

CHAPTER III

RESEARCH METHOD

A. Research Design

In this context, the researcher uses narrative inquiry as a research method. Clandinin and Connelly (2000) as cited in D. Jean Clandinin (2016) pointed out Narrative inquiry serves as a method to comprehend experiences through a collaborative process involving both researchers and participants. This collaboration unfolds over time and within specific locations, engaging in social interactions within various environments. The inquirer becomes a part of this dynamic context, initiating the inquiry within ongoing experiences and continuing in the same spirit. The investigation concludes while still immersed in the act of living and recounting the stories of experiences that shape both individual and social lives (Clandinin, 2016). Narrative research is a qualitative strategy in which the researcher studies the lives of individuals and asks one or more individuals to provide stories about their lives. This information is then often retold or restoried by the researcher into a narrative chronology (Creswell, 2009).

This study uses narrative inquiry to analyze students' barriers in learning to speak English. The researcher used the inquiry narrative procedure, which

(Creswell, 2009) describes as a method that represents a clear stage in conducting research. The steps are described as follows:

1. Identifying the Purpose of the Study: The purpose of this study is to conduct an analysis of barriers in English speaking skills among university students. This step aligns with Creswell's (2009) guidance on having a clear research focus to shape the inquiry process.
2. Gathering Stories from Participants: The researcher collects stories from students through in-depth interviews or written narratives to capture their personal experiences and challenges related to speaking English.
3. Restorying: The collected stories are transformed into a structured narrative. This process involves organizing the stories with key elements such as plot, setting, and significant events that reveal the barriers to English speaking.
4. Data Analysis: The narrative data is analyzed by identifying recurring themes, patterns, and meanings that capture the students' experiences and the barriers they encounter in speaking English.
5. Constructing the Narrative Report: The researcher develops a comprehensive narrative report that integrates the participants' voices with the researcher's interpretations and reflections. This final report aims to provide an in-depth understanding of the barriers in English speaking skills, supported by direct quotes and detailed descriptions.

These steps embody a collaborative approach where both the researcher's and participants' perspectives are integrated into a coherent narrative, facilitating a deeper understanding of the research topic. Creswell (2009) emphasizes that narrative inquiry allows for the exploration of the complexities of individual experiences, highlighting the importance of context and participant perspectives in shaping research findings

B. Research Setting

This research was conducted at UIN Antasari Banjarmasin, specifically in the English Language Education department. The choice of this location is crucial as it provides an authentic and relevant context for examining the barriers faced by students in learning English. As part of this department, the researcher is already familiar with the academic environment and the challenges that students face in their language learning journey. This familiarity allowed for a deeper understanding of the participants' perspectives and experiences. UIN Antasari Banjarmasin was chosen for this research because it is where the researcher pursued studies in English Language Education, providing direct insight into the experiences and challenges of the students in this program. As an institution dedicated to fostering language proficiency, UIN Antasari serves as an ideal setting to explore the unique barriers that students face when learning English. This research aims to capture these experiences and contribute valuable knowledge that can inform academic and practical

approaches to addressing speaking difficulties among English language learners.

C. Participants

The participants in this study were selected based on their unique experiences struggling to express their ideas in English despite not facing any major obstacles in their learning process. This study focused on fifth semester students from the English Education department at UIN Antasari Banjarmasin, specifically from class C in 2021. This study aims to examine learners who are already quite proficient but still have difficulties in oral communication. The study selected only five participants, including three females and two males, to enable a deeper and more detailed understanding of their respective challenges in speaking English. To ensure clarity and maintain confidentiality, the researcher gave each participant a code, such as Student 1 (S1), Student 2 (S2), to Student 5 (S5). The smaller sample size ensured that each participant's experiences were thoroughly examined, providing a more comprehensive insight into the barriers they faced when trying to express their ideas in English, even though they did not have significant problems with their academic work.

D. Data

In this research, data was collected through individual interviews and recordings as a tool to collect data from five participants, all of whom were students from the English Education department at UIN Antasari Banjarmasin.

The participants were selected from the 2021 academic year. This method allowed the participants to freely express their thoughts and share personal stories, thus generating detailed and authentic data. This research focuses on exploring the experiences and challenges faced by university students in improving their speaking skills.

E. Technique of Data Collection

The data for this research was collected through in-depth interviews with students from the English Language Education department at UIN Antasari Banjarmasin in November 2024. The researcher chose interviews as the main technique to explore the barriers students face when speaking English, especially in expressing their ideas. The interviews were conducted four times face-to-face, using an interview protocol that included open-ended questions to encourage varied responses. Additionally, the interviews were recorded to capture the participants' responses accurately for further analysis.

After analyzing the interview data, the researcher conducted a coding process to identify and classify the barriers faced by participants in their English speaking skills. This coding helps organize the data into specific categories, namely psychological barriers and linguistic barriers. Through this process, the researcher gains a clearer understanding of the challenges students experience in the context of English communication and differentiates between the psychological and linguistic barriers they face.

The research instrument used in this study was an interview protocol developed by the researcher to collect data regarding the barriers students face in speaking English. The protocol included a series of open-ended questions designed to encourage participants to share their experiences and challenges in conveying ideas in English. These questions aimed to understand the external and internal factors that affected their speaking ability. The use of open-ended questions allowed for flexibility in answers, giving participants the freedom to explain their experiences in greater depth and ensuring comprehensive data collection.

F. Research Instrument

The research instrument used in this study was an interview protocol developed by the researcher to collect data on the barriers faced by students in speaking English. The protocol included a series of open-ended questions designed to encourage participants to share their experiences and challenges in expressing their ideas in English. The questions were aimed at understanding both the external and internal factors influencing their speaking abilities. The use of open-ended questions allowed for flexibility in responses, providing the participants the freedom to elaborate on their experiences and ensuring comprehensive data collection.

G. Data Analysis

In this study was conducted using the Interactive Data Analysis Model by (Matthew B. Miles, A. Michael Huberman, 2019). This model was chosen

because it provides a comprehensive framework for managing and interpreting qualitative data effectively, aligning with the narrative inquiry design employed in this research. The data analysis process was carried out simultaneously with data collection, allowing for adjustments and deeper insights into the participants' experiences.

1. Data Condensation

- a. The researcher selected and simplified raw data from the interviews to focus on key themes related to barriers in English speaking skills.
- b. Interview transcripts were coded to identify significant points, such as psychological barriers for example anxiety and lack of confidence, linguistic barriers for example limited vocabulary and native language interference, and strategies used to overcome these barriers.

2. Data Display

- a. Data were organized into tables and matrices to visualize emerging patterns.
- b. The researcher highlighted connections between barriers and strategies, such as how students address vocabulary limitations through self-directed learning or peer practice.

3. Conclusion Drawing and Verification

- a. The researcher identified recurring themes, such as the impact of psychological barriers on speaking fluency, and drew initial conclusions.
- b. Findings were validated by obtaining participant feedback and triangulating with relevant theories on language learning and communication to ensure the accuracy and appropriateness of the analysis.

In the data condensation process, the researcher selected and simplified the interview data to focus on key themes related to barriers in English speaking skills. The interview transcripts were coded to identify psychological barriers such as anxiety and lack of confidence, linguistic barriers such as vocabulary limitations and interference from the mother tongue, and strategies used to overcome these barriers.

The data were then organized in tables and matrices to visualize emerging patterns, and the researcher highlighted the relationship between barriers and strategies, such as how students overcame vocabulary limitations through self-directed learning or practice with peers.

Initial conclusions were drawn based on recurring themes, such as the impact of psychological barriers on speaking fluency. These findings were then validated with feedback from participants and triangulated with theories related

to language learning and communication to ensure the accuracy and fit of the analysis.

This study uses the Interactive Data Analysis Model by Miles and Huberman (2019), which is in line with the narrative inquiry design. Data analysis and collection were conducted concurrently, focusing on key themes such as psychological and linguistic barriers and strategies to overcome them. Data were simplified, coded and organized into matrices to highlight patterns, such as overcoming vocabulary problems through self-directed learning or practice with peers. Conclusions about recurring themes, such as the impact of psychological barriers on fluency, were validated through participant feedback and theory triangulation. The process of analyzing and collecting data was conducted simultaneously, focusing on key themes such as psychological and linguistic barriers and strategies to overcome them. Data were simplified, coded and organized in matrices to identify patterns, such as how to overcome vocabulary problems through self-study or practice with friends. Conclusions regarding recurring themes, such as the impact of psychological barriers on speaking fluency, were validated through feedback from participants and theoretical triangulation.

The analysis process focused on identifying recurring patterns and strategies to overcome the barriers students faced in speaking English. Data were simplified, coded and systematically organized into categories to highlight key insights. For example, strategies such as self-study and practicing with

peers were identified as common approaches to overcoming linguistic challenges. To ensure the validity and accuracy of these findings, the results were reviewed through feedback from the participants, to ensure that they resonated with the participants' experiences. In addition, the findings were also compared with existing theories and research to ensure that they are consistent with established academic perspectives.