

CHAPTER III

RESEARCH METHOD

A. Research Design

Research designs come in two flavors: qualitative and quantitative. According to Creswell (2007), qualitative research is a situated process that incorporates an interpretative, naturalistic perspective on reality. In qualitative research, people look at real-world occurrences and try to make sense of them by analysing the interpretations that others give them.

The researcher employs narrative inquiry as a research methodology to support this study. As defined by Creswell (2007), narrative research is the examination of a person's life experiences. This kind of research involves gathering and analyzing firsthand accounts from people. Based on Clandinin (2000), narrative inquiry is a technique for comprehending and investigating experience through participant and researcher collaboration over an extended period of time, in a particular location or series of locations, and through social interaction with milieus.

This study employs narrative inquiry To examine the viewpoints of educators regarding the utilisation the use of ICT in the realm of education English to young learners. The methodology for the study was adapted from Creswell (2012). The methods served as a precise and thorough step in carrying

out this narrative investigation. Subsequently, it was put into practice inside the research framework. The procedure is outlined as follows:

Step 1. Identify the phenomenon to explore

This step concentrates on the experience of an English student with speaking skills at UIN Antasari Banjarmasin. Finding the effect of Dayak language on English speaking ability as a research objective, allows the researcher to find out what impact the language has on English speaking ability and to be able to improve students' English speaking ability later.

Step 2. Select one or more participants to study

The criteria for selecting participants in this study was an English student who had experience in English speaking skills.

Step 3. Collect the story from the participant

The participants told their stories in narrative frames, and other field texts were gathered through participant interviews. The researcher must then comprehend the content of what the interviewees say using their narrative schema, which reflects their personal knowledge and experiences that they have organized.

Step 4. Re-story or retell the individual's story

Field texts contain information about participants in addition to participants telling their stories aloud during interviews or discussions. Some examples include keeping diaries or journals and learning stories from friends or relatives. The researcher collected data through interview with a participant,

asking questions about his or her experiences in what and how Dayak mother tongue impacts English speaking skills.

Step 5. Collaborate with the participants/storyteller

Throughout the process of gathering narrative accounts, the researcher collaborates with the storyteller to ensure the precise and accurate portrayal of the participants' experiences. This is an crucial phase of the research progress. The goal is to ensure that the data sources collected about the impact of Dayak mother tongue on English speaking skills are accurate. Then, in order to collect the narratives, begin working with the participants by chatting about anything before getting into the meat of the discussion. The researcher must then master the narratives that shared. In terms of the framework, the researcher must ensure that the pleasant and unpleasant stories are relevant to the topic under research.

Step 6. Put the participant's experiences into narrative form

A thematic analysis utilised of the findings in the form of a report. Then the findings section can be broken down into subsections, each of which reflects The primary themes that arose from the study of the data. From the findings of the information that has been obtained, we can find out his or her experiences in what and how Dayak mother tongue impacts English speaking skills at UIN Antasari Banjarmasin. The researcher can then determine what has become a barrier to a student's proficiency in speaking English by looking at some of the effects that have been gathered. Additionally, this might aid in solving problems for children whose mother language has limitations.

Step 7. Validate the report's accuracy

To work with the interviews, the researcher first gathered and validated who the respondents were in line with the topic to be investigated, before obtaining information concerning the impact of Dayak mother tongue on English speaking skills. The researcher then retold and reported the findings of the narratives obtained from them. To strengthen validation, the researcher conducted a rechecking procedure that included checking sources, data sources, and looking for other evidence.

B. Research Setting

This study was carried out at Antasari State Islamic University, Banjarmasin, especially in the English Education Department of the Faculty of Tarbiyah and Teacher Training. This setting was chosen because it provides a relevant and accessible context in which the participant, a Dayak student, may actively engage in English language acquisition. The institution boasts a varied student body, including many from indigenous origins, making it an ideal setting to investigate the impact of mother tongue on English speaking abilities, particularly accent. Furthermore, the college stresses English speaking through academics and extracurricular activities, providing for extensive data on the participants' speaking experiences. The data gathering procedure lasted from April to May 2025. At the Faculty of Tarbiyah and Teacher Training, the English

C. Participant

The participant in this study is the English student at UIN Antasari Banjarmasin. The participant was chosen based on purposive sampling due to their relevance to the research focus. As an English student at UIN Antasari Banjarmasin who comes from a Dayak linguistic and cultural background, the participant represents a case that embodies the intersection between regional language impact and second language acquisition. Their academic background in English education allows for insightful reflection on their own learning experiences, while their Dayak heritage provides a direct link to the mother tongue impact being studied. By selecting this participant, the researcher aims to gain a deeper understanding of the challenges, strategies, and personal perceptions involved in learning English speaking skills under the impact of a regional language, making the data more contextually rich and meaningful.

The researcher collected data on student's perspectives on how to and challenges in Dayak mother tongue impacts English speaking skills. She was selected based on several criteria:

- a. She belongs to the Dayak ethnic group and uses the Dayak language as her primary means of communication at home.
- b. She is an active student with sufficient academic exposure to English, particularly in speaking-related activities.
- c. She has experienced using English in both formal and informal contexts (e.g., class discussions, presentations, speech contests).
- d. She is willing to participate openly in interviews and share her personal experiences regarding her English speaking journey and language background.

These criteria were chosen to ensure that the participant's narrative would provide rich, relevant insights into the impact of the Dayak mother tongue on English speaking, especially in terms of accent.

D. Data

The data in this study were qualitative in nature, consisting of the participant's personal narrative. The core of the data was obtained from an in-depth interview where the participant shared her lived experiences in speaking English and how her Dayak mother tongue impacted her accent, pronunciation, and overall confidence in communication. Findings from the data included:

- a. Her early and ongoing experience in speaking English
- b. The impact of Dayak vowels and stress patterns in her English pronunciation
- c. Self-awareness regarding accent issues after reflection
- d. Emotional responses such as confidence, hesitation, and motivation
- e. Personal strategies to overcome accent interference

E. Technique of Data Collection

The primary technique used was a semi-structured interview, allowing the participant to narrate her experience freely. The conversation was audio recorded, transcribed, and complemented by field notes. The primary technique used was a semi-structured interview, allowing the participant to narrate her experience freely. The interview was conducted in two sessions to ensure depth and clarity of the narrative. Each session lasted approximately 45–60 minutes. The first session focused on exploring the participant's personal background, early experiences in speaking English, and her perception of fluency and confidence. The second session was used to dig deeper into the impact of her Dayak mother tongue on her English speaking, particularly in accent, as well as to reflect on her strategies and awareness.

1. Interview

Engaging in interviews or question-and-answer sessions proves remarkably effective in gaining profound insights into an individual's expertise or perspectives for a study. Kvale (1996) describes an interview as a conversation designed to gather information by delving into the interviewee's life experiences and assessing the importance of the discussed phenomena.

This research was conducted by interviewing students from Dayak ethnic backgrounds about their experiences in speaking English. The primary purpose of these interviews was to determine whether their ethnic background impacted their accent when speaking English. The interviews were deliberately conducted six times to gain a deep and holistic understanding of their experiences, as well as the impact of their native culture and language on their English-speaking abilities.

These extended dialogues serve the purpose of obtaining comprehensive understanding regarding a specific topic or matter, facilitating the occurrence and interpretation of events based on the interviewee's viewpoint. The interview explored:

- a. Her history and development in speaking English
- b. Her perception of accent and pronunciation
- c. Her awareness of mother tongue impact
- d. Strategies used to address speaking difficulties

The flexible, conversational format was crucial to allow personal storytelling in line with narrative inquiry.

F. Data Analysis

The data analysis in this study followed a thematic narrative inquiry approach. The analysis process consisted of the following stages:

Transcription: The entire interview was transcribed verbatim.

Familiarization: The transcript was read multiple times to identify key expressions, tones, and recurring themes.

Coding: The data were coded into categories such as speaking experience, accent, mother tongue impact, confidence, and strategies.

Thematization: Coded segments were organized into narrative themes aligned with the research questions, such as: "Experience in Speaking English", "Impact of Dayak Mother Tongue on Accent", and "Reflection Before and After Awareness".

Interpretation: The themes were then analyzed using theories including Language Transfer Theory (Odlin, 2022), Metalinguistic Awareness (Cabrelli et al., 2023), and Self-Regulated Learning (Zimmerman & Schunk, 2011).

Validation: The researcher validated the data through member checking, triangulation, and re-reading to ensure credibility, dependability, transferability, and confirmability.

This process ensured that the participant's voice remained central, and her story was interpreted accurately through theoretical and reflective lenses.

There is a method for determining trustworthiness based on four general criteria. Examples include credibility, transferability, dependability, and certainty. It takes into account each of these factors, as well as the views of others who have written about trustworthiness in qualitative research (Anderson et al., 2014). The four components of reliability, credibility, transferability, dependability, and confirmability were used.

1. Credibility

Credibility defined as the degree of confidence in the authenticity of research discoveries, akin to positivist research's internal validity (Lincoln, Y. S. & Guba, 1985). The researcher employed member checking and triangulation for this purpose. Triangulation, a technique

ensuring thorough, robust, extensive accounts was utilized. Simultaneously, implementing member checking emerges as pivotal for enhancing study credibility. Verification of information from individuals occurs through regular observations and conversations, formal or informal.

2. Transferability

In order to ensure the study's transferability mandates providing a database enabling future applicants to make informed judgments.

3. Dependability and Confirmability

Dependability and Confirmability assurance involves a meticulous assessment of the inquiry process for reliability and evaluating the final product's verifiability. These audits furnish supporting data for the study's findings, interpretations, and recommendations. To conduct these audits, comprehensive data substantiated each discovery, granting prospective auditors unrestricted access to all information.