

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employed a qualitative research approach using Interpretative Phenomenological Analysis (IPA) proposed by Jonathan A. Smith as the research design. Qualitative research aims to explore and understand individuals' experiences, perceptions, and interpretations of a particular phenomenon within their social context. According to Smith, IPA focuses on how individuals make sense of their personal and lived experiences. Therefore, this approach was considered appropriate for this study because the research aimed to explore students' lived experiences of speaking anxiety during storytelling activities in English class.

Rather than measuring anxiety quantitatively, this study sought to understand how students personally experienced, interpreted, and responded to speaking anxiety while performing storytelling tasks in front of others. IPA emphasizes a detailed examination of participants' subjective experiences and the meanings attached to those experiences. Through this approach, the researcher intended to interpret how students perceived their anxiety, what factors contributed to their anxiety, and how they coped with emotional pressure during storytelling performances.

In addition, IPA is characterized by its idiographic nature, meaning that it focuses on understanding individual experiences in depth before identifying shared patterns across participants. Therefore, this study explored each participant's personal experience individually before conducting cross-case analysis to identify common themes related to students' speaking anxiety in storytelling activities.

To conduct the research systematically, the researcher followed several steps adapted from the IPA proposed by (Smith & Osborn, n.d.):

Step 1: Identifying the Phenomenon to Explore

In this step, the researcher focused on identifying the phenomenon of students' speaking anxiety during storytelling activities in English class. The researcher explored how students experienced anxiety when speaking in front of others, particularly during storytelling performances. This phenomenon was chosen because storytelling activities often require students to perform orally, which may trigger feelings of nervousness, fear, lack of confidence, or worry about making mistakes.

To gain a deeper understanding of the phenomenon, the researcher reviewed previous studies and theories related to speaking anxiety, storytelling activities, and students' emotional experiences in language learning. This literature review helped the researcher identify gaps in the research and strengthen the foundation of the study.

Step 2: Selecting Participants

The participants in this study were selected purposively based on specific criteria relevant to the research objectives. The participants were students who had experienced speaking anxiety during storytelling activities in English class.

The criteria for selecting participants were as follows:

1. Students who had participated in storytelling activities in English class.
2. Students who experienced anxiety, nervousness, fear, or a lack of confidence during storytelling performances.
3. Students who were willing to openly share and describe their experiences.

A purposive sampling technique was used because IPA requires participants who have direct experience with the phenomenon being studied and are able to provide rich and meaningful descriptions of their experiences.

Step 3: Collecting Participants' Experiences

In this step, the researcher collected data through semi-structured interviews and classroom observations. Semi-structured interviews were conducted to allow

participants to describe their experiences freely and in depth while still focusing on the topic of speaking anxiety during storytelling activities.

The interview questions focused on several aspects, such as:

1. Students' feelings before, during, and after storytelling performances.
2. Factors that caused anxiety during storytelling activities.
3. Students' perceptions of storytelling tasks in English class.
4. The ways students coped with anxiety during performances.
5. The impact of anxiety on students' speaking performance and confidence

In addition, classroom observations were conducted to support and enrich the interview data. Through observations, the researcher examined students' behaviors, expressions, and reactions during storytelling performances to gain a deeper understanding of their experiences.

Step 4: Analyzing and Interpreting Participants' Experiences

After collecting the data, the researcher analyzed the interview transcripts and observation notes using the IPA procedures proposed by Jonathan A. Smith. The analysis began by reading and rereading the data to gain a deep understanding of each participant's experiences.

Next, the researcher took initial notes focusing on significant statements, emotional expressions, and participants' interpretations of their experiences. After that, emerging themes were identified from each participant's data. The researcher then linked related themes to form broader categories of meaning.

Once the individual analysis was completed, the researcher conducted a cross-case analysis to identify similarities and differences among participants' experiences. This process helped the researcher develop overarching themes related to students' speaking anxiety during storytelling activities.

Step 5: Interpreting the Meaning of the Experiences

In this step, the researcher interpreted how the participants made sense of their experiences of speaking anxiety. IPA involves a double hermeneutic process,

where participants attempt to make sense of their experiences, while the researcher attempts to interpret the participants' interpretations.

The researcher explored how students understood their anxiety, how anxiety influenced their confidence and speaking performance, and how they responded emotionally to storytelling activities. This interpretation aimed to provide deeper insight into the psychological and emotional dimensions of students' speaking anxiety.

Step 6: Writing the Findings

After completing the analysis and interpretation, the researcher organized the findings into a narrative report. The findings were presented thematically based on the major themes that emerged from the participants' experiences.

The report described:

- a. Students' emotional experiences during storytelling activities.
- b. Internal and external factors contributing to speaking anxiety.
- c. Students' coping strategies in dealing with anxiety.
- d. The influence of anxiety on students' speaking performance and self-confidence.

Each theme was supported by excerpts from participants' interview responses and observation findings to provide detailed and meaningful descriptions of the phenomenon.

Step 7: Validating the Findings

To ensure the trustworthiness and credibility of the findings, the researcher applied several validation strategies:

1. Member Checking:

- a. The researcher returned the interview transcripts and preliminary interpretations to the participants to confirm whether their experiences and perspectives had been accurately represented in the study. This process allowed participants to review the data, verify the accuracy of their statements, and provide feedback regarding the researcher's interpretations.

- b. Participants were given the opportunity to clarify unclear responses, correct any inaccuracies, and add further explanations when necessary. By involving participants in the verification process, the researcher ensured that the findings genuinely reflected their lived experiences and perceptions of speaking anxiety during storytelling activities.
- c. The feedback provided by participants was carefully considered and incorporated into the final analysis to enhance the credibility, authenticity, and trustworthiness of the research findings while minimizing the possibility of researcher bias or misinterpretation.

2. Triangulation:

- a. The researcher employed triangulation to enhance the credibility and trustworthiness of the findings by comparing and cross-checking information obtained from multiple sources of data. In this study, triangulation was conducted through the use of interview data and supporting documentation related to the participants' storytelling activities.
- b. The researcher examined the consistency of the information gathered from different participants and compared it with relevant supporting evidence to gain a more comprehensive understanding of the phenomenon under investigation. This process enabled the researcher to identify recurring patterns, confirm emerging themes, and reduce the likelihood of relying on a single source of information. By integrating various sources of evidence, triangulation strengthened the accuracy of the interpretations and ensured that the findings provided a rich and well-supported representation of students' experiences of speaking anxiety during storytelling activities.

3. Peer Debriefing:

- a. The researcher conducted peer debriefing to enhance the credibility and trustworthiness of the study by discussing the research process, data analysis, and emerging findings with academic peers who were knowledgeable about qualitative research methods.

- b. These peers reviewed the coding process, examined the development of themes, and provided constructive feedback on the researcher's interpretations.
- c. Through these discussions, the researcher was able to identify potential biases, consider alternative perspectives, and ensure that the findings were grounded in the participants' accounts rather than personal assumptions. The feedback and suggestions provided by peers were carefully considered and incorporated into the analysis where relevant, helping to refine the interpretations and strengthen the overall rigor of the study. As a result, peer debriefing contributed to the dependability and credibility of the findings by providing an external evaluation of the research process and ensuring that the conclusions accurately represented the participants' experiences of speaking anxiety during storytelling activities.

4. Re-reading the Data:

- a. The researcher repeatedly re-read the interview transcripts throughout the data analysis process to ensure a thorough and accurate understanding of the participants' experiences. This iterative process allowed the researcher to become deeply familiar with the data, identify meaningful patterns, and verify that the emerging themes were consistently supported by the participants' accounts.
- b. By revisiting the transcripts multiple times, the researcher was able to detect nuances, refine interpretations, and minimize the possibility of overlooking important information. Rereading the data also helped ensure that the analysis remained closely connected to the original responses and context provided by the participants. Through this careful and systematic review, the researcher enhanced the credibility and trustworthiness of the findings by ensuring that the final interpretations accurately reflected the participants' experiences of speaking anxiety during storytelling activities.

B. Research Setting

This Research was conducted in Darul Istiqamah Islamic Boarding School of Female, located at Banua Binjai street, Barabai, South Kalimantan. Darul Istiqamah Islamic Boarding School of Female is a senior high school that offers a wide range of academic and extracurricular programs, including English language learning activities. The school was selected as the research setting because it actively incorporates English speaking activities, particularly storytelling activities, into its Special English Class (SEC) program.

The researcher chose this setting because storytelling activities are regularly practiced as part of students' speaking exercises in English language learning. In addition, the school provides specific storytelling materials and activities that encourage students to perform stories in front of the class. These conditions made the school relevant to the focus of this study, which explored students' speaking anxiety during storytelling activities.

Furthermore, the researcher considered the accessibility of participants and the natural classroom environment as important reasons for selecting this research setting. The classroom situation provided opportunities for the researcher to observe students' emotional responses, speaking performances, and classroom interactions during storytelling activities.

C. Participants

The participants in this study were selected using purposive sampling. Purposive sampling is commonly used in qualitative research, particularly in Interpretative Phenomenological Analysis, because it allows the researcher to select participants who have direct experience with the phenomenon being studied.

The participants consisted of five tenth-grade students from Darul Istiqamah Islamic Boarding School for Girls in Barabai who experienced speaking anxiety during storytelling activities in English class. The participants were selected based on several criteria, including students who showed signs of anxiety such as

nervousness, hesitation, lack of confidence, trembling, or avoidance during storytelling performances.

The use of five participants was deemed appropriate because IPA focuses on obtaining a detailed and in-depth exploration of participants' lived experiences rather than producing generalizable findings.

In addition to the student participants, one English teacher was involved as a supporting informant to provide additional information regarding students' behavior, classroom situations, and storytelling activities in the SEC program.

The number of participants was considered appropriate for IPA research because IPA emphasizes depth of analysis rather than large sample sizes. According to (Smith & Osborn, 2009), small and homogeneous samples are suitable for phenomenological studies since they allow researchers to explore participants' lived experiences in detail.

Before conducting the research, the researcher informed all participants about the purpose of the study and obtained their voluntary consent to participate. The researcher also ensured the confidentiality of participants' identities throughout the research process.

D. Data

The data in this study consisted of qualitative data in the form of participants' experiences, perceptions, feelings, and responses related to speaking anxiety during storytelling activities in English class. The data focused on how students experienced anxiety, the factors that caused the anxiety, and how they responded while performing storytelling tasks.

The primary data sources for this study were five tenth-grade students at Darul Istiqamah Islamic Boarding School for Girls in Barabai who experienced speaking anxiety during storytelling activities. The five participants were specifically selected because they represented students who experienced noticeable speaking anxiety during storytelling activities. They exhibited visible signs of anxiety, such as trembling, hesitation, avoiding eye contact, repeatedly touching objects, a lack of confidence, and difficulty speaking fluently during storytelling

performances. In addition, these participants were willing to share their personal experiences openly and in detail, which is important in IPA research for obtaining rich and meaningful data. In addition, one English teacher served as a supporting informant to provide additional information regarding classroom situations and students' behavior during storytelling activities.

The data were collected through semi-structured interviews and classroom observations. The interviews were conducted to explore the participants' lived experiences and perceptions regarding speaking anxiety, while the classroom observations were conducted to supplement the interview data by observing students' verbal and nonverbal reactions during storytelling performances.

E. Technique of Data Collection

In this study, the researcher used two data collection methods: semi-structured interviews and classroom observations. These methods were used to gather rich and detailed information about students' experiences with speaking anxiety during storytelling activities.

a. Semi-Structured Interview

Semi-structured interviews were used as the primary data collection method in this study. This method was considered appropriate for IPA research because it allows participants to describe their personal experiences, feelings, and perceptions in depth.

The researcher prepared several guiding questions related to students' experiences of speaking anxiety during storytelling activities. However, the interviews remained flexible so that participants could freely express their thoughts and experiences beyond the prepared questions.

The interviews were conducted individually in English because the participants were accustomed to using English in their daily activities within the SEC program. This helped the participants express their experiences more naturally and comfortably. Each interview lasted approximately 20–30 minutes. During the interview process, the researcher sought to create a comfortable atmosphere so that participants felt safe and confident in sharing their experiences.

With the participants' consent, all interviews were audio-recorded to ensure the accuracy of the data. The recorded interviews were then transcribed verbatim for further analysis. In addition, the researcher also took field notes to document important expressions, gestures, and reflections during the interview process.

b. Classroom Observation

In addition to interviews, classroom observations were conducted to gather supporting data regarding students' behavior during storytelling activities. Observation was used to reinforce and supplement the interview findings through data triangulation.

The observations focused on students' verbal and nonverbal reactions during storytelling performances, such as trembling, hesitation, silence, avoiding eye contact, repeatedly touching objects, or other visible signs of anxiety.

The researcher acted as a non-participant observer, meaning that the researcher did not interfere with classroom activities during the observation process. The observations were conducted during storytelling activities in the SEC (Special English Class) program at Darul Istiqamah Islamic Boarding School for Girls in Barabai.

The classroom observations were conducted on February 13, 16, and 18, 2026. During the observation process, the researcher recorded important classroom situations, students' interactions, and emotional responses related to speaking anxiety during storytelling activities.

F. Data Analysis

The data in this study were analyzed using Interpretative Phenomenological Analysis (IPA) developed by Smith, Flowers, and Larkin (2009). IPA is an approach used to explore and interpret how individuals make sense of their lived experiences regarding a particular phenomenon.

The researcher analyzed the data systematically following the IPA procedures proposed by Smith (2009). The steps of data analysis in this study are presented as follows:

a. Reading and Re-Reading

The researcher repeatedly read the interview transcripts to become familiar with the participants' experiences and to gain a deep understanding of the data. This stage aimed to help the researcher fully engage with the participants' narratives.

b. Initial Noting

At this stage, the researcher made detailed notes regarding important statements found in the transcripts. The notes included descriptive comments, linguistic comments, and conceptual comments related to the participants' experiences of speaking anxiety during storytelling activities.

c. Developing Emergent Themes

After making initial notes, the researcher identified emergent themes that represented the essential meanings of the participants' experiences. These themes were developed from significant statements and interpretations derived from the interview data.

d. Searching for Connections Across Emergent Themes

The researcher then analyzed the relationships between emergent themes and grouped related themes into broader categories or superordinate themes. This process helped organize the themes into meaningful patterns related to students' experiences with speaking anxiety.

e. Moving to the Next Case

After completing the analysis of one participant, the researcher continued analyzing the next participant using the same analytical procedures. During this stage, the researcher attempted to preserve the uniqueness of each participant's experience without being influenced by previous cases.

f. Looking for Patterns Across Cases

In the final stage, the researcher identified similarities and differences across all participants' experiences. Through this cross-case analysis, the researcher developed overarching themes that represented the shared experiences of students regarding speaking anxiety during storytelling activities.

g. Presenting the Findings

The findings of the study were presented descriptively using narrative explanations supported by direct quotations from the participants. These quotations were used to strengthen the interpretation and provide empirical evidence of the participants' lived experiences related to speaking anxiety in storytelling activities.

G. Ethics of the Research

Ethical considerations were carefully observed throughout this study to ensure the rights, dignity, and well-being of all participants were protected. Prior to the data collection process, the researcher obtained permission from the institution where the study was conducted. Participants were informed about the purpose of the research, the procedures involved, and their role in the study. They were also informed that their participation was entirely voluntary and that they had the right to withdraw from the study at any stage without any negative consequences.

To ensure informed consent, each participant was provided with clear information regarding the research objectives and interview procedures before agreeing to participate. The researcher also assured participants that all information obtained during the study would be used solely for academic purposes. Participants were encouraged to answer the interview questions honestly and were given the opportunity to ask questions about the study whenever necessary.

Confidentiality and anonymity were maintained throughout the research process. The researcher did not disclose participants' real names in the research report. Instead, pseudonyms or participant codes, such as Participant 1 (P1), Participant 2 (P2), and Participant 3 (P3), were used to protect their identities. All interview recordings, transcripts, and related research data were stored securely and accessed only by the researcher.

Furthermore, the researcher ensured that the study caused no physical, psychological, or social harm to the participants. The interview questions were designed to explore participants' experiences of anxiety during storytelling activities without creating discomfort or pressure. By adhering to these ethical

principles, the researcher aimed to conduct the study responsibly and maintain the trustworthiness and integrity of the research process.

H. Research Framework

This study is grounded in Horwitz et al.'s (1986) Foreign Language Classroom Anxiety (FLCA) theory, which explains that language anxiety consists of communication apprehension, fear of negative evaluation, and test anxiety. To provide a deeper understanding of students' experiences, the study also draws upon Krashen's (1985) Affective Filter Hypothesis, which suggests that anxiety can hinder language acquisition and performance, as well as Bandura's (1997) Self-Efficacy Theory, which highlights the role of learners' beliefs in their own capabilities in influencing their performance and emotional responses.

In the context of storytelling activities, students may experience anxiety due to various internal and external factors. Internal factors include lack of confidence, fear of making mistakes, limited vocabulary, and nervousness, while external factors involve peer evaluation, teacher expectations, classroom atmosphere, and speaking performance demands. These experiences influence how students perceive and respond to anxiety during storytelling activities. Through an Interpretative Phenomenological Analysis (IPA) approach, this study explores students' lived experiences to identify the factors contributing to anxiety and the strategies they use to cope with it.

Figure 3.1 Research Framework

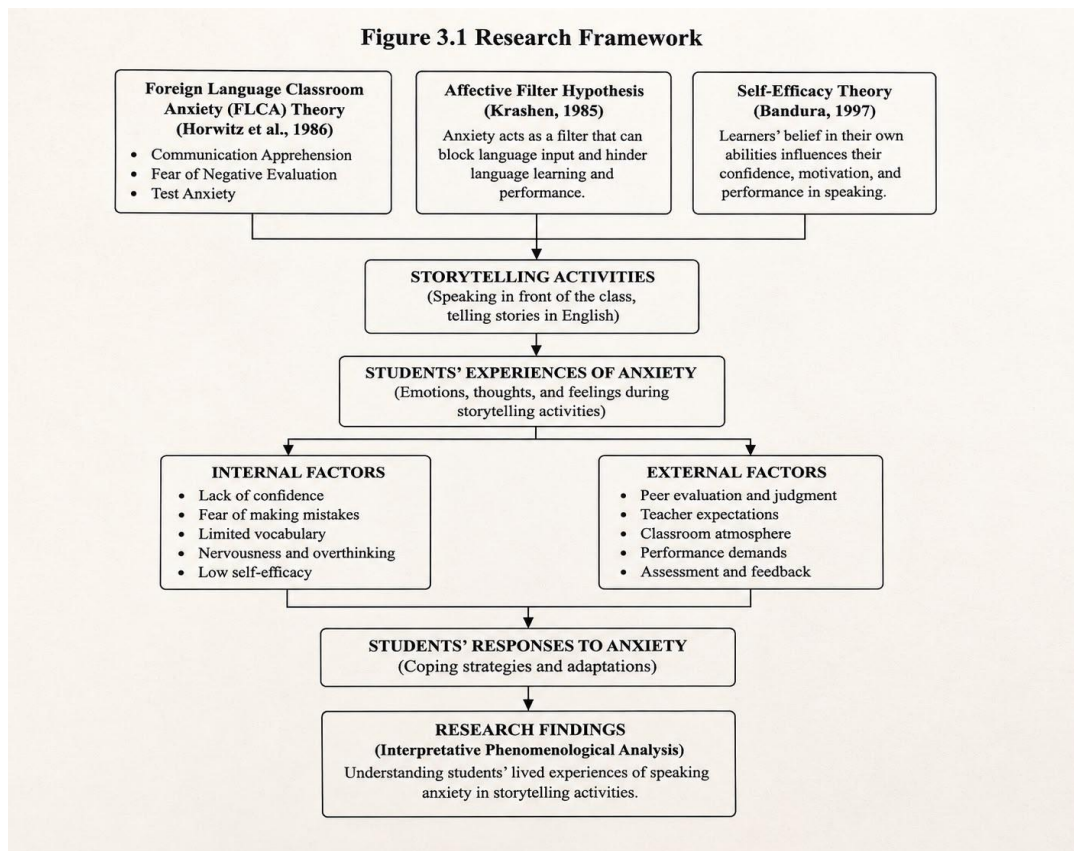


Figure 3.1 illustrates the conceptual framework of the study. The framework is based on Foreign Language Classroom Anxiety Theory, Affective Filter Hypothesis, and Self-Efficacy Theory, which explain how anxiety emerges during language learning. In storytelling activities, students may experience anxiety due to various internal and external factors. These factors influence their emotional responses and speaking performance. Through IPA, the study seeks to understand how students interpret these experiences and how they respond to anxiety in storytelling activities at SEC Darul Istiqamah Barabai.