

CHAPTER III

RESEARCH METHOD

The researcher covered the research process in this chapter as a scientific approach to collecting data with a particular goal in mind. The researcher explained the research design, research setting, participants, data, technique of data collection, and data analysis. More details about this chapter are provided below.

A. Research Design

This study employed a qualitative methodology. According to Moeleong (2004), researchers that use a qualitative technique create thorough reports using information from interview transcripts, field notes, video recordings, personal papers, memos, and other official documents. The main goal of qualitative research is to comprehend (understand) social activity from the viewpoint of the community.

The approach is how the researcher discovers understanding in accordance with the emphasis and goals established. A qualitative method with a narrative inquiry approach was used in this study. A narrative inquiry that details the course of events is known as narrative research. Researchers use a narrative research approach to describe people's lives, gather stories about people's lives, and create tales about people's experiences.

A qualitative research approach that focuses on human tales is called narrative inquiry. Through life story interviews, oral histories, photovoice projects, biographies, autoethnography, or other narratives about human experience, it investigates the human condition (Ford, 2020).

This study examines how students' self-confidence when speaking English as a result of developing certain English-language abilities. The methodology for the study was adapted from Cresswell (2012). The steps comprised a precise and thorough phase of carrying out this narrative inquiry. It was then operationalized within the context of the research. Following is a description of the steps:

1. Identify A Problem or Phenomenon to Explore

The researcher concentrated on teachers' and students' experience in teaching and learning activities in the English dormitory program at Al-Falah Islamic Boarding School Banjarbaru. Finding a problem or issue gave a study direction and helps the researcher comprehend the social or personal experiences of a subjects.

2. Select One or More Participants to Study

The researcher looked for appropriate research locations. The researcher visited Al-Falah Islamic Boarding School Banjarbaru to get authorization to carry out the study. The researcher made contact with the English teachers and the headmaster. The researcher then chose one or more people from teachers and students based on their prior experiences.

3. Collect the Story from The Participant(s)

The researcher asked the participants to discuss their experiences through conversations or interviews and narrative frame. Interviews were conducted to determine teachers' challenges in teaching, while the narrative frame was utilized to investigate the implementation of speaking activities in English dormitory program.

4. Restory or Retell The Individual's Story

The researcher reviewed the raw data in this step, picked out the most important components, arranged them, ordered them, and then constructed a narrative that detailed the participant's experiences. Restoring made the tale easier for the reader to comprehend by placing the events in a logical order.

5. Collaborate with The Participant/Storyteller

The researcher collaborated with the storyteller during the narrative story collection procedure to ensure that the participants' experiences were described appropriately.

6. Write A Story About The Participants' Experiences

The researcher turned the participant's life experiences into a narrative, which was the major stage in the process for the researcher. The researcher highlighted particular themes that appeared throughout the narrative, as well as included a piece on the value of narrative research.

7. Validate The Report's Accuracy

The researcher needed to consult with the participant and find out if there was anything that contradicted the story told to maintain the credibility of the story.

B. Research Setting

This research was conducted at Al-Falah Islamic Boarding School for Girls Banjarbaru, district Liang Anggang, Banjarbaru, South Kalimantan. It was carried out in 2024 at an English Dormitory Program.

C. Participant

There were 8 participants of this research; four students and four English-speaking teachers. The selection of teachers adjusts to the number of teachers in the English dormitory, the teaching experience that the teacher has as an English teacher for about a year. The students selected are students chosen by the teacher based on their grades and activeness in the dormitory.

D. Data

Data is divided into two categories based on where it was obtained. Primary data and secondary data are examples of these categories. Primary data is information derived from the first resource, whereas secondary data is information derived from the second, third, and so on. As a result, primary data, not secondary data, has the highest level of legitimacy.

In this analysis, the primary data is the implementation of English dormitory activity in teaching speaking skill while the secondary data is the teachers' challenges in teaching speaking skill.

E. Technique of Data Collection

The narrative inquiry method is used in this study, and the researcher tells the research subject's life story. The researcher will try to use the experiences that have been shared to succinctly explain all of the research's findings. The participant's experiences, the researcher's experience, and the stories that were gathered as part of the narrative inquiry are all combined to produce a joint narrative (Naughton & Creswell, 2019). Therefore, the researcher used interview and narrative frame to collect datas.

Schostak (2006) defines an interview as a prolonged conversation between two people with the goal of obtaining "in-depth information" about a particular topic or subject. Through this process, a phenomenon can be understood in terms of the meanings that the interviewees assign to it. One method of gathering data through communication is the interview, which is a private discussion or relationship between the respondents and the researcher.

1. Interview

Interview guideline was used in this research as the research instrument. The interview consisted of 7 core questions, each meant to extract detailed information. In addition, each primary topic was supplemented with 2 to 4

additional sub-questions to go deeper into the interviewee's responses. The interview is addressed to the teachers to answer research questions number 1 and 2 about the implementation of speaking activities in the English language dormitory program and what challenges teachers face in teaching speaking.

2. Narrative frame

The narrative frame is the best way to find out how the implementation or what are the speaking activities that students do in the English dormitory program called English dormitory activities. which is research question number 1. The narrative frame comprises many anchor points followed by blanks that control how the narrative evolves by managing what type of information appears in which order and in which relationship to other material. The narrative framework is addressed to the students. The narrative framework consists of many anchor points followed by blank spots that serve to control how the narrative develops by organizing what types of information appear in which order and in what relationship to other material. So that the researcher can get information about what student speaking activities are in the English dormitory program.

F. Data Analysis

The story itself serves as the subject of narrative analysis. The researcher only discusses first-person accounts of respondents' experiences, excluding other types of accounts (such as field reports and other researcher narrativizations,

including the "master narratives" of theory). According to Riessman (1993), three concurrent streams of operations make up the analysis; telling, transcribing, and analyzing. Here are some more specifics regarding the three flows:

1. Telling

In this process, researchers ask the participant to provide information regarding the subject of the study. It is crucial to give a facilitating context in the research interview to encourage persons being studied to pay attention to and share about significant times in their lives, which has an impact on the interview schedules we create. It is ideal to pose open-ended questions that let responders come up with their own solutions. But, questions that may be answered with a simple yes or no can still lead to lengthier narratives. Collaboration with the audience is important under these situations.

In this context, the researcher invited participants to provide information regarding the implementation of speaking activities in the English dormitory program and the challenges faced by teachers in teaching speaking. This was conducted through interviews and a narrative frame.

2. Transcribing

As a representation, transcription comprises selection and reduction. The researcher starts with a preliminary transcription of the full interview, a first draft that captures the words and other notable aspects of the encounter on paper (e.g., crying, laughing, very long pauses). Afterward, go back and retranscribe specific sections for in-depth analysis.

In this section, the researcher thoroughly reviewed the transcripts of the data gathering and then selected and removed irrelevant elements, such as pauses and laughter. The researcher only looked at the information provided by participants about the implementation of speaking activities at the English dormitory program and teachers' challenges.

3. Analyzing

Transcription and analysis are difficult to differentiate from one another. It is common to gain insights from careful, repeated listening and methodical transcription, which then influence how choose to express an interview story in our writing. Naturally, there is a lot more explicit dependence on favored terms and theories when the research report is being written. When conducting research, it might be difficult to predict at first which aspects of speech would be crucial.

At this stage, the researcher focused in-depth on the transcripts that had been completed during the transcribing step, to compile data that was relevant and aligned with the predetermined research objectives, namely the implementation of speaking activities at the English dormitory program and the challenges faced by teachers.