

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employ a qualitative approach with a narrative inquiry design. A qualitative approach was chosen because this study aims to explore and describe students' experiences of engaging in English speaking practice at the Language Development Unit (UPB) of UIN Antasari Banjarmasin. According to Creswell (2014), qualitative research is used to explore and understand the meanings individuals or groups assign to a social or human problem. A narrative inquiry design was employed because this study focuses on the personal stories and experiences of students during English speaking practice at UPB.

According to Creswell (2014), narrative inquiry is a qualitative design that explores and interprets the stories of individuals to understand how they experience particular events or situations. In this study, the participants shared their experiences of participating in English speaking activities at UPB. Their stories provid valuable information about how they engage in speaking practice and the factors that influence their engagement.

This study explore four dimensions of learning engagement: behavioral, emotional, cognitive, and social engagement. Behavioral engagement is reflected in students participation during speaking activities. Emotional engagement relates to students' feelings, such as confidence, motivation, anxiety, and enjoyment while speaking English. Cognitive

engagement refers to students' efforts to prepare, understand, and improve their speaking skills.

Social engagement focuses on students' interactions with classmates and lecturers during speaking activities. In addition, this study explore the factors that influence students engagement, including teaching strategies, classroom atmosphere, peer support, English proficiency, motivation, self-confidence, anxiety, and opportunities to practice speaking. The primary data collection technique in this study was semi-structured in-depth interviews.

Through these interview, participants were encouraged to share their personal experiences and stories related to English speaking practice at UPB. The interview data were then analyzed to identify common patterns and themes regarding students' learning engagement and the factors influencing their engagement. It is expected that the findings of this study will contribute to the improvement of English speaking instruction at UPB and provide useful insights for future research on students learning engagement.

B. Research Setting

This research was conducted at the Language Development Unit (UPB) of UIN Antasari Banjarmasin. The UPB is a programme designed to help students improve their English language skills, particularly their speaking skills. Within this programme, students take part in various learning activities designed to actively improve their language skills, one of

which involves speaking through dialogue, these activities are usually carried out in the classroom, where students converse with their classmates in English based on the topic being discussed.

C. Participant

A participant is a person who takes part in a study and possesses certain characteristics that meet the study's requirements. According to Creswell (2014), participants refer to individuals selected by the researcher because they possess knowledge relevant to the topic under investigation, thereby enabling them to provide the necessary information. The participants in this study comprised five second-semester students from the Language Development Unit (UPB) at UIN Antasari Banjarmasin in the 2026 academic year.

These students were selected because they were able to take part in English language learning activities, particularly speaking practice at UPB. The selection of participants in this study employed a purposive sampling technique, which involves selecting participants based on specific criteria set by the researcher. These criteria included second-semester students in the 2026 academic year who actively participated in the UPB programme and had taken part in English speaking activities in class.

In addition, the participants were selected because they were expected to demonstrate their understanding and views regarding their participation in public speaking activities at UPB. It is therefore hoped that the selected participants will provide information relevant to the research objectives. Through the participants mentioned above, it is hoped that

researchers will be able to gather information on the level of student engagement during speaking activities, including behavioural, emotional, cognitive and social engagement, as well as the factors that influence such engagement.

D. Data Collection

Data collection techniques are essential for gathering information relevant to the research objectives. Creswell (2014) states that data collection in qualitative research involves obtaining information directly from participants in order to understand their perspectives, experiences and interpretations of a particular event. The researcher used in-depth interviews as the primary method of data collection because this study employed a narrative inquiry approach.

As this study aims to investigate and understand students' experiences regarding their participation in English speaking skills training at the Language Development Unit (UPB) of UIN Antasari Banjarmasin, the use of in-depth interviews was deemed appropriate. Through these in-depth interviews, participants were given the opportunity to express their experiences, feelings, ideas and perspectives on speaking activities in a thorough and meaningful manner.

1. In Depth Interview

In depth interviews are a data collection method that involves requesting detailed information directly from participants. Five students from the Language Development Unit (UPB) at UIN Antasari Banjarmasin took part in in-depth interviews for this study. The aim of these interviews

was to investigate how the students felt about their participation in English speaking practice sessions, The interviews were conducted on 9 June 2026. Each participant was interviewed individually, with each interview lasting approximately 20–30 minutes. With the participants' consent, the interviews were audio-recorded, and the researcher also took notes during the interviews.

Semi structured interviews were used in this study. Participants were allowed to elaborate on their answers in more detail, but the researcher had prepared a series of interview questions based on the research questions. This enabled the researcher to collect richer and more in depth data regarding the students' experiences.

Students behavioural, emotional, cognitive and social engagement during English speaking practice was the main focus of the interview questions. The interviews also examined a number of factors influencing student engagement, including teaching methods, the classroom environment, peer support, self confidence, motivation, anxiety, English language proficiency, and opportunities for speaking practice. To encourage participants to provide more detailed explanations, the researcher also used follow up questions during the interview process where necessary. This helped the researchers to understand the participants' perspectives and experiences regarding speaking activities at UPB. With the participants' consent, the interviews were audio-recorded to ensure the accuracy of the data. The recordings were then transcribed into written form and used as the

primary data source for the analysis. Through this process, the researcher was able to obtain rich and meaningful information regarding students' engagement in practising English speaking skills at UPB. Consequently, in depth interviews became the primary data collection technique in this study as they enabled the researcher to explore and understand the participants' stories and experiences regarding their engagement in English speaking practice in greater depth.

E. Data Analysis

The purpose of the data analysis in this study is to understand how students engage in English speaking activities at UPB and to identify the factors that influence their engagement. Data were collected through semi-structured interviews with five students who had participated in English speaking activities at the Language Development Unit (UPB). Following the interviews, the data were analysed, carefully examined, and categorised according to the research questions and research objectives.

In this study, the researcher employed the Miles, et.al (2020) data analysis model, which comprises three stages: data reduction, data analysis and conclusion analysis. This model was selected as it assists researchers in analyzing interview data in a systematic manner, thereby facilitating the identification of information relevant to the research objective.

1. Data Reduction

In this phase, the researcher selected and focused on data relating to students' engagement in speaking activities at UPB. The data is then divided

into four categories: behavioral, emotional, cognitive and social engagement. In addition, researcher identify factors that influence students' engagement, such as motivation, self-belief, anxiety, peer support, classroom atmosphere and teaching strategies. Data that is unrelated to the research objective is not included in the analysis.

2. Data Display

Following data collection, the researcher presented the data in a structured descriptive format based on themes identified from the interview results. These themes illustrate how students participate in speaking activities, how they think during the learning process, the strategies they use to improve their speaking skills, and how they interact with fellow students and lecturers. This data collection helped the researcher analyze the patterns that emerged from the participants' experiences.

3. Drawing Conclusions

The final step are to draw conclusions based on the results of the data analysis. These conclusions are used to answer the research questions regarding students engagement in English language practice at UPB. Based on the results of the analysis, the researcher is able to explain the types of behavioral, emotional, cognitive and social engagement experienced by the students, as well as the factors influencing their engagement. These conclusions are drawn from data collected from the participants and therefore accurately reflect their experiences.