficial impressions (Lincoln & Guba, 1985).

4. Peer Debriefing.

The researcher discussed emerging interpretations and themes with academic peers and the supervisor to minimize personal bias. Peer debriefing served as a process of external checking that tested the logical consistency of the analysis and refined the researcher's interpretations.

5. Audit Trail.

To enhance confirmability, the researcher maintained detailed documentation of the research process, including interview protocols, reflective journal guidelines, transcription records, coding notes, and reflective memos. Such transparency allows other researchers to trace the steps taken and evaluate the rigor of the research (Cohen, Manion, & Morrison, 2018).

6. Thick Description

The findings were presented with rich, detailed descriptions of participants' contexts, teaching environments, emotions, and reflections.