CHAPTER 3
RESEARCH PROCEDURES

3.1 Method of the Research

This study utilized a narrative inquiry as the research design. It focuses on the value and meaning that people derive from their experiences in the stories they share (Moen, 2006; Clandinin et al., 2007). In other words, it is presented narratively with stories of human life experiences to make sense of the events in the story (Barkhuizen et al., 2014). In contrast to other studies, stories are used as research data from inquiry narratives in exploring ideas and information about the people being investigated Clandinin et al., 2007). This method is used because the narrative framework produces a series of recursive chain events directed at a particular goal (Labov, 2006). This is along with data that describes a learner's personal story while learning English speaking through movies. Therefore, by utilizing this methodology to present findings, it is possible for researchers to get a detailed description of how movies are used in English-speaking learning through stories.

3.2 Focus of the Research

The scope of this research is to examine how Emma (pseudonym), an EFL learner, uses movies as a medium for English-speaking learning. It delineated how she used movies as a medium for English-speaking learning to impact the development of her speaking skills positively. Furthermore, this study was conducted solely based on the gap from previous research, which did not provide an in-depth explanation of how movies mediated English-speaking learning.

3.3 Setting and Participants

This study had one participant. Emma (pseudonym) is a 21-year-old undergraduate student in Tasikmalaya, West Java, Indonesia. Emma's mother tongue and everyday language is Indonesian. English is present as a foreign language she taught herself since childhood through movies and songs. However, she has studied English for thirteen years in formal education, starting elementary school to college.

Emma was recruited to participate in this study based on several considerations. The primary reason is that she has personal experience with a phenomenon relevant to this study, namely English-speaking learning through movies. Since childhood, watching English movies has been her favorite pastime. Apart from making it purely for entertainment, she has been using movies as her primary medium for learning English speaking for years. She claimed that movies contribute significantly more to her speaking skills than school and other media. Moreover, her English-speaking skills are superb. This is evidenced by several achievements, such as becoming the first winner in English Speech in EDSA Academic Battle Performances, the second winner in the English Speech Competition organized by EEC UNSOED, the third winner in the English Speech UNY UNESCO Competition, and being a delegation from her campus for the regional selection for the National University Debating Championship (NUDC). Moreover, she often becomes a moderator in English-language webinars and the best presenter in the 2022 EDSA Academic Presentation Webinar. Thus, it is worthy of study how she utilized movies to mediate English-speaking learning. The final factor that is not less significant is that she is willing to participate in this study. Hence, she is considered qualified to participate in this study.

3.4 Technique of Collecting the Data

The data were collected through semi-structured interviews and photovoice. A semi-structured interview was employed because its structure is flexible, which allows the researcher to encourage interviewees to provide more information from their answers through open-ended questions.

In this study, the interviews focused on the participant's experiences regarding how movies were used as a medium for English-speaking learning. Furthermore, the participant's sister was also interviewed to gather information about the participant's learning process. She is one of the people who witnessed the participant's learning process using movies. Therefore, she can provide an overview of how the participant uses movies as a medium for

English-speaking learning.

The interviews were conducted through Zoom meetings and WhatsApp. The selection of the media was based on considerations of time efficiency and participant's requests so that data collection could be carried out more easily given that participant had other obligations. The interview process started with a request for permission to conduct an interview and an explanation of the interview's purpose, context, and research topic. After obtaining permission and thoroughly comprehending the information, the researcher provided a consent form to legitimize the data collection procedure. Participant signed it as consent to participate in the study. The interview session is then initiated by activating the recording mode on the Zoom meeting. It was repeated multiple times and lasted between 20 and 45 minutes. And if there were additional queries beyond the initial five, the interview was conducted via WhatsApp message.

For the participant to convey their stories in-depth, the interviews were conducted in the language the participant was most comfortable with. In other words, the researcher allowed the participant to speak in Indonesian or English when she told stories. Moreover, when the interview took place, the researcher minimized personal responses to anticipate the influence on the story. As stated by Anderson and Kirkpatrick (2016), the researcher must avoid interruptions during the interview and let the participant finish their story. In the last interview, the researcher was actively involved in the interview to clarify the participant' stories by asking questions and conveying personal understanding in the final interview. It is done in order to avoid errors in the interpretation of the findings (Barkhuizen et al., 2014).

Besides interviews, the data is also collected through photovoice developed by Wang and Burris (1997). Photovoice is a technique that employs participant-taken-and-selected photographs to reflect on and investigate the reasons, emotions, and experiences underlying their image choices (Wang & Burris, 1997). The documentation includes photos of the participant's activities when carrying out English-speaking learning through

movies. Sharing photos to initiate a critical dialogue is a crucial element of photovoice. Photovoice precedes photo interpretation over mere appearance and the emphasis is on the photo's content and the photographer's intended meaning (Wang & Burris, 1997). According to Wang (1999), in the photovoice method, the researcher first determines the issue or query of interest, then selects participant relevant to the issue and includes them voluntarily in the research; the researcher then explains the research objectives and how to use the camera and photography techniques, giving particular attention to safety and ethical concerns; after taking photographs, the participant was interviewed to discuss and analyzed every picture. Using the SHOWeD method, the researcher asked participant five questions about the motivations for selecting the photos and their feelings and emotions: 1. What do you see in this picture? 2. What is happening in this picture? 3. What connection does it have with our life? 4. Why is this situation created? 5. What can we do about it?.

3.5 Technique of Analyzing the Data

After the data from the interviews and photovoice were collected, the researcher made a transcript and read it several times. Then, the data was analyzed using narrative analysis. Narrative analysis is an analysis that helps researchers to understand the story and life experiences of a participant in depth (Kim, 2016). This concept was discovered by (Labov, 1972). This concept involves:

a. Abstract (a summary of the story)

In this section, the researcher briefly describes what the narrative is all about. As well as provide an overview of what and why this is discussed.

b. Orientation (a context to orient the reader)

In the orientation, the researcher provides details about the time, location, and characters featured in the story. It introduces and describes the people or characters who will interact in the story, as well as the setting (the place where the action occurs) and the time frame.

c. Complicating action (skeleton, plot, or an event that causes a problem)

The researcher outlined the issues that appear in the story. In this research, the complications section describes what problems arose in the process of learning English, especially speaking skills that the participant faced until she decided to start using movies as a learning medium.

d. Evaluation (evaluative comments on events, justification of its telling, or the meaning that the teller gives to an event)

The researcher marks the evaluative action done by the narrator toward the issue. In this study, the evaluation section describes how the participant used movies to learn English speaking.

e. Result of resolution (resolution of the story and the conflict)

The researcher will frame the result of the resolution of the issue from the story. It is basically, the conclusion. At this point, the narrator indicates that the story has come to a close and that a final action has occurred.

f. Coda (bringing the narrator or the listener back to the present)

The researcher rolled out the present situation as a comparison to past and present events.

3.6 Steps of the Research

Step	Description
1.	Finding phenomena or issues.
2.	Check current research and find sources from journals relevant to the research topic.
3.	Choose a topic for research.
4.	Continue to write the research proposal, starting with the background, literature review, and research procedures.
5.	Examining research proposals in front of supervisors and examiners.
6.	Data collection uses semi-structured interviews with participant.

7.	Transcribe the interview results.
8.	Data analysis using narrative analysis.
9.	Make a report about the thesis.
10.	Examine the thesis in front of supervisors and examiners.

Tabel 3.6 1 Steps of the research

3.7 Time and Place of the Research

This research was conducted in the city of Tasikmalaya, West Java. The study commenced from April to August 2023.

No.	Description	Jan 2023	Feb 2023	Mar 2023	Apr-June 2023	July 2023	Aug 2023	Sept 2023
1.	Submission of Tentative	█						
2.	Tentative Approval		█					
3.	Writing Research Proposal		█					
4.	Seminar Proposal Examination			█				
5.	Data Collection				█			
6.	Data Analysis				█	█		
7.	*Telaah komprehensif* Examination						█	
8.	Thesis Examination							█

Table 3.7 1 Research Schedule