CHAPTER III
RESEARCH METHODOLOGY

In this chapter, there is a discussion of the research method, research setting, research participants/subjects, instrument and data collection technique, and data analysis technique.

A. Research Method

To conduct a study, researchers use qualitative methods with narrative inquiry. Research using qualitative methods is an approach to research that produces descriptive data in the form of written or spoken words.[1] The aim is to provide a textual description that is closely related to what is the object of research and the researcer uses a qualitative method because the research presents data in a narrative manner obtained from the stories of the participants, not examining the data that the researcher has formulated beforehand. This requires greater adaptation between researchers and research subjects.[2] When someone chooses to use qualitative methods in research, an approach is needed in the form of descriptive writing or verbal from the research subjects, for this, it requires close cooperation, trust, and good adaptation. As explained in Cresswell's book that qualitative research is a situated activity that places the observer in the world.[3] Therefore, they turn the world into a collection of images in the form of field notes, interviews, conversations, photographs, recordings, and self-memo. The researcher will conduct the research through oral interviews and then rewrite it or narrate the results of the interview. Because the researcher also uses a narrative approach as a method to be taken.

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[1] F.Michael Conelly, D.Jean Clandinin,"Stories of Experience and Narrative Inquiry", Educational Researcher, 5 (1990) : 2-14

[2] D. Jean Clandinin and Jerry Rosiek, "Mapping a Landscape of Narrative Inquiry: Borderland Spaces and Tensions," in *Handbook of Narrative Inquiry: Mapping a Methodology*, by D. Clandinin (2455 Teller Road, Thousand Oaks California 91320 United States: SAGE Publications, Inc., 2007), 35–76, https://doi.org/10.4135/9781452226552.n2.

[3] John W. Creswell and John W. Creswell, *Qualitative Inquiry and Research Design: Choosing among Five Approaches*, 3rd ed (Los Angeles: SAGE Publications, 2013).

Narrative Inquiry has its own role in research. As an approach that accompanies the research process, narrative inquiry refers researchers to entering into the world of research subjects by observing through life experiences.[4] An experience as research data obtained from research subjects is then reflected and re-narrated by the researcher.[5] Every experience is shaped by the interaction between the subject, self, and the world.[6] The three are closely related, which is why it is obligatory for both parties to adapt well. Clandinin et all provide a narrative that narrative inquiry is an investigation that is more than just telling a story.[7] Therefore, because it is not just telling but how the story lives and is retold, there are three points where it is generally defined as the process of an event occurring, namely in the past, present, and future.

The narrative approach can develop data taken from the experience notes. Narrative Inquiry is not only a methodology but also acts as a liaison by listening to stories from an experience. Clandinin and Connelly added that developing a narrative requires an imaginative way of depicting an experience.[8] So, the role of narrative inquiry here is to bring the story being researched to life. Therefore, researchers must use a sense to understand it in order to enter into the story. A story will not be alive and difficult to develop if researchers cannot live up to the story. According to Polkinghorne, there are 3 focuses for developing narratives from experiences, namely the relationship between researchers and participants, developing

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[4] Barkhuizen, Benson, and Chik, *Narrative Inquiry in Language Teaching and Learning Research*.

[5] The Education University of Hong Kong and Chan, "Narrative Inquiry."

[6] Clandinin and Rosiek, "Mapping a Landscape of Narrative Inquiry."

[7] D. Jean Clandinin, Debbie Pushor, and Anne Murray Orr, "Navigating Sites for Narrative Inquiry," *Journal of Teacher Education* 58, no. 1 (January 2007): 21–35, https://doi.org/10.1177/0022487106296218.

[8] Janice Huber et al., "Narrative Inquiry as Pedagogy in Education: The Extraordinary Potential of Living, Telling, Retelling, and Reliving Stories of Experience," *Review of Research in Education* 37, no. 1 (March 2013): 212–42, https://doi.org/10.3102/0091732X12458885.

narratives from oral stories to written texts, and developing the interpretive nature of narrative research.[9]

The existence of social relations is also important in the narrative inquiry approach method. From a Grounded Theory perspective, social relations can be created through an analysis focusing on topics, conflicts, and reactions. It contains an analysis of the narrative of how the process of telling experiences, what is the basis of research, and how to understand the characters so that good reactions arise.[10] Understanding character can be done by respecting and appreciating the participants or research subjects so that they can generate good reactions to be able to enter into the story of the experience. Pinnegar and Daynes propose that when describing the narrative inquiry methodology, namely by narrating experiences, a relational understanding of the roles and interactions between researchers and participants will be obtained. Because researchers are trying to get authentic records of participant experiences.[11]

B. Research Setting

1. Research Place

Research on "I Need to Learn English" : A Narrative Inquiry of Islamic Senior High School Students' Motivation and Personality in Learning English was conducted at Islamic Senior High School in Weleri with students as participants. The researcher chose Senior High School in Weleri as the research location because this school is a good foundation of Islamic knowledge. The researcher wants the participants who are Islamic students to be taken from the school to find out that in an Islamic-based school, what is

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[9] Torill Moen, "Reflections on the Narrative Research Approach," *International Journal of Qualitative Methods* 5, no. 4 (December 2006): 56–69, https://doi.org/10.1177/160940690600500405.

[10] Colette Daiute,"Narrative Inquiry:A Dynamic Approach", Sage Publication, (2014), https://www.researchgate.net/publication/270050408

[11] Andrew C. Sparkes, "Life Histories and the Issue of Voice: Reflections on an Emerging Relationship," *International Journal of Qualitative Studies in Education* 7, no. 2 (April 1994): 165–83, https://doi.org/10.1080/0951839940070205.

the student's motivation in learning English, and what kind of personality each individual influences.

2. Research Time

Research on "I Need to Learn English" : A Narrative Inquiry of Islamic Senior High School Students' Motivation and Personality in Learning English was conducted in May 2023.

C. Research Participants

Ravitch and Carlq suggest that researchers should consider research subjects as participants who understand the roles and objectives of the entire design process and are involved in the research.[12] The researcher chose the three participnts because they were recommendations from the teacher, because according to the teacher the three student were very suitable to be participants for research. As a researcher, only agree on how and who is the choice of the teacher who has given researcher place for research. Because of the rules, it will facilitate the objectives of the research process. In addition, there is a research process that is carried out through discussion and interaction, so as a participant, you have to be able to build an atmosphere.[13] In other words, participants and researchers must be able to create good adaptations together. To find out the understanding of the participants, an examination or validation of the participants and their approval as participants was carried out.[14]

The formation of participants in this study was preceded by an agreement between several parties, namely students, schools, and researchers. The students who participated in my research were students from Islamic Senior High School in Weleri, there were three students aged between 16 and 18 who

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[12] Christopher S. Collins and Carrie M. Stockton, "The Central Role of Theory in Qualitative Research," *International Journal of Qualitative Methods* 17, no. 1 (December 1, 2018): 160940691879747, https://doi.org/10.1177/1609406918797475.

[13] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed (Thousand Oaks: SAGE Publications, 2014).

[14] Hossein Nassaji, "Good Qualitative Research," *Language Teaching Research* 24, no. 4 (July 2020): 427–31, https://doi.org/10.1177/1362168820941288.

were participants, they were students from grade 1 to grade 3. They were chosen because of their own willingness to share their experiences in learning English as a second language and to help complete this research well. In order to achieve the research objective, which is to obtain information on whether the type of motivation and personality of these students influence the process of learning English as a second language, an action is needed, namely an interview. With the interview, it is hoped that the participants will be able to answer questions about what motivation and personality they have as EFL students and how that motivation and personality affect learning habits.

D. Instrument and Data Collection Technique

In qualitative research, what is needed is to collect and analyze data in the form of narratives from the participants through the techniques. In qualitative research, the researcher has the main role as an instrument whereby the actors to process the stages in determining the final results of the research to collect data, analyze the data, then initiate or record the results of the research. This research using a narrative approach was conducted using the interview method because, in the narrative approach, the technique is in the form of retelling the results of the research taken from the stories of the participants' experiences. According to Clandinin and Conelly, way of understanding and investigating experience through collaboration between researcher and participant, over time, in a place or series of places, and in social interaction with the environment.[15]

From an excerpt from the journal Imami Nur Rachmawati, Holloway, and Wheeler say that qualitative research generally uses unstructured or semi-structured interviews.[16] Researchers chose to use semi-structured interviews which contained open-ended questions related to predetermined motivations and personalities, then the

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[15] Clandinin, *Engag. Narrat. Inq.* College of Nursing, University of Utah Books. 2016

[16] Imami Nur Rachmawati, "Pengumpulan Data Dalam Penelitian Kualitatif: Wawancara," *Jurnal Keperawatan Indonesia* 11, no. 1 (March 24, 2007): 35–40, https://doi.org/10.7454/jki.v11i1.184.

participants as respondents were tasked with answering using their own words. They are free to have an opinion according to their real experience. Related to all that, the research focus still refers to its approach, namely narrative inquiry to understanding the experiences told by participants in the interview process. Interviews were conducted in the Islamic Senior High School in Weleri building, with approximately 30 to 45 minutes for one participant. Researchers as much as possible create a calm and relaxed atmosphere so that participants can tell stories freely. The researcher documented the interview by writing the result of the interview as a transcript for the researcher's guidance in re-narrating the participants' stories properly according to the facts.

E. **Research Data Validity**
  1. Trustworthiness

     Cresswell and Poth et al explain that validity in qualitative research or trustworthiness is the truth of a definition that includes the rules of wisdom included in the research process. Clandinin and Connelly add that caution is needed regarding the application of methodological language in narrative investigations. Therefore, to ensure that this research is accurate in validity or trustworthiness, this research pays serious attention to interpretative credibility and validity.

  2. Interpretive Validity

     Interpretive validity is determined by the perspective participant factually. Johnson & Christensen et al superhuman collaboration between researchers and participants to assess the accurate interpretation of transcripts in interviews. Narrative inquiry is very useful for participants when developed and collaborated with researchers because it will create an interpretive awareness that there is a participant's voice present during data collection. It promotes proven trust when the researcher can unequivocally summarize the participants' interpretations of the analysis. As Coulter and Smith say, the point of narrative research is to reveal the participants' subjective experiences as they interpret the events and conditions of their daily lives. This subjectivity reveals the truth through the stories

of the participants in the retelling. The researcher balances the results of the analysis with the member-checking method, where when the results of the analysis are completely arranged, the researcher will carry out member-checking, that is, look again and ask for opinions on whether the research paper has been approved by the participants which contains the truth of a story during the research process.

F. Data Analysis Technique

The data analysis technique in this study used a qualitative narrative research analysis. According to Chase, Clandinin, and Pinnegaret all in the 'Qualitative and Research Design Book' by John Cresswell, narrative research is a research method by analyzing the story that is told, namely in the form of experience.[17] This technique is very suitable for qualitative research with a narrative approach through interviews. Because, by telling experiences, detailed conclusions will be obtained. The researcher hopes that data analysis using the above techniques will help to obtain the overall data and be able to solve the problem being studied which then provides an overview of the subject related to this in the future. In narrative research, to analyze data using:

1. Inquiry Process

This process is called data collection. Researchers collected data from the results obtained through interviews (oral/non-verbal), reference journals, and research notes. As said by Cresswell that before the new research process begins, researchers must think and do analysis.

2. The Narrative Inquiry Field

In this section using narrative analysis, the investigation in the research is designed step by step. The first begins by identifying questions from the research topic before the interview is conducted. Then, collecting the narrative obtained from the interview results, after that, the narrative is transcribed into written text that will be

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[17] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012).

developed by the researcher according to their own language, and finally, after the narrative data is analyzed, namely drawing conclusions from the data obtained.

3. Fields Text

The researcher designed a field text (data collection) approximately a week after the research process was carried out by interviewing three students as participants. The interview was conducted face-to-face for 120 minutes followed by an online interview following up in detail on what information was lacking in the offline interview. Researchers understand the stories of their experiences of the participants by writing results in the transcript.

G. Research Ethical Considerations

In a study, activities will run smoothly if there are ethical considerations. Ethical Consideration in Research is basis on which the regulatory basis for research design and research practice is established. Therefore, researchers will meet and carry out their role in ethics that applies when the research process is carried out. In addition to being committed to full responsibility for research and participants as research subjects, as researchers must speak the word and maintain a good professional attitude.[18] In the journal The British Educational Research Association said that in research, at the beginning before the question and answer process begins, the researcher must inform the participants why their participation is needed, and what they will do, so that there is an agreement between the two parties. Then the researcher must give participants the right to privacy, confidentiality, and anonymity because participant data is considered the norm for conducting research.[19] A bed in his article also revealed that honesty is a principle that must be maintained in educational research.

So, research is not an activity that is carried out without any procedures or applicable law. Paying attention to research principles will get good research results. In which honesty is applied, the data taken is factual data, not mere fiction.

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[18] British Educational Research Assosiation (BERA) 2017, (London, 2018), https://www.bera.ac.uk/about/bera-handbook

[19] British Educational Research Assosiation (BERA) 2017, (London, 2018), https://www.bera.ac.uk/about/bera-handbook

Furthermore, there is accuracy in formulating the results of the research process. Openness between the two parties is needed so as not to become a burden during the research process with an attitude of respect and respect for others. The responsibility, both parties have their respective responsibilities. The researcher is responsible for the data obtained and the identity of the research subject by keeping the identity secret.