

CHAPTER III

RESEARCH METHOD

A. Research Design

The use of Narrative Inquiry was the primary method chosen in this study since it allows for a thorough understanding of students' personal experiences. The researcher can use this strategy to describe students' life experiences and find thematic trends in their English discourse. Furthermore, story Inquiry's emphasis on story and social context provides a more complete view of how students respond and interact in everyday communicative contexts (Asgara et al., 2022).

Narrative interviews were used in the study strategy, and open-ended questions were used to encourage students to discuss their experiences with English. To uncover specific topic trends in students' English discourse, thematic analysis will be performed to the story data. Participant observation will also be employed to gain more insights on students' English usage at Antasari State Islamic University.

This research employed a qualitative approach with a narrative inquiry design. Narrative inquiry was considered appropriate because this study aimed to explore students' experiences in constructing thematic patterns during spoken English classroom interactions. Through this design, the researcher could obtain detailed narratives about how students organized their ideas, used

thematic patterns, and faced challenges in speaking English. Therefore, narrative inquiry helped the researcher understand students' spoken English experiences in a deeper and more contextual way.

B. Research Setting

This research was conducted at the English Education Study Program Antasari State Islamic University, Indonesia. This research was conducted in the Academic Speaking classes of the 2024, specifically in Classes A and B. These classes were chosen because speaking activities are frequently conducted, enabling students to produce spoken English data that is useful for analyzing theme patterns.

Data were collected from the Academic Speaking A and B classes in the English Language Education Program at Antasari State Islamic University. Classroom observations were conducted during regular class sessions on October 9–10, 2025, and November 27–28, 2025. Additionally, narrative interviews with six selected students were conducted on April 17, 2026. The observed learning activities included group discussions, class presentations, role-playing activities, and interactions between instructors and students, which allowed students to express their thoughts orally. Therefore, this setting was considered appropriate for observing students' spoken English, identifying thematic patterns, and recognizing the challenges they faced when speaking.

C. Population and Sample/Participants

This study involved undergraduate students who were taking the Academic Speaking course in the English Education Study Program at Antasari State Islamic University. The demographic group included students from the class of 2024 who were taking the course at the time of data collection.

From this group, six students were selected as the main data sources for narrative interviews. The number of participants was deliberately determined because this study used a qualitative narrative investigation approach that prioritized depth and richness of data over sample size. Six individuals were considered sufficient to provide a complete narrative and achieve data saturation, meaning that no new relevant information emerged from subsequent interviews.

Participants were selected based on their level of involvement in speaking activities in class. Participants were divided into three categories: active speakers, moderate speakers, and less active speakers. This version was created to capture various experiences and problems in applying theme patterns in speaking interactions in English classes.

In addition to interview data, classroom observations were conducted in two classes, Class A and Class B, with the participation of all students. The observation data provided supporting evidence to verify the conclusions of the narrative interviews.

D. Data

Classroom observation and narrative interviews provided the qualitative data used in this study. Students' spoken English performances during classroom learning exercises, such as role-playing and monologic presentations, provided the observation data. The sorts of thematic patterns that the students utilized in their spoken English classroom interactions were determined using this data.

Students' accounts of their experiences utilizing thematic patterns and the difficulties they had when speaking English in class were also included in the interview data. A better comprehension of the linguistic and psychological elements influencing students' creation of theme patterns was made possible by the interview data. As a result, the data from observations and interviews complimented one another in providing a thorough response to the study objectives.

E. Technique of Data Collection

The data collection methods in this study were designed based on the research questions. The first research question focused on the types of thematic patterns used by students in their interactions during English class. To answer this question, the researcher used classroom observation as the primary method. Observations were conducted in Academic Speaking Classes A and B to directly observe students' spoken English during classroom learning activities.

Through these observations, the researcher identified how students organized their ideas and what types of thematic patterns emerged in their spoken interactions, including constant theme patterns, linear theme patterns, separate theme patterns, derivative theme patterns, and summarizing theme patterns.

The second research question focused on the challenges students faced when constructing thematic patterns in oral interactions in English classes. To answer this question, the researcher used narrative interviews as the primary technique. Interviews were conducted with six selected students from the Academic Speaking classes. Open-ended questions were used to encourage participants to share their experiences, perceptions, and difficulties when speaking English in class. The interview data were used to explore the challenges students faced in organizing ideas, selecting vocabulary, using grammar, maintaining fluency, and building confidence during oral English interactions.

In this study, classroom observations and narrative interviews complemented one another. The observational data provided concrete examples of students' thematic patterns in classroom interactions, while the interview data offered a more in-depth explanation of the challenges faced by the students. Therefore, both techniques were used to obtain comprehensive data regarding students' thematic patterns and the challenges they faced in oral English classroom interactions.

F. Data Analysis

Thematic analysis we're used to investigate and understand the narratives gained from the narrative interviews with the Student English Language Education Study Program 2024 Antasari State Islamic University. Thematic analysis is a qualitative approach that identifies, analyzes, and reports patterns or themes in data (Jin, 2023). The data analysis method will include the following steps:

a. Transcription

The researcher transcribed the audio-recorded narrative interviews verbatim. The students' verbal interactions observed in the classroom were also recorded in the form of observational notes. This step was taken to convert verbal data into written data so that the researcher could more clearly analyze the thematic patterns and speaking challenges faced by the students.

b. Data Recognition

The researcher read and analyzed the interview transcripts and observation notes repeatedly. At this stage, the researcher focused on the students' verbal expressions, recurring ideas, sentence structures, and the difficulties mentioned by the participants. The researcher also paid attention to how students began their utterances, developed their ideas, and connected one idea to another during verbal interactions in the English class.

c. Coding

The researchers coded the data based on the research questions. For the first research question, the coding focused on the types of thematic patterns used by the students, such as constant thematic patterns, linear thematic patterns, separate thematic patterns, derivative thematic patterns, and comprehensive thematic patterns. For the second research question, coding focused on the challenges faced by students, such as lack of self-confidence, limited vocabulary, grammatical difficulties, nervousness, fluency issues, and fear of making mistakes.

d. Theme Development

After coding the data, the researchers grouped similar codes into themes. Codes related to thematic patterns were classified based on the types of patterns found in the students' spoken English interactions. Meanwhile, codes related to the difficulties students faced were grouped into broader themes representing the main challenges students encountered when constructing thematic patterns in speaking activities.

e. Interpretation and Report Writing

The researcher analyzed the data and presented the findings based on the research questions. The types of thematic patterns were described using examples from students' oral interactions in English language classes. Meanwhile, the challenges were described based on students' narratives

obtained from interviews. Finally, these findings are presented in a research report to describe how students construct thematic patterns and what difficulties they experience during oral interactions in English language classes.