

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

The method used in this research was a qualitative study with a narrative inquiry as the design. Narrative inquiry is a methodology for deeply understanding an individual's experience (Caine et al., 2018; Lindsay & Schwind, 2016). It utilises storytelling, a means of communicating the lived experiences of the participant to a larger audience (Clandinin, 2006; Wang & Geale, 2015). Therefore, by utilising this methodology to present findings, the researcher will be able to uncover rich layers and a deep understanding of an English department student's point of view. This is in line with the research that was conducted based on participant's personal experiences in dealing with speaking anxiety by utilising language learning strategies.

3.2 Setting and Participant

This research involved only one participant, Kala (pseudonym), a 19-year-old English department student. She has learned English since elementary school until college. Her mother tongue is Indonesian. She has had a dedicated love for English since she was five years old, and her grandmother was an English teacher who introduced her to learning English. Since then, Kala has become interested in studying English through her school and using technology, such as Facebook and Duolingo. In addition, she aspires to be an incredible English lecturer. Furthermore, Kala's language skills, especially speaking, are incredible. Her perfect marks proved it in her speaking courses, such as Survival English, Public Speaking, Professional Listening and Speaking, and Academic Listening and Speaking. Besides that, she was also awarded as the best speaker at an international conference, the EDSA International ELT Conference on Intercultural Education (EIECIE). Her speaking skills are well-regarded by her peers and lecturers. Most importantly, she consented and is willing to participate in this study.

Despite her love for English, Kala felt anxious to speak English since she was in her second grade in high school due to an unpleasant experience. At that time, her teacher gave her hostile feedback. She was embarrassed, and it made her to be scared to speak. Moreover, she also found it challenging to be the centre of attention. She was very nervous about what people would think about her performance. This situation has led Kala to find a solution to manage her speaking anxiety, which is applying language learning strategies, including practising, note-taking, peer support, etc. After some moments of utilising language learning strategies, she realised it helped her diminish her speaking anxiety and support her learning process, especially in speaking. Kala was recruited to participate in this study with relevant experiences of speaking anxiety and applying language learning strategies. As a witness who observed her experiences, Kala's peer was also involved in this study to add the story from her perspective. Therefore, it is worth exploring Kala's experiences in dealing with speaking anxiety by utilising language learning strategies.

3.3 Data Collection

The first data collection method for this study was a semi-structured interview. It can seek a more profound understanding of the human experience and make meaning of it (Bearman, 2019). In addition, it allows researchers to ask follow-up questions and go deep for discovery. According to Ruslin et al. (2022), a semi-structured interview is more powerful than other interview methods, enabling the researcher to get in-depth information and evidence. The language used in this interview is the participant's mother tongue, Indonesian. In conducting the interview, the researcher utilised an interview guideline to uncover a student's experiences using language learning strategies to deal with speaking anxiety.

The second data collection method was photo-elicitation, which supports and validates the data from semi-structured interviews. According to Glaw et al. (2017), photo-elicitation uses visual mediums such as images during an interview to gain verbal discussion and create data in addition to knowledge. In this study, the researcher first asked for some documentation of the participant when applying

language learning strategies and her speaking anxiety experiences. Furthermore, the participant was asked to describe the documentation during the semi-structured interview. Therefore, the combination of semi-structured interviews and photo-elicitation provided a comprehensive understanding of a participant's experiences with language learning strategies and speaking anxiety.

The photo-elicitation from a participant's pictures and narrative details from the semi-structured interview were collected together in this study. Before conducting the interview, the researcher asked for photos or documentation of the participant when performing speaking or using language learning strategies. As Kjellstrand and Vince (2020) pointed out, photographs can arouse more comprehensive interview discussions. The interview was conducted in person after the participant had signed a consent form. The researcher explained the objectives of the interview, the research topic, and the context. In addition, the researcher emphasised that the participant will be asked to describe documentation in the middle of the interview. This was done by showing the documentation to recall a participant's experiences and emotions when speaking or applying language learning strategies. Moreover, the interview was conducted in the participant's first language, Indonesian. It lasted for 60 minutes and was recorded by audio recording.

Aside from using two different data sources, this study also uses triangulation. Researchers use triangulation to address potential validity threats and enhance the study's validity (Natow, 2020). According to Jonsen and Jehn (2009), concurrent triangulation design verifies and validates a study's results using different methods, including tree graphs, concept mapping, and member checking. In this study, the technique used is member checking. It is essential to validate the credibility and consistency of the data interpretation by conducting member checking (Jonsen & Jehn, 2009). Therefore, the researcher sent the transcript of the interview and the analysis to the participant to be checked and validated. Moreover, an additional interview was also conducted with the participant's peer as a witness to add more perspective that cannot be obtained only from the participant's experiences. As Natow (2020) mentioned, getting data from multiple sources can help provide another perspective. Consequently, this study collected data from two

sources (participant and participant's peer), two data collection methods (semi-structured interview and photo elicitation), and member checking as triangulation techniques.

3.4 Data Analysis

In analysing the data, the researcher applied narrative analysis. According to Labov (1972), narrative analysis is a method of arranging past experiences into a sequence of events. As adapted from Emden (1998), the steps are:

1. Reading the full interview text several times to understand its content.
2. Deleting all interviewer questions and comments from the full interview text.

Table 3.1 Deleting comments

R	<i>Kalau perasaan kamu sendiri waktu itu gimana waktu mendapat feedback yang sangat menyakitkan gitu ya?</i>
P	<i>Hmm campur aduk sih waktu itu kayak sedih ya, marah banget gitu loh, kayak kecewa juga ya gitu. Tapi anehnya tuh nggak tahu kenapa dari situ malah kayak ya belajarnya lebih rajin lagi biar bisa lebih bagus lagi daripada itu.</i>

3. Deleting all words that diminish the key idea of each sentence or group of sentences uttered by the participant.

Table 3.2 Filtering Key Idea

P	<i>Kalau aku, selain dari latihan bareng temen, seringnya sih latihan sendiri. Karena kalau misalkan latihan bareng teman tuh masih keitung banget beberapa kali, karena jarang banget itu kan ya. Serius, jarang juga ada teman yang mau latihan bareng gitu. Itu benar-benar susah banget buat nyari temen latihan bareng. Terus kalau misalkan latihan sendiri tuh kayak, ya udah aja ngomong sendiri, tapi aku nggak pakai kaca sih. Jarang pakai kaca kayak gitu. Jadi, ya udah gitu ada scriptnya, ada catatannya, terus kayak ditandain aja gitu mana yang poin-poinnya kan ya, biasanya aku kayak gitu. Terus, eee ini aku pribadi gitu ya. Mungkin aku belum pernah ngobrol, tapi kalau misalkan aku presentasi, jadi aku tuh kayak, emm kalau dibilang mengeluarkan sosok lain dari diri aku gitu loh. Jadi ada satu sosok yang memang dia itu eee diharuskan untuk jadi berani, diharuskan untuk bisa dalam speaking. Aku lupa istilahnya apa ya waktu itu. Tapi intinya aku kayak gitu. Jadi</i>
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kalau misalkan aku lagi presentasi, sebetulnya itu bukan aku yang biasa gitu. Tapi sisi diri aku yang lain gitu loh. Jadi nampilin yang itu gitu. Dan buat handle anxiety lainnya tuh jadi nggak usah bikin yang lagi lah, aku kata orang gitu kan. Udah terus nguasain juga materi kita apa gitu kan. Yang penting kalau misalkan kita menghasilkan materinya mah, mau gimana juga, ya insyaAllah lah gitu kan lancar-lancar aja. Sama banyakin latihan juga biar lidahnya tuh nggak tergelincir waktu ngobrol bahasa Inggris soalnya kan yah suka balelel kalau misalkan ngobrol bahasa Inggris tuh ya, susah.

4. Reading the remaining text for sense.

Table 3.3 Remaining Text

P	<p><i>Kalau aku, selain dari latihan bareng temen, seringnya sih latihan sendiri. Karena kalau misalkan latihan bareng teman tuh masih keitung banget beberapa kali, karena jarang banget itu kan ya. Serius, jarang juga ada teman yang mau latihan bareng gitu. Itu benar-benar susah banget buat nyari temen latihan bareng. Terus kalau misalkan latihan sendiri tuh kayak, ya udah aja ngomong sendiri ada scriptnya, ada catatannya, terus kayak ditandain aja gitu mana yang poin-poinnya kan ya, biasanya aku kayak gitu. Tapi kalau misalkan aku presentasi, jadi aku tuh kayak, kalau dibilang mengeluarkan sosok lain dari diri aku gitu loh. Jadi ada satu sosok yang memang dia itu diharuskan untuk jadi berani, diharuskan untuk bisa dalam speaking. Jadi kalau misalkan aku lagi presentasi, sebetulnya itu bukan aku yang biasa gitu. Tapi sisi diri aku yang lain gitu loh. Yang penting kalau misalkan kita menghasilkan materinya, mau gimana juga, ya insyaAllah lah gitu kan lancar-lancar aja. Sama banyakin latihan juga biar lidahnya tuh nggak tergelincir waktu ngobrol bahasa Inggris.</i></p>
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5. Identifying structures from the ideas within the text using the narrative structures from Labov (1972) as follows:

- a. Abstract. The researcher generally explains the narrative and explains why it should be discussed;
- b. Orientation. The researcher marks points, such as place, time, and character, to adjust the story for the reader;
- c. Complicating Action. The researcher frames the issue of the narrative, which is the student's first experience of speaking anxiety;

- d. Resolution. The researcher points out how students' speaking anxiety was reduced and helped by language learning strategies;
- e. Evaluation. The researcher compares the study's findings with previous studies and theories to ensure the story is worth telling;
- f. Coda. It is filled with a summary, conclusion, and lesson that can be taken from the story.

Table 3.4 Narrative Structure

Abstract	<i>Kalau misalkan belajar bahasa Inggris itu, seingat saya dari umur 5 tahun kalau nggak salah tuh waktu kecil gitu sama nenek belajar bahasa Inggris. Soalnya kebetulan nenek dulu guru bahasa Inggris di SMP, jadi waktu kecil juga suka sedikit-sedikit belajar bahasa Inggris.</i>	The beginning story of learning English with Kala's grandmother
Orientation	<i>Awal mulai tertariknya itu mungkin karena liat senior dan guru pidato yang bacain speech itu kan pada bagus kan speaking-nya, terus aku juga kayak, aku juga pengen bisa kayak gitu-gitu. Terus ya habis itu, tertariklah buat ningkatin speaking skills biar aku juga bisa buat speaking lancar kayak gitu, terus bagus juga didengernya</i>	Initial motivation and characters
Complicating Action	<i>Oh iya, itu waktu SMP. Biasa ada tugas kan bahasa Inggris, beliau juga baru bahasa Inggris, laki-laki udah berumur gitu. Terus memang tugasnya juga kayak apa ya, speech, semacam speech kayak gitu, kalo nggak salah mah. Tapi ya sebetulnya bukan speech ya, entahlah sejenis yang kayak gitu. Tapi waktu itu tuh karena dia lagi sensitif banget, jadi kayak setiap yang ada ke depan tuh. Kalau misalkan ada yang jelek dikit tuh kayak dicemooh. Jadi kalau misalkan ada yang kpeleset aja tuh lidahnya, salah penyebutan atau misalkan grammarnya ada yang salah dikit aja. Meskipun dikit tuh dia marah besarr banget gitu, kayak kamu jelek banget, bodoh banget masa sih yang kayak gitu aja nggak bisa kayak gitu. Jadi kurang enak lah gitu feedbacknya.</i>	Kala's first speaking anxiety experience.

Resolution	<p><i>Semua yang language learning strategies, aku pernah cobain sih. Mulai dari note taking, aku ada masanya sering banget buat note taking. Tapi kadang lagi males ya udah dengerin aja gitu kan. Tapi kalau nggak, kan ada juga mata kuliah-mata kuliah yang memang dituntut buat kita tuh imitating sama native speaker kan. Jadi kadang aku kalau misalkan ada speech gitu kan ya. Suka di apa yah dimasukin ke website tertentu gitu kan. Terus nanti biar si native yang ngomong dan aku ikutin aja gitu. Cara ngobrol si native-nya gimana gitu. Terus sama yang tadi udah jelasin latihan sama temen gitu.</i></p>	The utilisation of language learning strategies
Evaluation	<p><i>Menurut aku language learning strategies berpengaruh banget buat speaking anxiety aku. Soalnya dari kita note taking kan kita bisa tahu pembahasan apa aja atau misalkan kayak materi apa aja sih yang kurang. Dari note taking tuh kita aja udah banyak belajar gitu, banyak menyerap ilmu. Terus kalau misalkan dari grammar udah jelas kalau revisian tuh. Kalau aku sih pasti biar meningkatkan kepercayaan diri kan. Jadi dari note taking sama revisi script aja itu udah membantu banget dari buat ngurangin speaking anxiety kita. Soalnya jadi kayak nambah pede-nya gitu. Soalnya tau kan kayak scriptnya udah bener nih gitu kan materinya juga udah bagus. Udah valid lah gitu sumbernya. Terus kayak apa tuh susunan dan apa tata bahasanya juga udah betul. Apalagi kalau misalkan kita latihan ditambah lagi dengan practice. Kita jadi tau juga kira-kira apakah ini betul diucapannya seperti ini terus apakah ini intonasinya harus kayak gini. Jadi menurut aku semua preparation yang itu sangat-sangat-sangaaat berpengaruh sama speaking anxiety kita waktu di panggung atau waktu di depan kelas atau di depan teman-teman atau dimanapun itu. Dan itu sangat-sangat-sangat-sangat membantu buat aku.</i></p>	The impact of language learning strategies utilisation

Coda	<i>Rekomendasi aku buat yang harus mengatasi speaking anxiety nya yaitu punya pikiran yang kayak bodo amat sama orang lain gitu lah. Maksudnya kalau presentasi tuh enggak usah mikirin orang lain. Yang penting kita keluarin aja gitu. Jelasin aja materi yang mau kita sampaikan gitu. Enggak usah mikirin Jelek-jeleknya orang lain ke kita kayak gimana. Terus harus rajin latihan jugaa sama kalau kalau bisa mah ya udah ada temen yang apa yang support dan bisa ngasih feedback baik itu positive dan negatif dari latihan kita. Jadi harus nyari temen yang oke atau partner yang oke buat latihan speaking juga.</i>	Lesson taken from the participant's story
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3.5 Research Schedule

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No.	Description	Sep 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	May 2024	July 2024
1.	Submission of Tentative								
2.	Tentative Approval								
3.	Writing Research Proposal								
4.	Seminar Proposal Examination								
5.	Data Collection								
6.	Data Analysis								
7.	<i>Telaah komprehensif</i> Examination								
8.	Thesis Examination								