

CHAPTER III

RESEARCH METHOD

A. Research Design

In order to collect the data, the researcher using qualitative approach and narrative design as a research design. Qualitative research is a method of inquiry that focuses on the study of meaning, knowledge, ideas, traits, phenomena, symbols, and descriptions associated with an event in specific. It focuses and combines several ways, with an obvious and general approach, with a focus on quality, the use of various techniques, and a narrative presentation (Sidiq et al., n.d.).

Narrative research is a unique type of qualitative research that usually focuses on analyzing an individual or single person and how they perceive their experiences through stories that are told. It includes gathering narratives, telling personal experiences, and talking about how important those experiences are to the individual (Darmanita & Yusri, 2020). This method is an approach that allows researchers to get insights Into a variety of an individual's identity by exploring a person's life experiences (Jean Clandinin & Rosiek, 2019).

The researcher using narrative design in order to get directly one of the experiences that an English education student has while using a picture series as a learning media to improve the speaking skills. The data collecting methods used in this research are questionnaire and interview. The researcher

takes a few stages that deal with the steps/procedures in qualitative research in order to analyze the interview data. The researcher used Creswell (2012:514) seven-steps to collecting the data, the procedures are as follows :

1. Identify the phenomenon to explore

In this phase, the researcher focuses on the students' perspectives on the experiences and challenges in using a picture series to learn English speaking skills in English Education Department Students UIN Antasari Banjarmasin. Finding a problem helps in the study's goal and lets the researcher understand what individuals personally go through. The purpose of this research is to understand what English students' views about using a picture series to learn English speaking skills. To figure this out, the researcher conducts interviews.

2. Select one or more participants to study

The researcher selected the participants that are fulfill the criteria which was the students that has an experience using a picture series to learn English speaking skills.

3. Collect the students' story

In this step, participants relate their stories in a narrative frame, and other field texts collect by interviewing the participants.

4. Retell the individual's narrative

Field texts include information about the participant as well as to the participant orally expressing the narrative through discussions or interviews. Examples journal or diary entries and stories collected through

friends or family members. The researcher uses interviews to collect data from participants' stories.

5. Collaborate with the participants/storyteller

The researcher works together with the storyteller when gathering the narrative story to make sure the participants' experiences are accurately described. This step takes place during the research procedure. The aim is to validate the data source. Initially, the researcher start collecting stories by working closely with the participants. The participants have to know exactly what narrative to share. As a result, the researcher make certain that both good and unpleasant stories were acceptable, as long as they fit in to the frame.

6. Write a story about the participants' experiences

The researcher write down the acquired data detailing the experiences and challenges faced by English students in learning the English-speaking skills using a picture series

7. Validate the report's accuracy

To confirm the data, the researcher used member checking and triangulation.

B. Technique of Data Collection

In this study, data were collected used a primary technique, semi-structured interviews. This approach was chosen to gain a deeper understanding of the experiences of the English Education Department Class

of 2021 students at UIN Antasari Banjarmasin in learning speaking skills through the use of picture series.

1. Semi-structured Interview

Semi-structured interviews allow the researcher to explore deeply into participants' perspectives and experiences while remaining true to a certain number of questions. According to (Wardhana, 2024), semi-structured interviews are excellent at getting in deeper information because of the ability to improve questions based on participant responses. In this study, the researcher uses storytelling to learn more. To do this, the researcher has conversations with people to gather information. Talking to people and asking questions is one of the simplest and most effective ways to find out important details for a study. In basic terms, interviewing means talking face-to-face with participants to get specific information. The questions might be decided in advance. Usually, for collecting information, interviews include questions that let people share their thoughts. But, using interviews to collect data is not just a simple task. It's more than just asking questions and writing down the answers. This method has its own challenges (Roda, n.d.) .

C. Research Setting

The setting of this study take place at UIN Antasari Banjarmasin. This university was chosen because a picture series is applied in the classroom activities, including activities in English lesson. This study was conducted during the teaching and learning process.

D. Participants

This study employs a convenience sampling technique, which participants are accessible to the researcher and willing to participate in the survey. Convenience sampling is a sample approach that involves researcher choose participants based on the accessibility and availability. According to (Etikan, 2016) convenience sampling is a technique with no-probability that involve samples are chosen from a population that is easily accessible to the researcher. This strategy is frequently used when time, funding, and resources have limitations, leading researchers to select persons that are easily accessible. The participants in this study are five students from English Education Department Class of 2021 students that match the following criteria:

1. Students that have participated in speaking skills learning through a picture series
2. Students that are willing to participate in the research and discuss about the experiences

Participants were chosen by approaching students who often interacted with the researcher during both academic and non-academic activities, which help in the data gathering process. While this method is efficient in terms of time and cost, there is a risk of bias because the sample may not accurately represent the whole population. The researcher will generate data dealing with the students' views, such as experiences and challenges in using a picture series to learn English speaking skills.

E. Data Analysis

Narrative analysis is a qualitative research method that examines how people construct and communicate their experience through narrative. It focuses on the form, content, and context of narratives in order to understand how personal and social aspects these experiences. This method is suitable for this research as it emphasizes the participants' perspectives and the importance they put on the experiences with picture series in learning speaking skills. Asfar, (2019) highlights that narrative analysis is particularly useful for identifying details of personal experiences within certain cultural and educational contexts. This approach enables researchers to explore a story as tools for creating meaning and identity development as opposed to entirely informative studies. According to Creswell & Creswell (2018) the narrative thematic analysis process the researcher used consisted of five stages:

1. Introduction to Data Analysis

Data analysis is crucial in assessing students' experiences with learning to speak through a picture series. The analysis focused on the information students stated during interviews that provided beneficial insights into the learning processes.

2. Data Preparation

The researcher transcribed the interviews where students discussed about the learning experiences through picture series. This transcription procedure is critical for systematically structuring the information, ensured reliability, and to enable thorough analysis of the participants' narratives,

3. Data Description

Through interviews with students from different backgrounds, the researcher collected a variety of experiences. Students expressed about the thoughts and feelings into their learning processes. This qualitative data reflects the complexity of the experiences and allows to deeper understanding of the role of picture series in language learning.

4. Data Exploration

The researcher thoroughly analyzed the interviews and discovered frequent themes and insights about the use of picture series for speaking practice. This study attempted to find common problems and advantages found by participants, allowing for a full understanding of their experiences with this learning tool.

5. Data Interpretation

The analysis of students' narratives allowed for more insight of how picture series affect the speaking skills and overall learning experiences. By reading these stories, the researcher was able to determine the effect of visual aids on students' confidence, participation, and speaking skills, emphasized the importance of picture series in language acquisition.

6. Data Validation

To ensure the accuracy, the researcher validated the information provided by the participants during the interviews. This validation procedure included participant verification, which allowed participants to evaluate and confirm the conclusions of the tales, strengthening the

reliability of the data. By following these stages, an accurate and comprehensive data analysis was performed for the study on students' experiences learning to speaking through picture series, with interviews used as the primary data collection method.

F. Technique of Data Validity

Ensuring data validity and reliability is critical in qualitative research since it establishes the trustworthiness of the findings. According to (Brink, 1993) , the concepts of validity and reliability in qualitative research different from that are used in quantitative research. In qualitative contexts, these ideas are frequently defined together under the word “trustworthiness”, which involves criteria such as credibility, transferability, dependability, and confirmability.

1. Credibility

Credibility refers to the belief in the accuracy of the data and its interpretations. (Gunawan, 2015) stated that procedures like triangulation and member checking can help develop credibility in qualitative research. Triangulation involves applying several data sources, methodologies, or theories to cross-check and validate conclusion. In this study, triangulation was achieved by collecting data from interviews, observational notes, and visual outputs made by students during their speaking practice used picture series. Furthermore, member verification was carried out by presenting the findings back to the participants to ensure that their stories were appropriately expressed. For instance, after evaluating the interview data,

summaries of the findings were shared with the participants, which accepted that the interpretations accurately reflected their experiences, in order improving the credibility of the research. For example, after analyzing the interview data, participants were given summaries of the findings. They confirmed that the interpretations accurately represented their experiences, which increased the study's credibility.

2. Transferability

Transferability refers to the way how the results of a study can be used in different situations or settings. According to (Whittemore et al., 2001), one method for improving transferability is to use deep explanations. This strategy includes providing detailed explanations of the research background, participants, and their experiences, allowing readers to determine the findings' relevance to similar situations. For example, specific descriptions of the participants' backgrounds, learning environments, and interactions with picture series were provided so that readers could assess the findings and their significance to various educational contexts.

3. Dependability

According to (Miles et al., 2014), ensuring complete documentation of the research process, including data collection, analysis, and decision-making steps, is crucial for ensuring the consistency of the research process and its findings. This allows other observers to identify the research project's path. For example, the researcher carefully described

each stage of the data analysis process, including transcription, coding, and theme identification, to ensure transparency and repeatability.

4. Confirmability

According to (DEWI, 2022), enhancing confirmability requires the researcher to participate in reflection about their assumptions, beliefs, and possible disadvantages throughout the research process. This ensures that the findings are mostly affected by the participants' experiences rather than the researcher's opinions. For example, during the study, the researcher conducted a journal of reflection to record personal observations and insights, ensuring that the assessments have been solidified in the participants' narratives.