CHAPTER III

RESEARCH PROCEDURE

A. Research Design

The method used in this research will be a narrative inquiry. It is defined as the study of the ways humans experience the world (Clandinin & Connelly, 1990). This method allows the researcher to better understand human phenomena and existence through the stories (Clandinin & Connelly, 1990). This study investigated my experience of using video to support my speaking skills in English for the Survival Course. When I am a writer telling my story, the data will be more real. Thus, there is no misunderstanding of the participant; the researcher knows what she feels and what she did because it is her experience.

This experience comes from the life story of the researcher. It is a valuable experience that researchers hope will help many people. In other words, the researcher's life story can change the lives of others. It will be a lesson that little things can have a big impact. A more difficult, time-consuming, intensive, but more profound method begins with the life of the participant because, in the end, narrative inquiry is about life and life (Connely & Clandinin, 2006). As a result, I choose narrative inquiry as to my research design.

B. Setting and Participant

The participant is myself who took an English for survival course in the first semester, struggled and always felt less confident when speaking English.

I was required to make a video speaking project during the course. I found several benefits in using video for my speaking skills such as improving my pronunciation, fluency, raising confidence and motivation when speaking, especially in speaking English as EFL.

Therefore, I will share my experience in the English for survival Courses during one semester at the English Education Department of a University in Tasikmalaya.

C. Research Procedures

To illustrate the whole process of this research, it is necessary to present the steps taken by the researcher in conducting this research from beginning to end. Therefore, this section presents the steps in conducting this research, as follows:

1. Collecting data with reflective journals that contain experiences during English for survival Courses.
2. Collecting data by interview, teacher feedback and friend's feedback on the Facebook group.
3. Analysing data obtained from reflective journals, interview, teacher feedback, and friends' feedback.
4. Make conclusions and report the results of the research.

D. Collecting Data

Data was collected from reflective journals in one semester in English for survival class. The reflective journal is a collection of reflections during learning activities after following a series of teaching and learning processes,

in the reflections, there are six reflections with different themes. Journal writing can allow students to reflect on new knowledge learned in class, solidify their learning experience by recording their evolving thought process as they progress further in the course, learn new material, and form new conclusions (Stevens & Cooper, 2009). To support them, I also use teacher feedback and friends' feedback on Facebook groups. In teacher feedback and friend's feedback, it allows me to see the input received as a support of my reflective journals and then I show comments by capturing the screen. In addition, I use interview to my friend who took the same class also as my partner in every project to convince the research that the stories I experienced happened and are true. This makes it easy for me to find information related to this research topic.

E. Data Analysis

The data were analysed qualitatively using narrative analysis. Narrative analysis is used to produce personal stories and is best chosen for this study because it will reveal personal experiences in the use of video as a medium to support speaking skills. The analysis of present study involved 5 key points in seeing how EFL student during conducting reflective practice in her experience on speaking skill through video projects; a) personal knowledge, b) contextual knowledge, c) pedagogical knowledge, d) sociological knowledge, and e) social knowledge. In this study, the researcher used Labov's model (1972) of narrative analysis as a template to analyse the data. It has six stages as follows;

1) **Abstract** (a summary of the story and its point), the researcher collected the reflective journals and others and plot the important points of the data.

2) **Orientation providing** (a context such as a place, time, and character to orient the reader), the researcher will mark the following points such as place, time, and character to adjust the story data with the reader.

3) **Complicating action** (Plot or an event that causes a problem as in 'And then what happened?), the researcher will frame the issue that appeared in the story.

4) **Evaluation** (evaluative comments on events, justification of its telling, or the meaning that the teller gives to an event), the researcher will mark the evaluative action done by the narrator toward the issue.

5) **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.

6) **Coda** (bringing the narrator or the listener back to the present), the researcher will roll out the present situation as a comparison to past and present events.

F. Research Schedule

No.	Activities	Sep. 2020	Oct. 2020	Nov. 2020	Jan. 2021	Nov. 2021	Dec. 2021	Dec. 2022
1.	Writing research proposal	■	■					
2.	Seminar proposal examination		■					
3.	Data collection			■	■			
4.	Data analysis				■	■		
5.	Writing the Report					■		
6.	Comprehensive Examination						■	
7.	Final Thesis Examination							■

Table 3.1 Research schedule