CHAPTER III
RESEARCH METHODOLOGY

A. Research Method

The term narrative inquiry was first used by Connelly and Clandinin in 1999 in the field of educational research.[1] The existence of narrative inquiry as a research tool used to examine various disciplines such as philosophy, medicine, economics, biology, environmental science, psychology, economics, and of course the field of education.[2] Narrative inquiry gives the researcher a broad framework that can encompass the way humans experience the world as depicted in their stories to researcher. The wide use of narrative within and across disciplines strengthens narrative inquiry as a widely recognized approach that can generate insights and foster multiple interpretations of the phenomena studied. Based on its literal term, narrative inquiry is a qualitative technique that involves the study of perceived experience in a narrative way. The focus of narrative inquiry is not only valuing individual experiences but also an exploration of the social, cultural, family, linguistics, and institutional narratives in which individual experiences are shaped, expressed, and enacted.[3]

Narrative inquiry is a methodology which uses descriptive analysis. It is a way of thinking, and learning about an experience. In a narrative way, the investigator thinks narratively about the experiences during the investigation. Same with the statement by Creswell, narrative research is a type of qualitative research in which a researcher conducts a study of one or more individuals to obtain data about the history of their lives. The data is then compiled by the researcher into a narrative and chronological report.[4] The narrative data generated by researcher allows readers to understand the complex stories told by participants. Therefore, the experiences that are told can be seen as a story that reflects what the participants experienced based on evidence from their living world.

In general, narrative inquiry can be defined as a qualitative

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[1] Clandinin, Pushor, and Orr, "Navigating Sites for Narrative Inquiry."

[2] Webster, L., & Mertova, P. (2007). *Using narrative inquiry as a research method: An introduction to using critical event narratives analysis in research on learning and teaching.* Routledge/Taylor & Francis Group, https://doi.org/10.4324/9780203946268

[3] D. Jean Clandinin, *"Engaging in Narrative Inquiry",* Routledge Taylor & Francis Group, P.17

[4] Sugiyono, *Metode Penelitian Kualitatif,* Alfabeta: Bandung, 2018, p.6

approach that uses the life experiences of others, then presents the experiences of others in a narrative manner.[5] According to Jean Clandinin, narrative inquiry is a research study of human life that is understood by appreciating life experience as a source of knowledge and understanding.[6] The stories from human experiences are based on the participants, and the stories researcher create based on the information that they gather from the participants. In this study, the researcher noted the personal experiences of students from Islamic higher education institutions related to the experience of speaking in EFL learning. The story is useful for describing problems or challenges that students may experience in speaking and the effect they have on students during speaking class.

Narrative research consists of various research approaches in terms of data collection and analysis, depending on the perspective of the researcher. The point is that in narrative inquiry, researchers must be able to understand the experiences of research participants, their life experiences about how they see themselves in living life. In the process of narrative inquiry, the researcher studies individual experiences based on what participants tell by observing, listening to, living side by side with other people, and digesting texts. Through investigation, the researcher seeks to increase the information obtained from the participants and then modify it so that it becomes new knowledge for others. From the explanation above, it can be concluded that narrative research basically aims to find the meaning of the participants' experiences based on what is told to the researcher.

The narrative research must be collaborative and dialogic throughout the research process. Through the narrative, the relationships between the researcher and participant must be closely intertwined to cooperate with each other in gathering more information about each other. As Johnson and Christensen pointed out, the researcher must engage and enter into the participant's life story of the study.[7] In the process of narrative research, participants have access to interviews that are transcribed in order to freely tell their own stories and provide additional notes as the recovery process occurs. The researchers must be able to ensure that participants feel comfortable and empowered with what they share and how they feel

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[5] Mukhlash Abrar, "Re-Telling: A Narrative Inquiry of Indonesian Graduate Students' Speaking Experiences in a United Kingdom University."

[6] D. Jean Clandinin, *"Engaging in Narrative Inquiry",* Routledge Taylor & Francis Group, P.17

[7] Christensen Larry Johnsin R. Burke, *Educational Research*, *Nursing Research*, vol. 4, 1955, https://doi.org/10.4324/9781351004626-12.

and react to this collecting data process from start to finish. The collaboration that occurs between researcher and participants result in both of them being able to feel the experience together, so that their voices are not only in the words spoken but also in how the words are interpreted. In this way, the data collection through narrative interviews can provide opportunities that may never have come for participants to speak independently about their experiences and perceptions of the problems that occur.

B. Research Setting

This research was conducted at Islamic higher education institution in Kudus. The main reason for conducting research at the institution is because many students choose to be silent when it comes to learning English speaking. Another reason that attracts researcher to conduct studies at this institution is that some student characters are caught being afraid of speaking in EFL learning, especially in speaking class. Thus, based on the abovementioned reasons, the researcher believes that it is relevant to shed light on the study focusing on the EFL learning experiences conducted in this institution. Moreover, this research was conducted from May to June 2023.

C. Research Participant

The focus of the research is a narrative investigation of speaking problems or challenges in speaking classes and their impact on EFL learners based on the experiences experienced by students at Islamic colleges in Kudus. For research design, it is very important for the researcher to find participants who are well representative of the population. However, because the narrative inquiry requires a lot of time, three students from the fourth semester and three students from the sixth semester are able to reveal a lot of data in answering research questions. The researcher took the difference in these semesters because the experiences of students in the fourth semester and students in the sixth semester were of course different, and of course the lecturers were different both in the way of teaching, methods, and delivery of the material. In addition, based on what was conveyed by Vo Thi Anh Dao and other articles, it shows that female students have a more positive tendency toward speaking than male students. This made the researchers choose female participants as research participants using the following criteria: female students who are extroverted but afraid to speak in the speaking class; female students who are confident in the speaking class; and female students who are

afraid to speak in the speaking class. Participants were selected based on data from the chief of the student association for the English education study program at the Islamic higher education institution in Kudus, so researcher are very trusted that the participants are able to produce rich research data. The following is the demographic data of the participants:

No	Initial	Sex	Semester	Criteria
1.	ANM	Female	Fourth Semester	Afraid to speak
2.	HN	Female	Fourth Semester	Good speaking
3.	ILIA	Female	Fourth Semester	Extrovert but afraid to speak
4.	KC	Female	Sixth Semester	Afraid to speak
5.	TS	Female	Sixth Semester	Good Speaking
6.	UK	Female	Sixth Semester	Extrovert but afraid to speak

Table 3.1 Demographic data of participants

D. Instruments And Data Collection Technique

Researcher collected data for this study by conducting interviews. This research was conducted from the quality of data collection, namely the accuracy of the methods used to collect data. The data collection technique used was semi-structured interviews. Interviews are the most frequently used form of data collection in qualitative research. With interviews, researchers will know more in depth about things like participants' perspectives on situations and phenomena that occur.[8] This interview is included in the in-depth interview category, which is more flexible in its implementation compared to structured interviews. The purpose of conducting this type of interview is so that the parties invited to the interview can share their experiences. This is in line with narrative investigation, where the researcher conducts a study based on the experiences of the person to be studied, then the results are retold and packaged narratively. In this study, participants shared their experiences in EFL learning based on their experiences regarding the problems or challenges they faced in speaking. The survey uses narrative sources from English students in studying EFL at the Kudus Institute in

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[8] Prof. Dr. Sugiyono, *Metode Penelitian Kualitatif,* Alfabeta: Bandung, 2018, p.114

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Central Java.

The researcher conducted in-depth narrative interviews to collect narratives from students about their experiences with their problems or challenges when speaking. In this case, the context of the interviews conducted must be two-way. That is, it is not only the researcher's duty to ask questions, while the research subjects are tasked with answering questions, but both are active in dialogue, asking each other questions and also answering each other. The researcher conducted interviews in the language most comfortable for the participants and focused on the students' experiences of problems or challenges encountered when speaking. The interviews were conducted face-to-face so that the data acquisition process could be maximized. Clandinin and Connely collect data based on participants' experiences packaged using three-dimensional, which include temporality, sociality, and place.[9] In narrative inquiry, with these three commonplaces, an investigation of experience can be found by studying the participants' life experiences both inside and outside the investigation. This makes narrative investigation different from other methodologies. If the three-dimensional elements have not been found, then the research cannot be called a narrative inquiry. Through these three-dimensional, it will form a framework that highlights the shifts, changes, attitudes, and social aspects of the phenomenon under study.

E. Research Data Validity

1. Trustworthiness

Lincoln and Guba stated that trustworthiness is a special qualification that focuses on the quality of research.[10] Cresswell and Pot et al. stated that validity in qualitative research or trustworthiness is a research process that includes the accuracy of interpretation.[11] Clandinin and Connelly added that the application of methodology language must be maintained during the narrative investigation. It applies to all aspects of inquiry, in particular analysis and interpretation. In this case, the efforts made

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[9] F. Michael Connely, D. Jean Clandinin. 05 Apr 2006, *Narrative Inquiry from:* Handbook of Complementary Methods in Education Research Routledge Accessed on: 29 Aug 2023 https://www.routledgehandbooks.com/doi/10.4324/9780203874769.ch28

[10] Lincoln, Y.S and Guba, E.G. (1985) Naturalistic Inquiry. SAGE, Thousand Oaks, 289-331. https://dx.doi.org/10.1016/0147-1767(85)90062-8

[11] Creswell W.John, and Poth "Qualitative Inquiry & Research Design (Choosing Among Five Approaches)," *Public Administration*, 1999, https://doi.org/10.1111/1467-9299.00177.

to ensure validity require research to pay attention to credibility and interpretive validity.

2. Interpretive Validity

Interpretive validity is the accuracy of research in measuring the perspective of participants. In order to have interpretive validity, qualitative researchers must be able to understand the language and words used by participants. In line with Johnson & Christensen et al finding that collaboration between researcher and participants is needed to assess the accuracy of the interpretation of the data that has been obtained from interviews and recordings of participants.[12] Two-way collaboration between researcher and participant is used to build interpretive awareness so that the researcher gets the participants' voice during data collection and data analysis. In order to obtain trust and accuracy data, the researcher must be able to analyze it by confirming the participant's interpretation. As Coulter and Smith said, the main purpose of narrative investigation is that researchers must be able to subjectively express the participants' experiences by interpreting the events they have experienced. In this case, subjectively is intended to reveal the truth of the participants regarding an event and play a role in the retelling process. In the process of verifying accuracy in analyzing data, researcher use the member checking method to ensure that researcher and participants agree with the result of data analysis that has been packaged and ready to be recounted to the academic world. Therefore, all transcripts, analyses, and research drafts were distributed to participants to review and ensure the true meaning of the story during the research process before being widely presented to the public through presentation and publication.

F. Data Analysis Technique

In this study, the researcher conducted semi-structured interviews consisting of stem questions that could be answered freely. But before conducting the interview, an interview guide was prepared in the form of a schematic and structured list of questions or topics that the interviewer would explore. This interview guide is useful so that the interview is focused and runs as expected. The questions that

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[12] Christensen Larry Johnsin R. Burke, *Educational Research (Quantitative, Qualitative, and Mixed Approaches)*, 5th ed. *United States of America: SAGE Publications,* 2014.

are prepared are the main questions related to the main question, which will then be supported by several follow-up questions related to the main question. All respondents were asked the same questions in the same order. This interview process was conducted face-to-face so that there was direct interaction with the respondent. In interviews, not only do researchers ask questions and then respondents answer, but both of them must be involved in a dialogue. As Mishler said, it would be better if the interviews were carried out in an interactive manner where both the interviewer and the respondent were seen in the conversation so that two-way communication was established.[13]

The interview mainly focused on the EFL learner's experiences with the speaking problems or challenges and what affect the students had in the speaking class. Creswell, suggests a three-part process for analyzing data from narrative investigations to create stories with participants. Stage one includes conducting interviews and transcribing; stage two includes identifying key elements and coding themes and characteristics; and stage three includes sequencing the stories based on the code and how the researcher interprets the stories.[14] Even though many students studied EFL, the researcher let the respondents conduct interviews in Indonesian and English. In this case, the researcher tried as much as possible not to burden the respondents. The researcher took about 45-60 minutes using in-depth narrative interviews called 'technologies of the self' as Foucault said in the quotes of Bastian and others, where respondents were able to reflect on their experiences and describe them individually, communicating opinions about themselves and the world around as well as creating new subjectivity to be communicated later.[15] After the data was collected, the researcher then analyzed it narratively by copying the interview transcripts and reading them repeatedly. The researcher will retell each story, and the experience told by the respondent. In this study, data were analyzed using descriptive analysis, where each story, and respondent's experiences was collected and then compiled, processed, and analyzed to provide an overview of the existing problems. In this study, the researcher

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[13] Mishler, E.G. (1991). *Research interviewing: Context and narrative.* Harvand University Press.

[14] MA:Pearson Creswell W.John , boston, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th Ed.). Boston, MA: Pearson*, 2012.

[15] Dewi Bastian, Indra and Winardi, Rijadh Djatu and Fatmawati, "Metoda Wawancara," *Metoda Pengumpulan Dan Teknik Analisis Data*, no. October (2018): 53–99.

then provided story transcripts and analysis for respondents' feedback and their comments to ensure the reliability and verification of the interview data in interpreting the interpretation in the researcher's final report.

G. Research Ethical Considerations

In order to ensure the safety of participants, first, the researcher asks for the consent of the party to be studied by asking the participant to fill in their data. Then, the researcher held the first meeting with participants through a personal meeting to ensure that participants were willing to become participants. The researcher previously knew most of the potential participants. However, the researcher is ethically obligated to attend to safety concerns, even if there is no potential physical harm to the participant. Researcher cannot guarantee anonymity and confidentiality. However, in writing this thesis, the researcher still feels that using pseudonyms is ethical. The name of the individual or organization mentioned during the face-to-face interview is anonymized or withheld.

The researcher used a narrative interview guide to collect data from face-to-face interviews. Researcher collected data from observations, and interview transcripts. This variation gives me the opportunity to collect rich data. Using this data, researcher begin to build an overall picture of the stories experienced and felt by research informants. As Connelly and Clandinin note, data collection methods can take many forms, for example, interview transcripts, observation reports, and storytelling.[16] Overall sense is interpreted from extensive data sources, emphasizing specific details that create a strong narrative.

Reciprocity is another consideration taken into account for this study. Giving back to participants for their time and effort is considered reciprocal.[17] Reciprocity does not always mean giving back some money to the participants. Specifically, in this study, the participants did not receive monetary payments. Incentives must not be an intention to participate. Instead, an incentive offered in return is a token of appreciation. For this reason, researcher decided to help the participants by providing assistance when they experienced difficulty learning English. And any consultation for their future learning.

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[16] Clandinin, "Narrative Inquiry: A Methodology for Studying Lived Experience."

[17] Creswell W.John, "Qualitative Inquiry & Research Design (Choosing Among Five Approaches)."

This research also involves producing audio recordings using digital voice recorders and digital cameras. Field texts, including interview recordings and transcripts are all stored in a secure environment using my Google Drive account, all physical documents researchers are stored in locked files stored in a secure environment using my Google Drive account. Participants were asked to read and provide feedback on their own data and the text produced especially for them. The analysis or results, my final product, were shared with both participants, who offered feedback via email.