CHAPTER III
RESEARCH METHODOLOGY

3.1. Research Method

The term narrative inquiry was first used in 1990 by Connelly and Clandinin in the educational research field.[1] The narrative inquiry has been recognised in two ways over the last two decades: as a developing research technique with Scope for use in a wide variety of disciplines (economics, medicine, biology, philosophy, education, theology, and psychology), and as a term that exists in the educational research literature.[2] The wide use of narrative in and across disciplines reinforces narrative inquiry as a widely acknowledged approach that can generate insights and foster multiple interpretations of the phenomenon being studied. [3]As the name implies, narrative inquiry is a qualitative technique that captures the emotional and human components of lived experiences and portrays them in a narrative format.

According to Connelly and Clandinin, narrative inquiry is the study of how people see the world.[4] Similarly, Bell defines that narrative inquiry includes dealing with people's intentionally told stories.[5] In teaching and learning, Barkhuizen states that narrative inquiry attempts to understand teachers' perspectives and practice in language teacher education. [6] In this study, the researcher recorded personal experiences of Indonesian students related to teaching and learning speaking experience. The story is helpful to describe learning strategies

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[1] D. Jean Connelly, F. Michael, Clandinin, 'THE STORY OF EXPERIENCE AND NARRATIVE INQUIRY'. Page 2

[2] Webster and Mertova. Page 1

[3] Abrar. Page 59

[4] Connelly, F. Michael, Clandinin. Page 2

[5] Jill Sinclair Bell, 'Narrative Inquiry: More Than Just Telling Stories', *TESOL Quarterly*, 36.2 (2002), 207 <https://doi.org/10.2307/3588331>. Page 209

[6] Gary Barkhuizen and Rosemary Wette, 'Narrative Frames for Investigating the Experiences of Language Teachers', *System*, 36.3 (2008), 372–87, <https://doi.org/10.1016/j.system.2008.02.002>.

in English speaking skills that can use to achieve the learning goals.

Narrative research covers a vast range of research approaches in terms of data collection and data analysis, and it depends on the researcher's perspective. Essentially, narrative research tries to understand the research participant's experience, lived experiences, and sometimes imagined experiences. How they see themselves living their future lives, but from the perspective of the research participant themselves. So from the explanation above, we can conclude that essentially what it means of narrative research is trying to discover the meaning our research participants make of their own lived experiences through the stories that they tell us as researchers.[7]

3.2. Research Setting

This study was conducted in Kudus city, central Java. The selection of the place because the researcher wanted to know and understand the narrative inquiry to explore the learning speaking skills strategies in the personal experience of Indonesian pre-service English teachers in Kudus. This research was started in March 2021 until it finished.

3.3. Research Participant

At that time of the thesis, students studying in the English Department at one of the universities in Kudus were purposefully chosen to participate in this narrative inquiry. To select the participants, the researcher prioritised their feasibility as a participant. They ought to have recently attended university classroom learning activities. This requirement is essential as the study's goal is to explore learning strategies of the participants' speaking experiences in the academic contexts both inside and outside of classroom settings. First, the researcher selected the potential participants based on their activeness during the speaking class. Thus, the researcher got the data while becoming an administrator of the student association of the English majors. Most of the participants are

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[7] University Cambridge, *Gary Barkhuizen - What Is Narrative Research? 1/3* (England: www.youtube.com, 2013) <https://www.youtube.com/watch?v=QlS87Jo9qQ4>.

members of the English students association. Therefore, the data of the potential participant will undoubtedly make it easier to find participants that match the title of this research. There were about seven students that were targeted as participants, and as a result, there were four students who were willing to be participants in this study.

The selection was also based on the participant's ability to participate in this study. Therefore, participants in the sample were limited to those who signed and returned a form. For all four participants in this study, the pseudonyms -BEE, -VEE, -RAA, and -NAA are used. Table 3.1 lists four participant data.

Table 3.1 Participant demographic data

No.	Name	Sex	Age	Program
1	BEE	Male	24	English Students
2	VEE	Female	24	English Students
3	RAA	Female	21	English Students
4	NAA	Female	20	English Students

BEE and RAA have the same background while studying English in language courses before going to university. Meanwhile, VEE and NAA learn English from an early age because their parents taught them. VEE prefers to learn English by herself, by listening to podcasts, songs or watching movies. Furthermore, NAA admitted that to improve her speaking skills. She has liked to participate in speech competitions since she was in elementary school. The researcher wants to find each participant's learning process and English learning strategies to become helpful information for readers and the broader community from these different backgrounds.

3.4. Instruments And Data Collection Technique

Data collection techniques are essential in this study. Without techniques and data collection, the researchers never get the data by the existing rules.[8] The interview is one of the crucial steps in this study. In qualitative research, one of the most popular ways of gathering data is through interviews.

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[8] Sugiyono, *Metode Penelitian Kualitatif*, (Jakarta: PT Grasindo, 2010), Page 108

Participants offer extensive, contextual descriptions of events during interviews. Interviewing takes time, and the interviewer's ability frequently determines the quality of the data.[9] The instrument used by researchers is structured interviews by preparing questions related to the study's title. Thus, the researchers will get in-depth information by listening to the stories of the participants. Based on statements from Clandinin and Connelly, they remind us that the focus of all narrative inquiry is life experience and the purpose of narrative inquiry is to try to understand the experience.[10] In this study, the researcher narrated students' learning strategy experiences during their study of English. The survey uses narrative sources from English students studying English at one of the University Kudus, Central Java.

The researcher conducted an in-depth narrative interview to gather narratives from students about their experiences studying speaking skills and strategies. The researcher applied language evaluation parameters to conduct interviews, which include participants' interest and disinterest, satisfaction (dissatisfaction), security (insecurity), and pleasure (happiness), and misery (unhappiness).[11] The researcher interviewed in the language with which the participants were most comfortable and focused on the participants' speaking skills strategies experiences from junior high school through university. Interviews are conducted from home via WhatsApp to keep each other safe in the current pandemic. Field & Morse, as cited in Imami Rahmawati, suggested that the researcher should complete the interview within one hour. The interview time depends on the participants. Further, in this research, each participant's interview lasted around 30 to 45 minutes, and I attempted to keep my reactions to a minimum during the interview to prevent influencing the stories. The researcher immediately captured the interview with a digital voice

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[9]M. Byrne, 'Interviewing as a Data Collection Method.', *AORN Journal*, 74.2 (2001), 233–35 <https://doi.org/10.1016/S0001-2092(06)61533-0>. Page 233

[10] D. Jean Connelly, F. Michael, Clandinin, 'THE STORY OF EXPERIENCE AND NARRATIVE INQUIRY'.

[11] Susanto and Yulia Rahayu. Page 168

17

recorder to ensure that the researcher did not miss the participants' tales.

3.5. Data Analysis Technique

According to the goal of the interview, Kvale, and Brinkmann, as cited in Gary Barkhuizen, identified three types of interviews: Oral history, a short story, and a life story. Interviews are divided into three types: a) structured, b) semi-structured, and c) open interviews.[12] In this study, the researcher conducts a semi-structured interview with the assistance of an interview guide. The interview guidelines can be detailed, although the researcher does not need to be strictly followed. The interview guide focuses on the specific subjects studied, but it can improve upon after the interview. Although the interviewer aims to get the participant's perspective, they must remember to control themselves. So that the researcher can achieve the research objectives and the research topic is explored.[13]

The interview primarily focused on the participants' speaking English experiences. Especially since they were in junior high school up to a university and were conducted in their mother tongue, to put it another way, I let the participants tell their stories in either Indonesian or English. To gather information on students' speaking experiences, the researcher used an in-depth narrative interview. In this study, each participant's interview lasted around 30 to 45 minutes. After gathering the data, the researcher began the narrative analysis by transcribing the interview transcripts and reading the transcription aloud many times. The researcher recounted every event, story, and experience that the participants said by linking the location and time meaningfully while repeating the stories. In this study, the data were analysed using emotional geography parameters to see the dynamics of students' differences in feelings and emotions while learning English based on their experiences. Emotional geography focuses on exploring the

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[12] Barkhuizen, Benson, and Chik. Page 16

[13] Imami Nur Rachmawati, 'Pengumpulan Data Dalam Penelitian Kualitatif: Wawancara', *Jurnal Keperawatan Indonesia*, 11.1 (2007), 35–40 <https://doi.org/10.7454/jki.v11i1.184>. Page 36

social structure formed by students' emotions.[14] The description of the narrative construction students in narrative research is obtained according to their responses when answering questions. I included the participants in this process by returning both the transcriptions of the stories and the analysis to get their feedback and comments to ensure the trustworthiness and verification of the narrative interview data and minimise interpretation in the final report.[15]

3.6. Research Ethical Considerations

After receiving approval and research permission from participants, this study was carried out using research principles such as:

1. Be respectful of each participant's opinion.
2. The researcher ensures the participant's privacy.
3. Allow the participants to share their viewpoints equitably.
4. Get permission from participants before doing the research.
5. Before doing the research, the study's goals and objectives were clearly stated so that there were no misunderstandings among participants.
6. Any research-related communication must be performed with honesty, transparency, and without compulsion.

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[14] Barbalet. Page

[15] TL-TS Research Group, *ID Narrative Inquiry as a Research Methodology: An Interview with Gary Barkhuizen* (Canada: www.youtube.com, 2019) <https://www.youtube.com/watch?v=wJRpeP3Gzj0>.