

CHAPTER III RESEARCH METHODOLOGY

A. Research Method

In this study, the researcher used a qualitative research design. Qualitative research is about questioning previously given variables (taken for granted), but also about making new distinctions from each type of phenomenon, for example, by creating new concepts, including the identification of new variables.¹ The type of qualitative research that is taken is a narrative model. Narrative researchers explore educational research problems by understanding an individual's experience. Thus, the researcher has the opportunity to study the subject in its natural setting and understand behavior, actions, and feelings in the full context.²

Narrative investigation can reveal a unique perspective and deeper understanding of a situation. Narrative inquiry records the experiences of an individual or a small group, revealing a particular life experience or perspective from that individual. Researcher uses narrative inquiry because it reveals in-depth details of a situation or life experience. In addition, narrative research is seen as a way to democratize the documentation and lived experiences of the wider society. In the past, only the rich could afford a biographer to record their life experiences, narrative research gives voice to marginalized people and their life experiences. The researcher used biographical case studies as type of narrative inquiry where the researcher obtains data from participants and writes it in narrative form.

B. Research Subjects and Setting

The subject is a participant that is involved in the research. As the subjects of the study, the researcher took two participants who were alumni English Department of an Islamic university in Jepara and a private university in Kudus with hearing impairment. The role of research subjects is to provide responses and information related to data needed by researchers. Meanwhile, the setting is the place where the research takes place. Thus, the researcher will collect data by coming

¹ Patrik Aspers, Ugo Corte, "What is Qualitative in Qualitative Research", *Qualitative Sociology*, Vol. 42, No. 2, 139-160. DOI: <https://doi.org/10.1007/s11133-019-9413-7>

² Alev Elçi, Begüm Çubukçuoğlu Devran, "A Narrative Research Approach: The Experiences of Social Media Support in Higher Education", *Learning and Collaboration Technologies. Designing and Developing Novel Learning Experiences*, 2014, 36-42. https://doi.org/10.1007/978-3-319-07482-5_4

directly to the participant's house as a form of appreciation to the participant or come to the agreed place according to the participant's spare time.

C. Research Instrument

Instruments are tools that assist the researcher in collecting data. This study uses a list of interview guidelines addressed to alumni of the English Department of from the two universities mentioned above. Although interviews come in many forms and styles, it is important to note that no one-interview style is suitable for every occasion or for all respondents.³ The interview aims to find out how the experience gained by the participants while learning to listen to English amidst the limitations they have. In-depth interviews were conducted to obtain detailed information from specific participants. To support the interview, the researcher prepared a list of main questions. It is intended that researcher can be more structured in digging up information and that no important information is overlooked. In addition, to facilitate the interview process, it is necessary to have a tool for recording and also a notebook. This is so that no information is missed and undetected by researchers.

D. Data Collection Technique

In collecting the data, the researcher interviewed two participants who are alumni of an Islamic university in Jepara and also a private university in Kudus. An interview is a series of questions that are delivered orally by an interviewer and are usually responded to orally by the participant.⁴ It had a purpose to discover deeply what experience they got while learning English with the limitations they had and also found out their strategies in dealing with learning problems. The researcher only interviewed 2 participants because only they met the criteria, namely having a hearing impairment and also having studied English in college. Researchers used semi-structured interviews as a format for conducting interviews. In semi-structured interviews, researchers use guides as a source of direct interviews but often use open-ended interviews to follow the explanations of participants and researchers to catch up on the development of themes.

³ Costa Hofisi, Miriam Hofisi, Stephen Mago, "Critiquing Interviewing as a Data Collection Method", *Mediterranean Journal of Social Sciences*, Vol. 5, No. 16, 2014, 60-64. DOI: 10.5901/mjss.2014.v5n16p60

⁴ Gary Barkhuizen, Phil Benson, Alice Chik. "Narrative Inquiry in Language Teaching and Learning Research". (New York and London: Routledge, 2014), 74-77.

E. Research Data Validity

Validity is a measure that shows the level of validity of an instrument. Validity is measured using theoretical and empirical evidence.⁵ In this study, researchers used a triangulation strategy. The researcher triangulates the data using different data sources and investigates some of the information taken from several theories and previous studies to construct a reasonable explanation of the related topics. So, the researcher compares both the data and the theories to find out whether the data is related to the theories or not. Researchers also use different informants to check the truth of the information. Through various perspectives or views, it is hoped that results that are close to the truth will be obtained. If a topic is constructed based on a collection of several data sources or perspectives from participants or research subjects, then this process can be determined as proof of the validity of the research.

F. Data Analysis Techniques

According to Gary Barkhuizen, there are three steps in analyzing the data that researcher will use to analyze the data in this study, namely:

1. Coding

Coding is the process of organizing material based on a topic or category itself. Researchers need to highlight key points from specific topics and then group key points based on related topics. In this study, the researcher coded the data and sources conductively. Semantic coding is done at several levels. At first, the researcher transcribed the results of the interview then made a list of important things that would later be categorized based on a predetermined theme.

2. Categorization

Categorization is a technique in text analysis, which aims to assign one or more categories to unstructured text documents. Researcher makes several categories based on research results. The results of the coding in the form of a list are categorized based on the themes that have been made. Whether themes are predetermined or not, good thematic analysis always involves iterative reading of the data and multiple rounds of analysis, in which the researcher moves back and forth between the data, its coded forms, and categories to refine themes and theoretical relationships.

⁵ Edwin, Kubai. “*Reliability and Validity of Research Instruments Correspondence to kubaiedwin@yahoo.com*”. (Zambia: UNICAF University, 2019), 17-19.

3. Re-organization of extracts

Finally, these themes are examined and compared in relation to each other. At this stage, the researcher explains the researcher's personal view of the issue in terms of his/her own socio-cultural, historical, and experiences. It can also be a meaning derived from a comparison of the findings with information obtained from relevant previous theories and research.⁶

G. Research Ethical Considerations

In addition to the importance of choosing the right research methodology and methods, it is also important to consider ethics in conducting research. However, it is important to further consider the basics of ethical research involving human participants.⁷ Most work-integrated learning (WIL) research involves human participants; therefore, it is imperative that human research ethics approval has been obtained. Consent must be obtained before commencing data collection from human participants because human research ethics committees cannot give consent for research after data collection has begun. It includes the explanatory statement of the study, consent/assent form, and permission letter. This is done with the aim that participants understand the topic or what the researcher needs.

⁶ Gary Barkhuizen, Phil Benson, Alice Chik. *Narrative Inquiry in Language Teaching and Learning Research*. (New York and London: Routledge, 2014), 74-77.

⁷ Jenny Fleming, Karsten E. Zegwaard, "Methodologies, Methods, and Ethical Considerations for Conducting Research in Work-Integrated Learning", *International Journal of Work-Integrated Learning*, Vol. 19, No. 3, 2018, 205-213.