

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employed a qualitative research design using a Narrative Inquiry approach. Narrative Inquiry focuses on understanding and interpreting people's lived experiences through the stories they tell. According to Clandinin and Connelly (2000), Narrative Inquiry is "a way of understanding experience. It is a collaboration between researcher and participants over time, in a place or series of places, and in social interaction with milieus." This approach allows researchers to understand how individuals make meaning of their experiences through their personal narratives.

Clandinin and Connelly (2000) further explain that Narrative Inquiry is conducted within a three-dimensional inquiry space, consisting of temporality, sociality, and place. Temporality refers to the continuity of participants' experiences across the past, present, and future. Sociality concerns both personal conditions, such as feelings, hopes, moral dispositions, and reactions, and social conditions, including relationships and interactions with others. Place refers to the specific physical or situational contexts in which the experiences occur. These three dimensions

enable researchers to understand experiences holistically rather than as isolated events.

In this study, these three dimensions guided the exploration of university students' experiences in using TikTok vlogs to develop English public speaking skills. The temporality dimension was reflected in participants' learning journeys, beginning with their initial experiences of speaking anxiety, continuing through repeated practice, and leading to increased confidence. The sociality dimension was reflected in participants' emotions, motivations, confidence, and interactions with lecturers, classmates, friends, and TikTok audiences. Finally, the place dimension referred to both the digital learning environment provided by TikTok and the participants' educational context as university students practicing English public speaking. Therefore, Narrative Inquiry was considered appropriate because it enabled the researcher to understand participants' experiences across time, social interaction, and learning context rather than merely measuring speaking performance.

To conduct this narrative inquiry study, the researcher follows several systematic steps adapted from Clandinin and Connelly (2000). These steps are described as follows:

Step 1: Identifying the Phenomenon and Research Focus

At the initial stage, the researcher identifies the main phenomenon to be studied, which is students' experiences in using TikTok vlogs for practicing English public speaking. The researcher formulates the focus of the study based on issues such as students' lack of confidence, anxiety in speaking, and the potential of social media as a learning platform.

This step also includes formulating the research questions that guide the entire research process, ensuring that the study remains focused on exploring participants' lived experiences.

Step 2 : Selecting Participants

The next step is selecting participants who have relevant experiences with the phenomenon being studied. The participants in this study are university students who actively use TikTok vlogs as a medium for practicing English speaking.

The selection uses purposive sampling, meaning participants are chosen based on specific criteria, such as:

- a) Students who have created TikTok vlogs in English
- b) Students who use TikTok for speaking practice

- c) Students who are willing to share their experiences
- d) This ensures that the data collected is rich and relevant to the research focus.

Step 3 : Collecting Narrative Data (In-depth Interviews)

In this stage, the researcher collects data through **in-depth interviews**. The interviews are conducted in a semi-structured format, allowing participants to freely share their experiences while still being guided by key questions.

The interview process focuses on:

- a) Students' initial experiences using TikTok vlogs
- b) Their feelings (confidence, anxiety, motivation)
- c) Challenges they face during speaking practice
- d) Their perceived development in speaking

All interviews are recorded and transcribed to ensure accuracy and completeness of the data.

Step 4 : Transcribing and Organizing the Data

After collecting the data, the researcher transcribes the interview recordings into written form. This step is important to convert spoken narratives into textual data that can be analyzed.

The researcher then organizes the data by:

- a) Reading the transcripts repeatedly
- b) Highlighting important statements
- c) Grouping similar experiences

This process helps the researcher become familiar with the participants' stories.

Step 5 : Coding the Narratives

In this step, the researcher codes the data by identifying key themes and patterns within the participants' stories. Coding is done by labeling meaningful parts of the data.

The themes may include:

- a) Confidence development
- b) Anxiety and fear
- c) Speaking practice process

- d) Challenges in using TikTok
- e) Identity development

This step helps in structuring the data into meaningful categories.

Step 6 : Restorying the Participants' Experiences

Restorying is a key step in narrative inquiry. In this stage, the researcher reconstructs participants' stories into a coherent and chronological narrative.

The researcher:

- a) Arranges events based on time (beginning, middle, end)
- b) Connects experiences into a meaningful storyline
- c) Maintains the participants' voices

This process helps present the participants' experiences in a clear and engaging narrative form.

Step 7 : Interpreting the Meaning of the Stories

After restorying, the researcher interprets the meaning of the participants' experiences. This involves analyzing how students make sense of their experiences in using TikTok vlogs for speaking practice.

The interpretation focuses on:

- a) How students develop confidence
- b) How they overcome challenges
- c) What meaning they assign to their learning experiences

This step is essential in understanding the deeper significance of the narratives.

Step 8 : Presenting the Findings

The final step is presenting the findings in a narrative form. The results are written as stories that reflect participants' experiences, supported by direct quotations from the interviews.

The findings are organized based on themes and are discussed in relation to the research questions and relevant theories.

B. Research Setting

The research is conducted in the English Education Department of UIN Antasari Banjarmasin. The setting is selected because students in this department are required to develop English speaking skills as part of their academic training and many of them actively use social media, particularly TikTok, in their daily lives. The research focuses on students who independently use TikTok vlogs as a medium for practicing English public speaking outside formal classroom activities.

C. Participants

The participants of this study are undergraduate students from the English Education Department who actively create English-speaking vlogs on TikTok. The participants are selected using purposive sampling, based on the following criteria:

1. The students actively upload TikTok vlogs using English.
2. The vlogs involve speaking or storytelling activities.
3. The students are willing to share their experiences and participate in in-depth interviews.

In narrative inquiry, the number of participants is typically small to allow for deep and detailed exploration of individual stories. Therefore, this study involves three to six participants, which is considered sufficient to capture rich and meaningful narratives.

D. Data

The data in this study are in the form of qualitative data, which consist of words, expressions, and stories obtained from participants. These data represent university students' lived experiences in using TikTok vlogs as a medium for practicing English public speaking.

In narrative inquiry, data are primarily collected in the form of participants' stories. Therefore, the main data of this study are the narratives shared by students during in-depth interviews. These narratives include participants' personal experiences, feelings, challenges, and reflections related to their speaking practice through TikTok vlogs.

E. Technique of Data Collection

This study employed several data collection techniques to obtain rich and meaningful narratives regarding university students' experiences in using TikTok vlogs to develop their English public speaking skills. In Narrative Inquiry, data are collected in the form of participants' stories,

allowing the researcher to understand how individuals interpret and give meaning to their lived experiences (Clandinin & Connelly, 2000). Therefore, the primary source of data in this study was participants' personal narratives, which were supported by documentation.

To collect the narrative data, the researcher employed the following techniques:

1. In-depth Semi-Structured Interviews

The primary data collection technique in this study was in-depth semi-structured interviews. This type of interview was selected because it allowed participants to narrate their experiences freely while enabling the researcher to maintain the focus of the discussion on the research questions.

Rather than collecting short responses, the interviews encouraged participants to tell the stories of their learning journeys, beginning with their first experiences of creating TikTok vlogs, the challenges they encountered during speaking practice, the strategies they used to improve their speaking performance, and the changes they experienced in their confidence and communication abilities.

The interviews employed open-ended questions to provide participants with sufficient flexibility to express their thoughts, feelings, and reflections in their own words. During the interview sessions, the researcher also asked follow-up questions whenever clarification or deeper explanation was needed. This flexible interview process enabled participants to describe their experiences naturally and in greater depth while preserving the authenticity of their narratives.

Because Narrative Inquiry emphasizes participants' lived experiences, the researcher positioned himself not merely as an interviewer but as a listener who facilitated participants in reconstructing and sharing meaningful stories about their English public speaking development through TikTok vlogs.

2. Reflection Prompts

During the interview sessions, reflection prompts were used to encourage participants to recall significant events and elaborate on meaningful experiences related to their TikTok vlogging activities. These prompts were not intended to direct participants' answers but to help them remember important moments throughout their learning journeys.

Participants were invited to reflect on experiences such as their first attempt to create an English-speaking TikTok vlog, the difficulties they encountered, the emotions they experienced while recording videos, the feedback they received from lecturers, classmates, friends, and TikTok audiences, as well as the changes they perceived in their speaking confidence and abilities.

The use of reflection prompts enabled participants to provide richer narratives by connecting past experiences with their present perspectives. Consequently, the researcher obtained deeper insights into how participants interpreted and constructed meaning from their learning experiences.

1. Data Collection Procedures

The data collection procedures in this study were designed to obtain rich and meaningful narratives regarding university students' experiences in using TikTok vlogs to develop their English public speaking skills. Following the principles of Narrative Inquiry, the researcher focused on understanding participants' lived experiences by encouraging them to share their personal stories in a chronological and reflective manner.

The data collection process consisted of the following stages:

1. Selecting the Participants

The researcher first identified participants using purposive sampling based on predetermined criteria. The participants were university students who had experience creating TikTok vlogs in English and were willing to share their learning experiences. Three participants who met these criteria voluntarily agreed to participate in the study.

2. Conducting In-depth Semi-Structured Interviews

After selecting the participants, the researcher conducted individual in-depth semi-structured interviews. The interviews were designed to encourage participants to narrate their experiences rather than simply answer a series of questions.

The interview began by inviting participants to recall their first experiences of using TikTok vlogs for English public speaking. As the conversation developed, participants were encouraged to describe the challenges they encountered, the strategies they used to improve their speaking performance, the feedback they received from others, and the changes they experienced throughout their learning journeys.

Open-ended and follow-up questions were employed to encourage participants to elaborate on their stories and provide detailed descriptions of meaningful experiences. Throughout the interviews, the researcher maintained flexibility, allowing participants to determine the direction of their narratives while ensuring that the discussion remained relevant to the research questions.

3. Transcribing the Interviews

All interviews were audio-recorded with participants' permission and subsequently transcribed verbatim. The transcription process preserved participants' original expressions as accurately as possible to maintain the authenticity of their narratives.

After the transcripts were completed, the researcher carefully reread each transcript several times to become familiar with the participants' stories and to identify significant events related to their experiences of learning English public speaking through TikTok vlogs.

4. Member Checking

To ensure the credibility of the data, the interview transcripts were returned to the participants for verification. Participants were invited to review the transcripts and confirm that their experiences, opinions, and intended meanings had been accurately represented. If necessary, participants were given the opportunity to clarify or revise any information that they considered inaccurate or incomplete. This process enhanced the trustworthiness of the study by ensuring that the narratives reflected participants' authentic experiences.

F. Data Analysis

The data in this study were analyzed using Narrative Analysis, which is appropriate for Narrative Inquiry because it focuses on understanding how individuals construct meaning through their personal stories. Rather than fragmenting participants' responses into isolated categories, Narrative Analysis preserves the continuity of participants' experiences and reconstructs them into coherent narratives that illustrate their learning journeys (Clandinin & Connelly, 2000; Polkinghorne, 1995).

The analysis was conducted through the following stages.

1. Familiarizing with the Narratives

After completing the interviews, the researcher transcribed each interview verbatim. The transcripts were then read repeatedly to gain a comprehensive understanding of each participant's story. This stage enabled the researcher to become familiar with participants' experiences, emotions, and significant events related to the use of TikTok vlogs for developing English public speaking skills.

Rather than immediately coding the data, the researcher first attempted to understand each participant's narrative as a complete story before identifying meaningful aspects of their experiences.

2. Identifying Significant Events

The researcher carefully examined each transcript to identify significant events, turning points, and meaningful experiences described by the participants. Particular attention was given to experiences that illustrated changes throughout participants' learning journeys, including their initial speaking anxiety, repeated speaking practice, preparation strategies, feedback received from others, and the development of confidence.

These significant events became the foundation for understanding how participants interpreted their experiences over time.

3. Restorying the Participants' Experience

Following Clandinin and Connelly (2000), the researcher reconstructed participants' experiences through a restorying process. During this stage, fragmented interview responses were reorganized into coherent chronological narratives while preserving participants' original meanings.

Restorying enabled the researcher to present each participant's learning journey in a logical sequence, beginning with their first experiences of using TikTok vlogs, continuing through the challenges they encountered, and concluding with the personal changes they experienced in developing English public speaking skills.

4. Developing Narrative Themes

After reconstructing the participants' stories, the researcher compared the narratives across participants to identify recurring patterns and shared experiences. Similar experiences were grouped together and developed into broader narrative themes.

Five themes emerged from the analysis:

- a) Initial Anxiety and Lack of Confidence
- b) Speaking Development through Repeated Practice
- c) Preparation and Reflective Learning
- d) Feedback and Social Interaction
- e) Confidence and Identity Development

These themes represent common stages in participants' learning journeys while preserving the uniqueness of each participant's individual story

5. Narrative Interpretation

The final stage involved interpreting the meanings embedded within participants' narratives. The researcher examined how participants understood their experiences and how those experiences contributed to the development of their English public speaking skills.

The interpretation was guided by the three-dimensional Narrative Inquiry framework proposed by Clandinin and Connelly (2000), namely temporality, sociality, and place.

Temporality was reflected in participants' learning journeys from initial anxiety to increased confidence.

Sociality was evident in participants' emotions, motivations, and interactions with lecturers, classmates, friends, and TikTok audiences.

Place referred to the learning contexts in which participants experienced speaking development, including both the university environment and the digital space provided by TikTok.

Finally, the interpreted narratives were presented thematically in Chapter IV, while maintaining the continuity of participants' stories and preserving the meanings they attributed to their experiences.