

MANCHESTER
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LANTERN

Lunchtime Talks



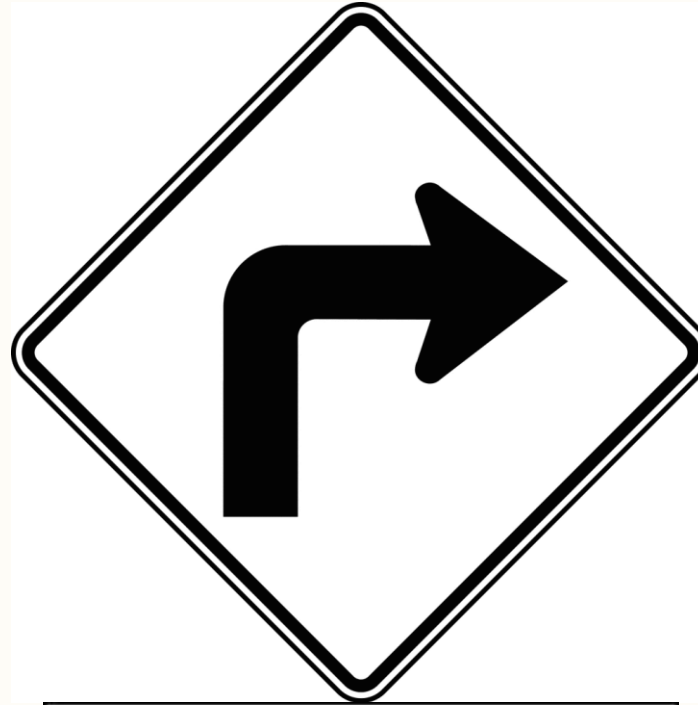
Planning Narrative Research: My Messy Story

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My Narrative Turn



Why Narrative?

My
Professional
observation



Why Narrative? Literature

'There are two modes of cognitive functioning, two modes of thought, each providing distinctive ways of ordering experience, of constructing reality.' These modes are logico- scientific or paradigmatic and narrative mode.

(Bruner, 1985)

'humans are storytelling organisms who, individually, and socially, lead storied lives'

(Connelly and Clandinin, 1990).

'Stories express a kind of knowledge that uniquely describes human experience in which actions and happenings contribute positively or negatively to attaining goals and fulfilling purposes' Polkinghorne (1995)

'Narrative analysis can, therefore, be seen as opening a window on the mind, or, if we are analysing narratives of a specific group of tellers, as opening a window to their culture.'

(Cortazzi (2014)

Planning to Generate My Narrative Data – Possible Methods and Techniques

Wengraf, 2001

BNIM (Biographical Narrative Interview Methods)

SQUIN (Single Question aimed at Inducing Narrative)

PIN (Particular Incident Narratives' (PINs)

Josselson's (2013) Principles to do narrative interviews

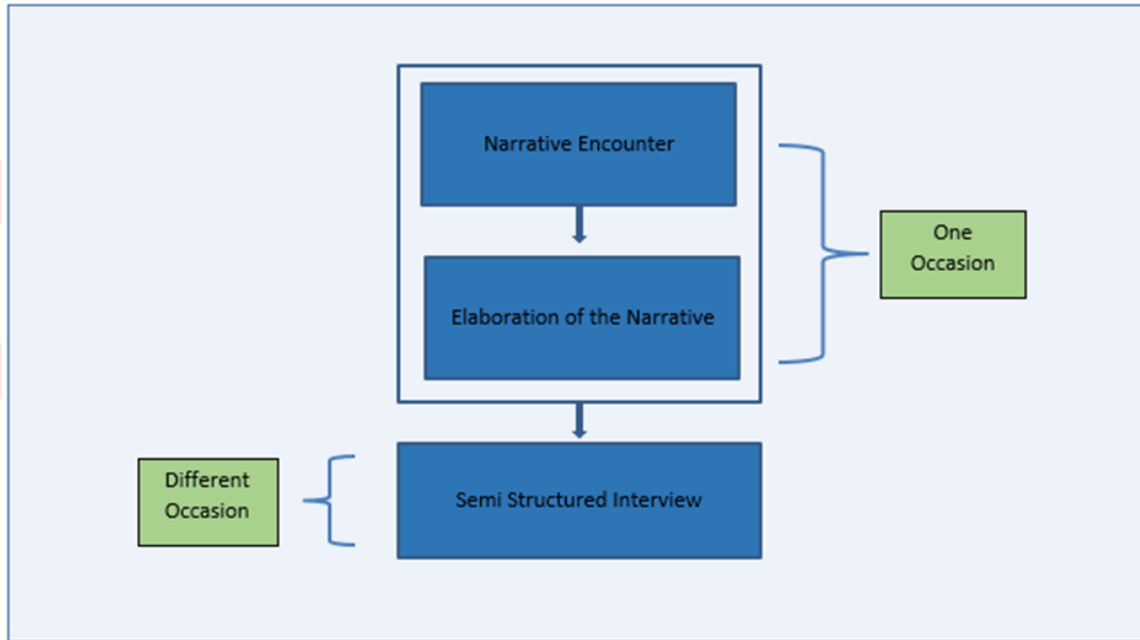
'Big Questions'

'Recruitment Questions'

'Little 'q' Questions'

'the Other (pocket) Questions'

Planning to Generate My Narrative Data – Possible Methods and Techniques



Josselson's (2013) Principle to do narrative interviews

‘Big Questions’

‘Recruitment Questions’

‘Little ‘q’ Questions’

‘the Other (pocket) Questions’



Piloting My Narrative Data Generation – Possible Media

Online Video Call (Synchronous)

Online Voice Call (Synchronous)






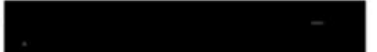
Email exchanges (Asynchronous)

Online Chatroom (Synchronous)



Online Chatroom

October 8, 2013

-  **Fitri Kurniawan** 10/8, 10:04am
Assalamualaikum bu, sudah online kah 😊
-   10/8, 11:49am
Waalaikumsalam...maaf bu baru ol.. saya baru datang...
-  **Fitri Kurniawan** 10/8, 11:53am
Ow iya bu, nggak pa pa..sebentar sy ol di laptop dulu ya bu 😊
-   10/8, 11:53am
iya bu...saya tunggu..

-  10/8, 12:19pm
dr propinsi juga ada...yg diwujudkan membantu persiapan SDM guru
yaitu dg program beasiswa S2...km tuntutan guru RSBI kan S2 bu
-  **Fitri Kurniawan** 10/8, 12:20pm
ow begitu
-  10/8, 12:21pm
n alhamdulillah saya lolos seleksi ditahun pertama peluncuran beasiswa
itu...jd saya off mengajar selama 2 thun mulai thn 2008 km saya di
malang di UM tepatnya
km orientasinya RSBI jadi saya juga diberi kursus bhs inggris...
-  **Fitri Kurniawan** 10/8, 12:22pm
ow kursus di malang atau jember bu?
-  10/8, 12:23pm
diprogram S2 awal katanya kita akan dikirim ke tailand selama 1 th jd
menempuh kuliah satu tahun disana
-  **Fitri Kurniawan** 10/8, 12:23pm
owww
terus?

Email Exchanges

PART 1

"After I Think Cook Cook"

My Story is.....

Pebruari 1995 di wisuda dengan kualifikasi layak mengajar matematika SMA. Berbekal ijazah S-1 dan A/IV dengan kelayakan di atas, bangga dan semangat menjadi guru bercampur menjadi satu. Tiba-tiba keinginan menjadi guru langsung hilang. Akhirnya keinginan itu benar-benar hilang ketika Agustus 1995 di terima di Bagian Ekspor Impor [REDACTED] International Tbk. Tahun 1996 akhir – Juni 1998 mencari pengalaman lain di [REDACTED] bergabung di P [REDACTED] yang bergerak di [REDACTED] Alhamdulillah berbekal pengalaman di dua perusahaan nasional tersebut, tiba-tiba hasrat menjadi GURU muncul lagi, dan 1 Maret 1999 resmi menjadi PNS. Selama tahun 1999-2004 berdinasi di SMP daerah terpencil SMPN [REDACTED] Dengan segala keterbatasan fasilitas dan daya dukung masyarakat, [REDACTED] mencoba merubah paradigma pembelajaran matematika dari "yang ditakuti menjadi sangat dinantikan kehadirannya" dengan berbagai pendekatan, metode, strategi ataupun model yang diperoleh dari berbagai pelatihan. Dalam suasana sekolah dengan predikat Sekolah Non Target meningkat menjadi Sekolah Target.

PART 2

A. PENGALAMAN MENGAJAR MATEMATIKA DI SMP RSBI

Pengalaman menarik selama menjadi guru di RSBI

1. Tantangan untuk mengembangkan diri sangat besar
2. Tuntutan untuk dapat mengajar dengan Bahasa Inggris dengan pendekatan multi strategi sangat luar biasa besar dan berat
3. Ada usaha untuk menyelaraskan Budaya Kerja dengan konsep RSBI
4. Pada tahun pertama, ada kesenjangan antara harapan dan kenyataan, dalam arti secara nyata siswa dapat menerima pembelajaran matematika dengan pengantar Bahasa Inggris namun secara konsep sekitar 60% siswa dapat menguasai.
5. Pada tahun kedua dan seterusnya prosentase meningkat terhadap pemahaman dan soal-soal, karena istilah matematika sudah dikuasai oleh siswa

PART 3

MIXED PERASAAN

Senang, karena secara kelembagaan SMP Negeri [REDACTED] dianggap mampu menyelenggarakan program RSBI pertama bersama 99 SMP lain se Indonesia

Bangga, karena menjadi bagian dalam menyukseskan program RSBI SMP Negeri [REDACTED] baik sebagai pengajar Matematika maupun menjadi tim pengembang RSBI di sekolah, dan cluster Jawa Timur

Bingung, karena modal bahasa Inggris yang pas-pasan harus dituntut mampu dalam waktu super instant ditengah-tengah siswa yang kemampuan bahasa Inggrisnya di atas rata-rata siswa SMP lain

Optimis, karena berbekal semangat, dukungan teman, dukungan kolega-kolega selalu merasa optimis mampu mengantarkan siswa dan lembaga pada level sesuai tuntutan program RSBI

Possible Narrative Analysis Methods

Labov and Waletzky (1967)

Todorov (1977)

Riessman (2008)

Clandinin and Connelly (2000)

Lieblich et.al. (2008)

Holistic/Categorical Content Perspectives

Holistic/Categorical-form Analysis

Polkinghorne (1995)

Narrative Analysis — Elements to stories

Analysis of Narrative (Paradigmatic Analysis) – stories to common elements

Possible Narrative Analysis Methods

Holistic Content Perspective

‘Rather than locating distinct themes across interviews, narrative researchers listen first to the voices within each narrative’

(Riessman, 2008). This is what makes narrative research different from other type of qualitative research (Polkinghorne in Clandinin and Murphy, 2007)

Categorical Content Perspective (Lieblich et. Al, 2008)

Categorical-content reading ‘focuses on the content of narratives as manifested in separate parts of the story, irrespective of the context of the complete story’ (Lieblich et al, 1998)

Lessons Learnt from my pilot

Surprises



[Redacted Name]

10/8, 12:43pm

iya...tpi sebleum putusan MK itu ada memang sudah ada suara2 it tp kita lanjut aja walau dg perasaan galau...n tepatnya ketika saya ada di malang ketika mengikuti kegiatan preparing science camp yg ke2 ...malam terakhir sebelum penutupan putusan MK datang...rasanya gelo banget bu...sempet nangis juga he he..

Yes...but before the Constitutional Court passed the verdict, there had been those rumours..but we continued although we felt so 'galau' (very restless)..and it was when I was in Malang to attend the Preparing Science Camp 2 event.... It was the last night before the closing event. Then came the verdict of the Constitutional Court... I felt 'gelo' (Javanese meaning: immensely disappointed) *bu**, I cried as well he he...' (Neni, Interview, 8-10-2013, researcher's own translation)

**Bu which is a short form of Ibu is a title to address a woman in a respectful way which is similar to Mrs. or Ms. However, it can be followed by first names or nicknames.*

Lessons Learnt from the Pilot Study

The screenshot shows a Penzu journal entry. The header is red with the Penzu logo, a 'Go PRO' button, and a user profile icon labeled 'Siti'. The journal entry has a title 'Reflection based on the Pilot study.' with a 'Save now' link and a status 'Saved 2 years ago'. Below the title, it shows the date 'Wed. 10/23/2013' and '264 words'. A toolbar with icons for various editing functions is visible. The main text of the entry is a list of four points under the heading 'My Plan based on my pilot experience:'.

penzu

Go PRO

Siti

Reflection based on the Pilot study.

Save now
✓ Saved 2 years ago

Wed. 10/23/2013 264 words

My Plan based on my pilot experience:

1. I may apply two methods to strengthen and complete one another. The data generation methods may be online story telling sessions followed by online semi structured interviews based on the result of the story telling session. Both will be using skype. It is due to the fact that in the story telling session it is advisable that the researcher not provide any remark that may hinder the flow of the story telling.
2. I am not probably going to use email interview as sometimes the result is more surficial and my participant doesn't give as rich story as I hope it will be. Another constraint might be for some teachers writing is considered more laborious and time consuming that they write short and straight forwards. Meanwhile, through speaking we will have more freedom.
3. I am not probably going to use chat interview. The constraints are the delays that may result in uncomfortable moments and a 30 min phone interview would have been 2 hours chat interview. Lengthy and daunting.
4. For the data analysis. I am thinking about thematic analysis. I have done categorical content analysis and found that probably a thematic analysis would serve better to result in a quite neat themes to provide a thorough picture of teachers' experience.

