CHAPTER III: RESEARCH METHOD

This chapter discusses the method that was used to conduct this study. The discussion includes research design, research subject, data collection, research instrument, data analysis and trustworthiness of data.

A. Research Design

Narrative inquiry is used in this study to thoroughly understand a specific system. Rich data regarding the EFL components of PjBL that teachers offer to students with small sample size is gathered by this design in order to support the research question. The first depictions of narrative inquiry in education date back to 1990, when Connelly and Clandinin's work—which strongly emphasizes real experiences—was published. The goal of this process of knowledge-seeking in qualitative research methodology is to improve comprehension of people's experiences across space and time[1]. Researchers are asked to identify stories based on sociability, temporality, and location. Each story contains these elements, which can be positioned within social, cultural, economic, and institutional narratives.[2].

Some data sources for narrative inquiry are participant journal entries, field notes, storytelling, letter writing, unstructured interviews, and autobiographical and biographical works. Researchers should listen to participants' stories when conducting narrative inquiry, recognize that the research relationship is reciprocally constructed (both the researcher and the participant have a voice in telling their story), and recognize that people live their stories in an ongoing text of experience and that they tell their stories

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[1] Dewart G., Kubota H., Berendonk C., Clandinin J., Caine V. (2019). Lugones's metaphor of "world travelling" in narrative inquiry. *Qualitative Inquiry*, 26(3–4), 369–378. https://doi.org/10.1177/1077800419838567

[2] Clandinin D., Caine V. (2008). Narrative inquiry. In Given Lisa M. (Ed.), *The Sage encyclopedia of qualitative research methods* (pp. 542–545). SAGE Publications, Inc. https://doi.org/10.4135/9781412963909.n275

verbally when they reflect on life and provide an explanation of themselves to others.[3].

The researchers focus on oral narratives and semi-structured interviews. Excellent studies conducted through interviews are reported and discussed. The various stages of interviewing, such as theme selection, design, interviewing, transcription, and analysis, are then outlined. Interview formats were broadly classified as a) structured, in which the questions to be asked are pre-planned and there is usually no flexibility in the interview process; b) semi-structured, in which the questions are pre-planned but there is room for maneuver; and c) open-ended, in which the direction of the interview is determined as the interview proceeds. There was also a discussion of the narrative framework, a story outline of incomplete sentences, and blank spaces of varying lengths. The aim was to enable respondents to produce a coherent story by telling it according to their own experiences and reflections.[4].

Thus, the narrative inquiry method is used to overcome this study and make the participants feel comfortable and detailed in sharing their experiences. The goal of this study is to provide information about the teacher's effort in inserting the English language skill in the PjBL model given by the teachers and the student's engagement in running the project under the Merdeka Curriculum. Stories are also thought to be the best way to comprehend a phenomenon.

B. Research Subject

There are 3 English teachers taken from the first grade to the third grade English teacher from 3 different Junior High Schools that have been implementing PjBL or P5 under the Merdeka Curriculum. The participants are not teaching in the same school since the researcher expects different data sources from different types of schools. The first participant is a 7th and

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[3] Jean Clandinin and F. Michael Connelly, Narrative Inquiry: Experience and Story in Qualitative Research (San Francisco: Jossey-Bass Publishers, 2000), 98–115
[4] Barkhuizen, Gary & Benson, Phil & Chik, Alice & York, & Sadeghi, Karim & Sarkhosh, Mehdi & Chik, Alice. (2014). Narrative Inquiry in Language Teaching and Research.

9th grade English teacher in one of State Junior High School in Jember. The second participant is 7th and 8th grade teacher in one of State Islamic Junior High School and the third teacher is an English teacher that teaches in one of Junior High School in Kediri since 2019.

C. Data Collection

In conducting narrative inquiry, the researcher follows the steps defined by Creswell. The first step is to identify a phenomenon to investigate. The second step is to select the participants carefully. The third step is to collect stories from the participants. The fourth method is to retell the stories. The fifth is collaborating with the participant storyteller. The sixth step is to conclude the noted experiences of the participants. The final step is to ensure the report's accuracy. It is shown clearly in figure 1: Steps in conducting narrative inquiry. Therefore, after identifying the phenomenon about the Teacher's Effort in including English language skill and students' engagement in running the PjBL task as the first step and purposively selecting the junior high schools that implement Merdeka Curriculum and the english teachers who teach at those schools as the second step, the researcher continues to the third step by collecting stories from the purposefully chosen English teachers by having them narrative story and experiences through narrative interview.
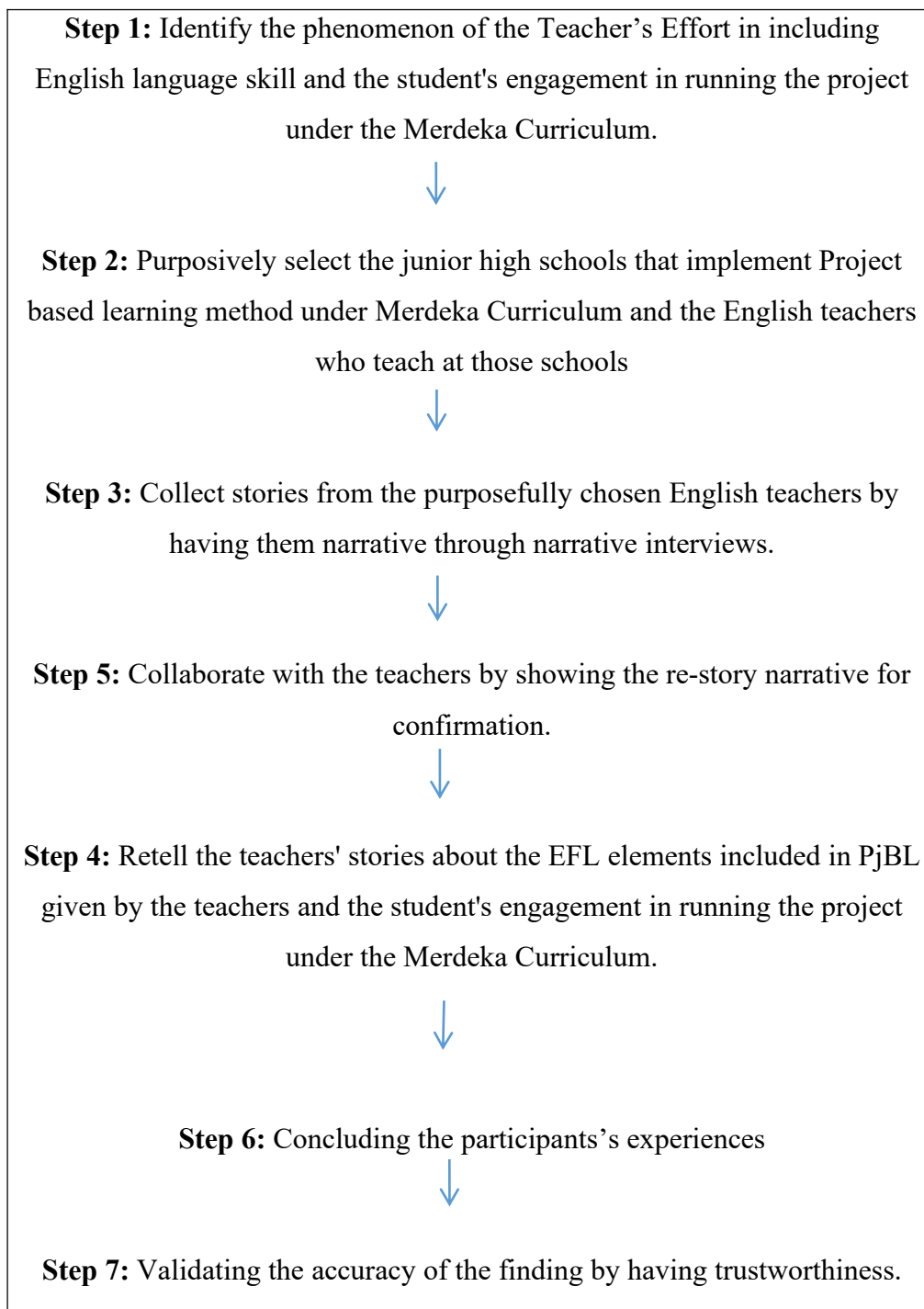
Step 1: Identify the phenomenon of the Teacher's Effort in including English language skill and the student's engagement in running the project under the Merdeka Curriculum.

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Step 2: Purposively select the junior high schools that implement Project based learning method under Merdeka Curriculum and the English teachers who teach at those schools

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Step 3: Collect stories from the purposefully chosen English teachers by having them narrative through narrative interviews.

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Step 5: Collaborate with the teachers by showing the re-story narrative for confirmation.

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Step 4: Retell the teachers' stories about the EFL elements included in PjBL given by the teachers and the student's engagement in running the project under the Merdeka Curriculum.

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Step 6: Concluding the participants's experiences

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Step 7: Validating the accuracy of the finding by having trustworthiness.

Figure 1: Steps in conducting narrative inquiry

D. Research Instrument

Narrative research or inquiry is a more modern qualitative approach that emphasizes life stories as the foundation of human-oriented science. The narrative approach aims to investigate the processes involved in the construction of stories, such as who tells them, why they tell them, and the

cultural discourse they demonstrate.[56]. The underlying theory of narrative research is that people use their stories to understand and gain insight into their lives.[7]. People use narratives to organize and situate their life experiences. People also explain and give meaning to their lives through the use of story forms.[8].

The researcher uses a narrative interview feature to obtain the data. The participants were asked by the researcher and given little time to finish their answers. They may recall, rethink, and reflect on their experiences during the allotment. The narrative interview is directed to represent the participants' experiences about their effort in inserting English language skill into PjBL method and the student's engagement in running the project under the Merdeka Curriculum. The blueprint of Narrative interview can be seen in appendix 1.

E. Data Analysis

In this step, raw data is examined, essential elements are found, organized, and sequenced, and a narrative summarizing the participant's experience is retold. As stated in step 4 of narrative inquiry, the researcher retells the teachers' stories after being analyzed through coding data analysis and turn the data into themes about Teacher's Effort in including English language skill and students' engagement in running the PjBL task.

Then, the researcher collaborates with the teachers by showing the re-story narrative for confirmation and concludes the participant's experiences. The researcher works with the participants to ensure their experiences are accurately portrayed during the narrative story collection process. This step is done while carrying out the research process. It seeks to confirm the source of the data. In order to gather narratives, the researcher

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[5] Bochner AP. (2007). Notes toward an ethics of memory in autoethnographic inquiry. Ethical futures in qualitative research: decolonizing the politics of knowledge.
[6] Trahar S. (2009). Beyond the story itself: narrative inquiry and autoethnography in intercultural research in higher education [41 paragraphs]. Forum Qual Soc Res:Art. 30. http://nbn-resolv ing.de/urn:nbn:de:0114-fqs0901308.
[7] Andrews M, Squire C, Tamboukou M, editors.(2009). Doing narrative research. London: Sage.
[8] Bleakley A. Writing with invisible ink: narrative, confessionalism and reflective practice. Reflective Pract. 2000;1(1):11–24

first began working closely with the participants. It was important for the participants to know exactly what story to tell. The researcher ensured that happy and unpleasant stories were welcome as long as the stories were pertinent to the frame. To put it briefly, the researcher must send the participants' completed retelling to ensure they precisely represent their stories.

F. Trustworthiness of Data

The analysis draft of the participants' stories is shared again with the participants. They are directed to re-read the story and give insight on the analysed content when necessary. By taking this action, it is intended that what is stated in this study accurately reflects the participants' genuine perceptions. Additionally, it is expected that this process reduces the meaning reduction that occurs during the analysis process. In conclusion, participants and the researcher can trust each other to deliver, process, and serve the data.