

### **CHAPTER III**

#### **RESEARCH METHODS**

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**

Depending on the theory of research approach, there are two types of research design: qualitative and quantitative. According to Creswell (2013), "those undertaking qualitative studies have a bewildering number of choices of approaches." Qualitative approaches to inquiry can take many different forms, depending on their classification scheme (some classification schemes contain over twenty approaches).

The purpose of this study is to investigate the role Instagram in developing students' speaking ability of English teaching majors at UIN Antasari Banjarmasin. Using a narrative inquiry methodology, the study investigates participants' experiences and perceptions of how speaking has changed as a result of Instagram, using a narrative inquiry design.

The methods provided a clear and comprehensive step-by-step process for completing this narrative analysis. After that, it was applied within the confines of the research. The steps are described as follows:

### Step 1: Identifying a problem or phenomenon to explore

At this stage, the researcher concentrates on the advantages Instagram provides for enhancing speaking abilities in addition to the students' Instagram experiences. The goal of the study is to identify the problem or issue so that the researcher can comprehend the social or personal experiences of the participants.

The purpose of this study is to look into the benefits and role of Instagram on students' speaking skills. To identify the phenomenon, the researcher conducted interviews with people.

### Step 2: Selecting one or more participants to study

Participants were selected from among students who had used Instagram and observed how it impact their ability to communicate.

### Step 3: Collecting the story from that participant

At this point, participants share their stories using a narrative style, and participant interviews aid in the collection of further field texts.

### Step 4: Restorying or retell the individual's story

At this stage the researcher collects information and finds out about the participants' experiences, through interview activities.

### Step 5: Collaborating with the participant/storyteller

To make sure that the participant's experiences are accurately depicted, the researcher collaborates with the storyteller throughout the narrative story collection process. The research process is now finished at this point. It seeks to confirm the source of the data. Initially, the

investigator collaborated closely with the subjects to gather stories. The participants needed to be extremely familiar with the story they were going to share. Because of their importance to the frame, the researcher made sure that both happy and unhappy stories were welcome.

#### Step 6: Writing a story about the participant's experiences

The researcher used thematic analysis to write and present the findings. Every subsection in the findings section reflects a major theme that emerged from the data analysis. For some case studies, thematic analysis can be helpful because it makes it possible to compare narratives within the data set in order to identify recurring themes and highlight unique aspects.

#### Step 7: Validating the report's accuracy

The researcher kept in close contact with the participants during the entire process of collecting, retelling, and publishing their stories. After validation procedures that involved member verification, triangulation, data source searches, and evidence searches for discrepancies, the final report of findings was produced. The section on research quality that follows provides an outline of this step.

### **B. Research Setting**

This study was conducted at the English Language Education Study Program at Antasari State Islamic University Banjarmasin. The study was scheduled in March 2025. This setting was chosen because it is in line with

the title of this research, which is about using Instagram to improve speaking proficiency at university.

### **C. Participants**

The participants of this study were the sixth-semester three students of Antasari State Islamic University majoring in the English Language Education Study Program. The students who were included as participants were categorized as using Instagram to increase or practice their speaking skills. The researcher generated data related to the views of students, such as experiences and benefits in using Instagram to influence their speaking skills.

### **D. Data and Source Data**

In this research, three English Language Education students from Antasari State Islamic University provided information via individual interviews and recordings. Participants were selected from the 2022 academic year. This method allowed participants to freely express their thoughts and share personal stories, yielding detailed and authentic data. This study looks into how university students can improve their speaking skills.

This methodology involves collecting data through in-depth interviews with university students who actively use Instagram in the context of language learning. Using interviews, we were able to elicit rich and diverse personal narratives, reflecting their experiences, challenges and

benefits of utilizing this social media platform. Through narrative analysis, the researcher hope to identify key themes that emerge from students' experiences, as well as provide deeper insights into the impact of Instagram on their speaking skills.

## **E. Data Collection Technique**

The researcher conducted an interview to obtain data for this study, which used narrative inquiry.

### **1. Semi – Structured Interview**

Interviews and Q&A sessions are two of the best ways to learn more about someone's in-depth knowledge for a study. An interview is a conversation intended to elicit information for the interviewee's life narrative regarding what "described phenomena" entail, as stated by Kvale (1996). Furthermore, interviews are long talks meant to extract comprehensive information on a particular subject or topic and to facilitate the occurrence of phenomena and their interpretation in light of the meaning of the interviewee, as stated by Schostak (2006).

This study relied on data from in-depth interviews with English Language Education students at Antasari State Islamic University in March 2025. The interviews were conducted online via video call, with open-ended questions intended to elicit a wide range of responses. The interviews were videotaped so that the participants' responses could be accurately documented and analyzed later.

The researcher validated the interview data to identify and categorize obstacles to the participants' English language proficiency. The final report of findings was created after completing validation procedures such as member verification, triangulation, data source searches, and evidence searches for discrepancies.

## **F. Research Instruments**

The researcher developed an interview protocol to collect information about the role of Instagram in learning speaking skill for university students. The protocol included a series of open-ended questions. The participants want to share their English communication experiences, challenges, and challenges.

## **G. Data Analysis**

To analyze the data, the researcher used the three components of the theoretical framework proposed by Miles & Huberman (1994, p. 10)—data reduction, data display, and conclusion drawing and verification.

### **1. Data Reduction**

Data reduction, according to Miles & Huberman (1994, p. 10), Data reduction involves the process of selecting, focusing, compacting, simplifying, abstracting, and transforming data relevant to the role of Instagram in speaking learning. Data derived from field notes or transcripts of interviews and observations related to students' use of Instagram to improve their speaking skills will be selected and filtered.

This procedure is specifically focused on eliminating diverse interpretations, ensuring that the remaining data directly addresses how Instagram is used, the benefits gained, and the challenges faced in the context of speaking learning. It also includes cross-verification of quotes and sources to ensure the accuracy of the reduced data.

## 2. Data Display

After data reduction, data presentation is carried out to organize and present information that has been simplified to make it easier to understand and analyze.

## 3. Conclusion Drawing

Drawing and validating conclusions falls into the third category of data analysis activities, according to Miles & Huberman (1994, p. 12). This final stage involves drawing conclusions based on the reduced and presented data, and verifying the validity of those conclusions. The conclusions drawn directly answer the thesis' main research questions: how do university students use Instagram to learn to speak, what benefits do they derive from such use, and what challenges do they face. Validation of the conclusions was done through procedures such as member verification, triangulation, sourcing of data, and seeking evidence for discrepancies, ensuring that the conclusions were accurate and reliable in explaining the role of Instagram in students' speaking skills.