

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method used in this study. It includes the research design, research setting, participants, research instruments, data collection techniques, procedure, and data analysis.

A. Research Design

This study adopts a qualitative approach. As stated by Creswell and Creswell (2018), a qualitative approach involves exploring a social or human issue through various methodological traditions. One form of qualitative research is Narrative Inquiry. In this study, the researcher employed narrative inquiry to explore the experiences of undergraduate EFL students in enhancing their speaking skills through project-based learning. Furthermore, the study also examines the challenges these students encounter in developing their speaking abilities using the Project-Based Learning method.

The research procedure was taken from Creswell and Creswell (2018) with the following steps:

Step 1. Identifying the phenomenon to explore

The phenomenon to be explored in this study is the implementation of the Project-Based Learning approach in the context of developing speaking skills among university students who are learning English as a Foreign Language. In recent years, Project-Based Learning has gained recognition

as an innovative, student-centered instructional approach that promotes active learning, collaboration, and real-world communication. This approach is considered particularly beneficial in the context of language learning, where meaningful language use is essential for skill development.

This study aims to explore how undergraduate EFL students experience the process of developing their speaking skills through the implementation of PjBL in the classroom. The study sought to understand their personal perspectives, engagement, and reflections during the learning process. In addition, the research also investigates the challenges faced by students when engaged in completing a project i.e. creating a podcast, which often requires critical thinking and teamwork.

Step 2. Selecting the participants

The participants of this study were ten undergraduate EFL students who had experienced speaking learning through Project-Based Learning approach.

The criteria for selecting the participants were as follows:

- a) They are undergraduate students majoring in the English Language Education Study Program
- b) They have completed the task of creating a podcast in the public speaking course
- c) They are willing to participate in this study and share their personal experiences.

Step 3. Collecting the story from the participants

In this step, the researcher collected stories from the undergraduate EFL students through personal interviews to explore their experiences in developing speaking skills using the Project-Based Learning approach. The interviews focused on perceptions and challenges during the project-based activities. Each interview was conducted individually and recorded with consent for transcription and analysis.

Step 4. Re-storying or retelling the individual's story

At this stage, the participants' experiences in developing their speaking skills through Project-Based Learning were retold in the form of short narratives. Each story summarized their initial responses to PjBL, their involvement in the project tasks, and how they interacted with their peers.

Step 5. Collaborating with the participants

To ensure the accuracy of the experiences conveyed, the researcher maintained continuous communication with the participants during the narrative data collection process. This stage lasted throughout the duration of the research. The aim was to verify the validity of the data obtained. Thus, the researcher ensured that the stories shared were relevant and did not deviate from the research topic.

Step 6. Writing a story about the participant's experiences

In this step, the researcher writes a narrative that reflects the participants' real-life experiences regarding the development of their speaking skills through Project-Based Learning

Step 7. Validating the report's accuracy

The researcher established an ongoing collaboration with the participants throughout the research process, starting from the stages of collecting, reorganizing, and reporting their narratives.

B. Research Setting

The setting of this research was the English Language Education Study Program at UIN Antasari Banjarmasin. This location was chosen as the research setting because it actively implements Project-Based Learning in classroom activities, including speaking courses. This environment provides an authentic context to examine the usefulness of PjBL in enhancing EFL speaking skills, while also ensuring ready access to engaged participants and relevant data for a comprehensive narrative inquiry analysis.

C. Participants

The participants in this study were ten students from class B of the 2022 batch, majoring in the English Language Education Study Program, who took the public speaking course and participated in a podcast project. The participants were selected based on their level of English proficiency categorized as good, medium, and low. This selection allowed the researcher to gather diverse perspectives and experiences, which is crucial to illustrate a more comprehensive understanding of the challenges and progress in speaking skill development. Clandinin and Connelly (2020) emphasize that

the Narrative Inquiry method highlights in-depth exploration of individual or small group experiences, making the variation in participants' abilities an important aspect in enriching the data.

D. Data and Source of Data

The data in this study are experiences and challenges faced by students in building English speaking ability through Project-Based Learning approach. This data is obtained from narratives, views, and direct explanations from the participants about how they experience the project-based learning process, as well as the challenges they find in developing their speaking skills. The data sources used in this study are ten students of the English Language Education Study Program at UIN Antasari Banjarmasin who have participated in project-based learning activities, namely making podcasts.

E. Techniques of Data Collection

In this study, the primary technique used to collect data was semi-structured interviews. This technique was chosen because it allows for both consistency in asking predetermined questions and flexibility in exploring students' personal experiences more deeply. Semi-structured interviews provide an opportunity for the researcher to probe further based on participants' responses, enabling a richer understanding of their experiences and challenges in developing speaking skills through Project-Based

Learning.

According to Kallio et al. (2016), semi-structured interviews are particularly suitable for qualitative research aiming to understand participants' perspectives, as they combine structured questions with the freedom to follow up on interesting or unexpected answers. This aligns with the aim of this study, which is to explore students' narratives and reflections on the implementation of PjBL in speaking courses.

F. Research Instrument

The main instruments used in this study were an interview guide and an audio recorder. The interview guide consisted of open-ended questions designed to explore students' experiences and challenges in developing speaking skills through Project-Based Learning, in line with the research questions. These questions focused on how students experienced the learning process, the impact of PjBL on their speaking abilities, and the difficulties they encountered during the project. The open-ended format allowed participants to express their thoughts freely and reflectively. To support accurate data collection, an audio recorder was used during each interview session, with participants' consent. This device enabled the researcher to capture the entire conversation for transcription and analysis, ensuring that important details from students' narratives were not missed. The interviews were conducted in Bahasa Indonesia to help participants feel more comfortable and express themselves more clearly. Afterward, the interview

transcripts were translated into English using DeepL, an AI-powered translation tool, to maintain the accuracy of participants' responses in the final analysis.

G. Data Analysis

Narrative analysis is a qualitative method that focuses on the stories told by individuals to describe their experiences, which allows researchers to understand not only what happened, but also how participants make meaning of those events within their own social and educational contexts.

According to Kim (2016), narrative inquiry involves a process where participants tell their stories, and the researcher interprets these narratives to understand personal and social experiences. This is supported by Caine, Estefan, and Clandinin (2023), who state that narrative analysis enables researchers to explore experience through a relational and temporal lens, making it effective for educational research.

This three-step process aligns with the model of narrative analysis described by Kim (2016) and further developed by Caine et al. (2023).

2. Telling

In this stage, participants shared their stories through semi-structured interviews. They were encouraged to explain their experiences in learning English speaking through PjBL, especially during the process of creating podcast projects. This stage focused on eliciting authentic and reflective narratives, including both positive outcomes and

challenges faced.

3. Transcribing

All interviews were audio-recorded to capture the exact words of participants. Transcriptions were reviewed multiple times to maintain the accuracy and richness of students' expressions. This stage was essential to preserve the integrity of their stories before moving to interpretation.

4. Analyzing

In the final stage, the transcribed narratives were analyzed to identify emerging themes related to speaking skill development and challenges. These included areas such as vocabulary enrichment, increased confidence, teamwork issues, or difficulty choosing topics.