

CHAPTER III

RESEARCH METHOD

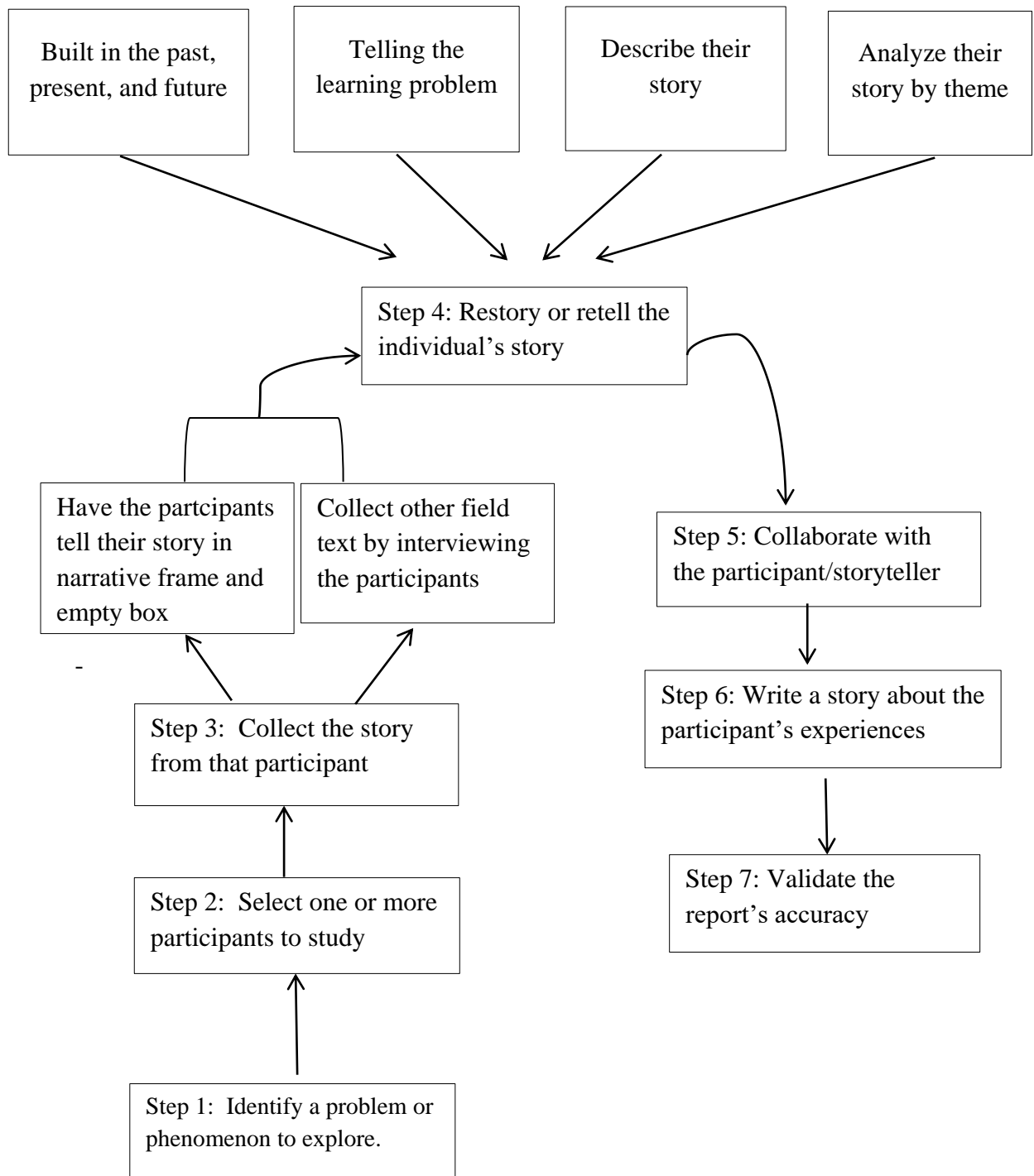
This chapter presents the research method. It focuses the method used in conducting this study which covers the research design, step in conducting narrative inquiry, the quality of the study.

A. Research Design

Narrative inquiry, according to Polkinghorne (1995), narrative inquiry is not new to qualitative researchers and it is defined as a subset of qualitative research designs in which stories are used to describe human actions. According to Creswell et al. (2007) narrative research studies the life experiences of individuals over time. Narrative research is a type of research that consists of obtaining and then reflecting on people's lived experiences (Josselson, 2007). Narrative inquiry is a way of understanding and inquiring into experience through collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus (Clandinin & Connelly, 2000). Connelly and Clandinin (1990) state that because collaboration occurs from beginning to end in narrative inquiry, plot outlines are continually revised as consultation takes place over written materials and as further data are collected to develop points of importance in the revised story.

The present research use narrative inquiry to explores the problems encountered by Thai students during they are studying at English Education Department of State Islamic Instutute (IAIN) Tulungagung through their experience's story. The student's experiences were built in the past, present, and the future. The researcher chooses biographical case studies as a type of narrative inquiry in language teaching and learning research. Due to biographical case studies are studies of individuals, in which the researchers elicit data from the participant and write them up as narratives, possibly for further analysis.

To collected data and achieve the goal, the researcher uses systematic procedure to have deeper understand live experiences, these following steps were conducted.



(Taken from Creswell, 2012:154)

Figure 3.1 Steps in conducting Narrative Inquiry

B. Step in conducting Narrative Inquiry

The research procedure was taken from Cresswell (2012:514). The procedure represented clear and comprehensive stage in conducting this narrative inquiry. Then, it was operationalized into the research context. The steps were described as follows:

Step 1: Identify the phenomenon to explore

Identifying an issue or concern provides the purpose for a study and enables the researcher to understand personal or social experiences of an individual(s). The aim of this research was to explore the speaking and writing problems of Thai students at English department of State Islamic Institute (IAIN) Tulungagung in the second semester. To identify the phenomenon, the researcher gives the questionnaire and interview nine students. The questionnaire and interview were asked about the speaking and writing problem. The result of questionnaire in speaking part shows that almost Thai students at English department of IAIN Tulungagung in the second semester, they cannot speak English fluently because they use more their first language than English and lack of practice to speak English in the class and outside of the class. They are anxiety, worry about pronunciation, afraid to make mistakes and criticism from the teacher and their friends if they have to speak English in front of the class. They prefer silent in the group of discussion because they do not have idea to say. In addition, they cannot respond in English automatically while I am talking with someone because they are

thinking of making a sentence in the same time because they have limited vocabulary and are worry about gramma.

For the result of questionnaire in speaking part show that almost Thai students have problem in grammar such as using subject-verb agreement, pronoun reference. They cannot write more long sentences because they have limit vocabulary and do not know how to use subordination, coordination and cohesive device in writing. In addition, they have problems using punctuation, capital letter with certain word such as proper and common noun. They also have problem in spelling word. Moreover, when they have to write English text or paragraph, they cannot develop topic and express their idea into written text and they usually do not think about the structure of paragraph.

Step 2: Select one or more participants to study

The criterions of selecting participant are Thai students in the second semester of English department of IAIN Tulungagung who have most problems in speaking and writing. The reasons that the researcher selected the students to be participant due to they are new generation and are adjusting in new environment, culture, people and educational system. Therefore, they have to adapt with many new things and certainly they must to face with many problem while studying in the first year. For this reason, the researcher selects them to be participant of the research.

From the result of giving questionnaire to the students, there are two students who have most problems in speaking and writing. S1 had to speak English in front of the class and discuss in the group, he was afraid of making

mistake, anxiety, worry about grammar and pronunciation caused he made of pauses while speaking English. In addition, they have nothing day due to have limit vocabulary and lack of practice. For writing problem, he had problem in gramma such as using subject-verb agreement, pronoun reference. In addition, he had problems with writing paragraph such as do not know how express their idea, develop a topic into paragraph and write long sentences due to have limit vocabulary and using appropriated word in writing.

S2 could not speak fluently what he wanted to speak in the front of class because he was worry, anxiety. Furthermore, he was more silent and did not participant in the group while making discussion. He usually made of short pauses and cannot respond immediately while make conversation due to lack of vocabulary, and practicing. For writing problem, he had problem with spelling word and he did not know how to choose appropriate word in order to be suitable with the context of writing due to lack of vocabulary. He also had problem with writing paragraph. He did know how to express idea, develop topic, and could not differentiate between topic sentence, supporting, concluding.

Table 3.1 Participants' profile

Participant	Gender	Studying Period
S1	Male	2 Semester
S2	Male	2 Semester

Step 3: Collecting the students' story

Besides the participant verbally sharing their story through conversations or interviews, field texts also provide information about the participant. Examples include: journal or diary entries, letters sent by the individual, photographs, memory boxes, and stories acquired through friends or family members. In the collecting participants' story, the researcher used narrative frame and interview guide as instrument.

1. Narrative Frame

Narrative frame was defined by Barkhuizen et al (2014:45) that narrative frame is a written story template consisting of a series of incomplete sentences and blank spaces of varying lengths. It is structured as a story in skeletal form. The aim is for respondents to produce a coherent story by filling in the spaces according to their own experiences and their reflections on these.

In addition, the temporal dimension of the narrative, starting in the past (training), moving to the present (current practice), and looking to the future (imagining change). The aim of this design was to gather information about the students' experiences together with their reflections on these in story form. In addition, Creswell (2012:511) also suggest that the frame must have the dimensional space narrative structure consisting interaction (information of how they feel, hope, react, and think), continuity (now and then), and situation (context time and space). Narrative frame can help the researcher catches the expected experience to be written since it provides insightful and fuller of the participants'

experience (Hirasuka, 2014:170) and provide the participants with guidance and supporting both the structure and content of narrative (Xu, 2014:245). The narrative frame of this study was adapted from Barkhuizen et al (2014:47).

In To anticipate the limitation of narrative frame such as restricting students' stories (who want write more) and reseracher's accessible data. The researcher provide narrative empty box with appropriate prompt at the beginning and end of the actual sentence-smarter frame for participants to write freely and additional information that they want share (Barkhuizen, et al, 2014:49). The narrative empty boxes also followed above narrative elements.

2. Interview

Kvale and Brinkmann (2009) argue that “the qualitative research interview attempts to understand the world from the subjects' points of view, to unfold the meaning of their experiences, to uncover their lived world prior to scientific explanations”. In this research the researcher use semi-structured interviews because semi-structured interviews is interview guides as resources to direct the interviews, but at the same time, the questions are usually open-ended to allow participants to elaborate and researchers to pursue developing themes (Barkhuizen et al, 2014:47).

3. The Procedure of Collecting Data

- a. The participants will be given an explanation about purpose of the study from the researcher. Then, the researcher gives narrative frame

to fulfill about their story in the blank space in narrative frame completely, The researcher also provide empty box for the participants who is not enough in writing their story in narrative frame.

- b. The post-narrative frame writing will be semi-structure interview and held after students had finished the narrative frame. The interview will be individual in-depth interview, lasting up and hour. The participants are free to share successful and unsuccessful stories. To make them feel comfortable, interview will be done casually. The interviewer will be used audio-record. The participants are free to ask for clarification. In case there are unclear question. The interview covers three stage: a) life history, b) contemporary experience, and c) reflection and aspiration on meaning.

This was very important before collecting the stories or experience. The researcher must select the validator to validate and give the feedback on the instrument for collecting. The validator that the researcher had selected must be on area of expertise, research interest, and teaching experience.

Table 3.2 Blueprint for Data Collection

Data	Data Collection Method	Instrument	Procedure in Collecting Data
Students' story or experience	Writing story by recollecting the two semester about problem in speaking and writing	Narrative Frame and Narrative Empty Box	Students were ask to fill the frames based statement starters and empty box for additional information.
	Semi-structure interview for exploring more experiences and for clarifying unclear stories about problem in speaking and writing in narrative frame	Interview Guide	After finishing with narrative frame, students were invited to interview face-to-face session equipped with recorder discussing students' life history, contemporary experience, and reflection and aspiration on meaning.

Step 4: Restory or retell the individual's story

This step involves examining the raw data, identifying key elements, organizing and sequencing these elements, and then retelling a story that describes the individual's experiences. Restorying helps the reader to understand the story by sequencing it in a logical order. Stories commonly

include the following elements: setting, characters, problems, actions, and resolution. This step, the researcher analysis the data by making the sense of the whole data with examining the narrative frame, narrative empty box, and non-narrative data from interview transcription. Then identify the element of the story and articulate into a logical order, starting with past, present, and future. The data from narrative frame and narrative empty box were combined by adding similar points from narrative empty box to narrative frame. After combine was done, the researcher finds any similar and elaborate story from interview transcription to be compiled in the narrative frame.

After retelling stories of participants finished, the researcher gave it to the participants to check that it really represented their story is. Then, the researcher asked them to provide further information of their story if it still lacked. When the participants agreed with their retelling story of my version, the researcher would segment it into themes as suggested by Creswell (2012:511) that narrative researcher typically present the themes or categories after the retelling story. At initial stage, themes were created based on research questions that lead to the search for evidence related to them. Meanwhile, the nature of qualitative research which are interactive (repeated readings on the narrative), emergent (open possibility to new details), and interpretive (researcher's subjectivity) Doryei (2007:243), required me to move back and forth between the narrative, its codes, and categorized from in order to improve themes and theoretical relationship Barkhuizen et al (2014:76).

The themes were based on theoretical. The researcher reviewed literatures on EFL problem on empirical relevant finding. The theme was segmented based on the research questions. The first research question: What are the problems in learning speaking and writing encountered by Thai international students at English Education Department of State Islam Institute of Tulungagung? Thus, the first theme is Problem in Speaking. Its subthemes are Linguistic and Non-linguistic. The second theme is Problem in Writing. Its subthemes are Linguistic Problem and Non-linguistic Problem. Meanwhile, the second research question: How do the students solve these problems? The theme is Solving and its subtheme is students' way.

The researcher use thematic analysis to analyze the data. In qualitative research, the approach is called “thematic,” “content,” or “grounded theory. Thematic analysis is discussed in detail in qualitative data analysis manuals. Barkhuizen et al (2014:74) and it is the major way to analyze the data (Bremner, et al 2014). The participants' stories of my version were coded and categorized based on the theme. The coding was focused on the key meaning of participants' narrative in which the researcher had to pay attention on make understandable sign to represent every single experience. The next step of analysis was coding. The process involves identifying narratives, placing a bracket, and assigning a code word or phrase that precisely describes the meaning of narratives.

Table 3.3 Coding System

STUDENTS' EXPERIENCE	
Codes	Meaning

S1	Student 1
S2	Student 2
LP	Linguistic problem
NP	Non-linguistic peoblem
S	Solving
OPS	Overcome the problems in speaking
OPW	Overcome the problems in writing

Table 3.4 Blueprint for Data Analysis

No.	Research Question	Data Analysis	Prompts/Question	Results
1.	What are the problems in learning speaking and writing encountered by Thai international students at English Department of State Islam Institute of Tulungagung?	Identifying students' past, present, future experiences about problem in English speaking and writing.	All prompts in narrative frame for students and all questions in interview guide.	Finding on students' problem in English speaking and writing.
2.	How do the students solve these problems?	Identify students' way to solve the problem		Finding on students' way to solve the problem

Step 5: Collaborate with the Participant-Story teller

Throughout the narrative story collection process, the researcher works with the storyteller to ensure the participant's experiences are accurately portrayed. This step take place during the process of conducting research. It aims to validate the data source. At the initial, the researcher started to closely work with the participants in collecting narratives. The participants had to understand well what story to tell. Therefore, the researcher ensured them both pleasant or unpleasant stories were welcome as far as the stories were relevant to frame. My collaboration with the participants continued to the interview

session. In order to be easy if the researcher need additional information or making appointment, the researcher made mutual relationship with the participants by communicating through social media such as Facebook, Whatsapp, etc. in addition, the researcher must sent the finished retelling stories of the participants to check it still represent exactly as their narratives.

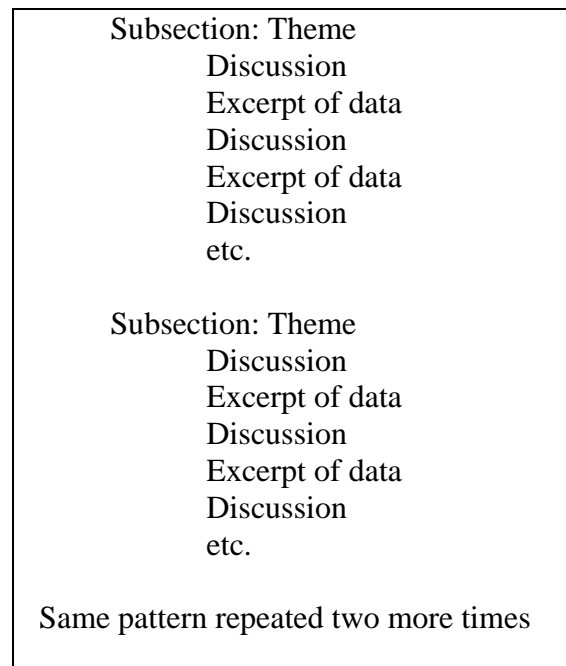
Step 6: Report finding about the participant’s experiences

The researcher reported finding by using thematic analysis. The findings section is divided into a number of subsections representing the main themes that resulted from the analysis of the data. Schematically, this arrangement is shown in column in Table 3.5. Here, the Findings section consists of subsections depicting the major categories that result from the content analysis, and these are then further divided into the themes that pattern together to make up the categories Barkhuizen et al (2014:104).

The outline of the finding section is in the following model as suggested by Barkhuizen et al (2014):

Table 3.5 Organization of Findings sections

Sections: Students’ experience



Step 7: Validate the report's accuracy

The researcher kept collaborating with the participants throughout the process by starting since collecting, restorying, and reporting their narratives. The report on finding is was finished after validating process such as member checking, triangulation, the data source, and searching for disconfirming evidence. This step was elaborated into following section on the quality of the study.

C. The Quality of the Study

All forms of qualitative research, including narrative inquiry, aim at describing, exploring, and discovering realities that are subjective and personal as well as socially constructed (Johnson and Chistensen, 2004:31). To keep the quality of this research, the researcher paid attention to the issues proposed by Barkhuizen et al (2014) on exaction and trustworthiness. To achieve the exaction, the researcher systematically analyzed the data by

reading and coding repeatedly to figure out the themes, to find the fruitful experience. Then, to build the trustworthiness of this narrative inquiry, the researcher referred to the highly influential and much cited classic work of Lincoln and Guba (1985) and current by Loh (2013). The four criteria of trustworthiness were used 1) Credibility 2) Transferability 3) Dependability, and 4) Confirmability.

1. Credibility

According to Lincoln and Guba (1985) Credibility is similar to internal validity in positivist research, confidence in the truth of the findings. Therefore, the researcher used triangulation and member checking. The triangulation is the technique use to ensure that an account is rich, robust, comprehensive and well developed. Triangulation involves using multiple data sources in an investigation to produce greater understanding (Merriam, 1995). Using multiple methods can help to facilitate a deeper understanding. The concept has been aptly captured by Denzin (1978) who argues that triangulation in qualitative research assumes that if two or more sources of data, theoretical frameworks, types of data collected, or researchers converge on the same conclusion, then the conclusion is more credible (as cited in Tracy, 2010). Thus, two triangulation were applied in this study, namely data source and methods triangulation. Data source triangulation data collected in this study was the result of four studies of the participants that were asked to share experiences in the narrative frame and interviews. Meanwhile, methods

triangulation was the result from using two kinds of research instruments for data collection. These are narrative frame and interview guide.

The second technique to achieve the credibility is member checking. Lincoln and Guba (1985) consider member checks as the single most important provision that can be made to strengthen a study's credibility. This can be done both formally and informally as opportunities for member checks may arise during the normal course of observation and conversation. Participants may also be asked to read any transcripts of dialogues in which they have participated. In this research, the researcher gave back the retelling stories (combining narrative and interview transcription) to the participants in order to verify it still represent their narrative. As suggested by Loh (2013:6) that peer validation was done to keep trustworthiness and provide more insight to the interpretation of data. The researcher gave the whole draft to thesis supervisor.

2. Transferability

According to Merriam (1998) in quantitative inquiry, there is a concern of demonstrating that the findings of the work at hand can be applied to a wider population. Therefore, a thick description of the subjects, research procedures, research instrument were provided thoroughly. In addition, the narrative frame and interview guide for the participants, coding-categorizing lists, and the summary of finding.

3. Dependability and Confirmability

To achieve dependability and confirmability of the study, the researcher maintain a dependability audit examining the process of inquiry and confirmability audit examining the product to provide that findings, interpretation and recommendation are support by data. To achieve those kinds of audits are every finding was supported by data and potential auditor were provided access to trace all data.