

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher adopted a qualitative research method utilizing a narrative inquiry approach. In accordance with Creswell & Poth (2016), the focus of qualitative theory lies in the investigation and detailed analysis of social or human issues that affect specific individuals or groups. A dynamic analysis of the relationships between phenomena is also a primary concern. The observed phenomena are visible and have reference points from various theories that have been applied. Furthermore, Flick (2014), as cited in Muzari et al. (2022), asserts that qualitative research is a socially responsive action that highlights the process of interpretation and meaning-making by individuals about their experiences, aiming to understand individuals' social realities and gain deeper insights into their surroundings.

In qualitative research, the belief is that truth is dynamic, and finding it requires evaluation and collaboration with the individuals involved. Additionally, Fitrah (2018) clarifies that qualitative research is a research method that utilizes descriptive data in the form of words obtained from individuals or actors that can be observed, either in written or oral form.

From the experts' perspectives, the researcher concludes that qualitative methods involve actions stemming from phenomena, emphasizing

the analysis of conclusions that involve opinions, assessments, and views aligned with the observed facts.

In this study, the researcher adopts a narrative inquiry method. Narrative inquiry is a method used to study human life that values life experiences as crucial sources of knowledge and understanding (Clandinin, 2022). Subsequently, the researcher will reiterate or reconstruct this information into a narrative chronology. Ultimately, the resulting narrative tends to amalgamate perspectives from both the researcher and the participants to form a collectively constructed narrative. The researcher chose the narrative inquiry method for this study because analyzing participants' stories and experiences using this method is believed to be highly beneficial in exploring their experiences. The researcher can directly delve into and comprehend their stories through this method. This narrative inquiry approach allows the researcher to gain a deeper and more comprehensive understanding of each participant's experiences, as these experiences can be better conveyed through writing or text, which can then be analyzed.

This study employs qualitative research with the narrative inquiry method to explore the principles of speaking, activities, and materials implemented by English department lecturers at Antasari State Islamic University Banjarmasin Banjarmasin. The research procedure follows the framework proposed by Creswell (2012). The steps are organized systematically and orderly, following the sequence below:

1. Identify the phenomenon to probe

The primary focus of this research is the experiences of English language education department lecturers in applying speaking principles, activities, and materials during speaking classes. This research aims to investigate how lecturer implements speaking principles in class, identify the activities used, and describe the materials utilized.

In this phase, interviews are conducted as one of the data collection methods to identify the phenomenon being researched.

2. Select one or more attendees to study

In this phase, the researcher selects participants based on the research needs and predefined criteria. The chosen participant is a lecturer in the English language education department who teaches speaking courses.

3. Assembling the attendees' tale

The researcher interviews an English language education department lecturer to gather data or information about speaking principles, activities, and types of materials used during speaking classes.

Before the interview process begins, the researcher prepares a paper containing several questions related to the research needs, commonly referred to as an interview protocol, and uses a smartphone to record the data or information provided by the participant.

4. Renarrate the attendees' tale

After the interview, the researcher will read back the data or information obtained to the participant to ensure that the story accurately reflects their experience. On the other hand, the researcher will allow participant to provide additional information if they find any deficiencies or inconsistencies in their previous stories.

The data pertains to the results of previous interviews conducted with participant regarding the principles, activities, and materials they use when teaching speaking classes.

5. Coordinate with the attendees

The researcher collaborates with the participant to ensure that the data or information obtained is reliable and trustworthy. Collaboration here means that the researcher seeks the participant's assistance to verify the accuracy of their experience stories with the facts or theories presented in Chapter 2. As a result, the researcher ensures that every story, whether pleasant or unpleasant, will be validated as long as it aligns with the composition of the predetermined interview questions.

6. Craft a narrative portraying the participant's experiences

The researcher documents the data or information obtained in the format of principles, activities, and speaking materials used by lecturers in teaching speaking. Additionally, the researcher will

organize it orderly and chronologically according to the participants' experiences and the research framework.

The importance of this phase lies not only in the organization of the data but also in the validity and credibility of the resulting narrative. Therefore, the researcher will ensure that the research participant verify the narrative, thus ensuring the accuracy and relevance of the information presented.

7. Verify the accuracy of the report

Verification is conducted to prove the authenticity or accuracy of the narrative report to produce the expected report outcomes.

In this final phase, the researcher verifies the data using triangulation, with the triangulation technique employed being theoretical triangulation.

B. Research Setting

This study was conducted on May 14, 2024, in the English Education Department of Antasari State Islamic University Banjarmasin to explore the principles, activities, and materials used by lecturers in teaching speaking classes.

The researcher selected this place as the research setting because it has a good reputation in the Department and also has expert and experienced lecturers in teaching speaking. Hence, it is considered an ideal subject for gaining in-depth insight into this study.

C. Participants

This study engaged one lecturer who cultivated speaking in the English Education Department of Antasari State Islamic University Banjarmasin as the primary participant.

The researcher selected this participant through a purposive sampling strategy by considering several variables, such as teaching experience and comprehension of principles, activities, and teaching materials in the speaking aspect. As a result, the researcher selected a lecturer with a background and experience of teaching speaking for more than two years. The findings will be more diverse and represent the research objectives well.

D. Data

In a study framework, data refers to a collection of facts or information obtained or collected to support research. This data consists of all facts and elements that the researcher can use as information.

The data collection in this study utilized a qualitative method, specifically through interviews. The interviews aimed to investigate the utilization of speaking principles, activities, and speaking materials by lecturers in the context of a speaking class. The data obtained in this study came from the teaching and learning process in the speaking class.

E. Technique of Data Collection

In qualitative study, various data collection techniques exist, such as interviews, observations, focus group discussions, surveys, and others.

Nevertheless, in this study, the researcher used narrative inquiry. Hence, the researcher selected interviews to obtain data about speaking principles, activities, and materials applied by the lecturer.

In the realm of study, the interview or question-and-answer technique is often regarded as one of the most effective approaches to understanding or obtaining in-depth information from participants. Using interviews in the study investigates a person's perspectives, experiences, beliefs, or motivations regarding a particular issue.

Gill et al. (2008) assert that interviews are the most suitable method when knowledge about the study phenomenon is limited or contextually appropriate insight from individual participants is required. Interviews are also highly suitable for investigating sensitive issues where participants may be unwilling to discuss them in a group setting.

In this study, the researcher selected to focus on one primary instrument, the interview protocol, to collect data related to the principles, activities, and materials of speaking implemented by lecturers at Antasari State Islamic University Banjarmasin. This approach was selected to gain an in-depth and detailed understanding of these aspects through the lecturer's perspectives. Likewise, the researcher conducted interview with a lecturer as respondent.

In this process, the researcher aimed to extract essential information about the learning principles, teaching activities, and speaking learning materials used in the academic environment of Antasari State Islamic

University Banjarmasin. Furthermore, the data obtained from interview with a lectureruro will be the basis for analyzing and compiling research findings.

F. Data Analysis

Qualitative data analysis denotes the systematic process of classifying and interpreting information in text or images, aiming to conclude the implicit and explicit meanings of the information (Mezmir, 2020). In this research, the researcher implemented the analysis technique compiled by Miles et al. (2014). This analysis method consists of several phases: data condensation, data display, and conclusion drawing/verification. The following is a further description of the stages carried out by the researcher in the data analysis process:

1. Data condensation

The first stage of analyzing qualitative data involves data condensation. Data condensation is a process in which information from various sources, such as field notes, interview transcripts, documents, and other empirical materials, are selected, focused, simplified, abstracted, or transformed to become more concise and understandable (Miles et al., 2014).

In this phase, the researcher compiled transcripts of the data obtained, selected the data needed to answer the research problem, and eliminated irrelevant data. Furthermore, the researcher also identified the speaking principles, activities, and materials used by English Education Department lecturers of Antasari State Islamic University

Banjarmasin. After selecting, deleting, and simplifying the data, the researcher will present it in descriptive format.

2. Data Display

After the data is reduced, the second stage is to display the data. Data display is an organized assembly of information that enables drawing conclusions and taking action (Miles et al., 2014). Viewing the display helps us understand what is going on and do something, either analyze further or take action based on that understanding.

In this phase, the researcher will display data or information organized based on the research problem formulation. The research formulations here are:

- a. What principles of speaking are applied by the English education department lecturer?
- b. What types of speaking activities are applied by the lecturer of the English education department?
- c. What materials are taught to the students in speaking class by the lecturer?

This phase was conducted by presenting a structured information set, allowing us to conclude. This is because the data obtained during qualitative research processes tends to be in narrative format, requiring simplification without reducing its essence. After the data is displayed, the next step is conclusion drawing

3. Conclusion Drawing/Verification

The final stage is conclusion drawing/verification. Concluding/verification is when the researcher evaluates the research findings to formulate appropriate conclusions (Miles et al., 2014). In this final phase, the researcher drew conclusions based on the findings from the analysis step by step.

The data analysis is presented in stages based on the research questions to get a good and clear narrative explanation of the speaking principles, activities, and materials used by English Education Department lecturers of Antasari State Islamic University Banjarmasin in this study. This phase also involved consultation with the research supervisor before creating final conclusions.

G. Technique of Data Validity

Cohen et al. (2000), as cited in Noble & Heale (2019), assert that triangulation is a technique used to enhance the trustworthiness and accuracy of findings in research. Joppe (2000), as cited in Noble & Heale (2019), declares that validity refers to the extent to which research reflects the phenomenon being investigated, while credibility is related to the reliability and trustworthiness of the findings generated within the research context. Furthermore, Bans-Akutey and Tiimub (2021) propose six types of triangulation, including data triangulation, methodological triangulation, theoretical triangulation, investigator triangulation, environmental triangulation, and double triangulation.

In this study, the researcher adopts the method of theoretical triangulation to validate the data, where the researcher investigates several theories related to the principles of speaking, various types of activities, and content materials to analyze the observed phenomenon.