

## **CHAPTER III**

### **RESEARCH DESIGN**

This chapter will discuss the procedure of the research that the researcher has applied in this research. There are seven sections that are going to be elaborated in this chapter. Those are methods of the research, focus of the research, setting and participants, procedures of the research, technique of collection data, technique of the analysis data, and steps of the research.

#### **3.1 Methods of The Research**

The research design of this research study utilized the narrative inquiry. According to Barkhuizen, Benson, and Chik (2014) Narrative inquiry is broadly defined as a way of conducting research, which emphasizes using a person's past, present, or future stories as evidence via recounting, reflecting, and negotiating about their experiences of life. In a previous research (Polkinghorne, 1995) Narrative inquiry is an established umbrella term for research involving stories. Furthermore, According to Webster and Mertova (2007), "Narrative inquiry is a set-in human story. It provides the researcher with a rich framework that can investigate the human's experiences the world depicted through their stories". A particular view of experience as a phenomenon under study was adopted using narrative inquiry methodology (Connelly and Clandinin, 2006). Narrative research "looked backward and forward, looked inward and outward, and situated the experiences within the place" (Creswell, 2006, p. 220); it was an approach that examined the completeness of an experience situated within the life and reality of the experiencer. Narrative research has generally been seen as a method for collecting and analysing data (collecting the stories of participants) or reporting (telling the story of the participants), or both (Long, 2016, p. 26).

In addition, Polkinghorne explains that Narrative research and narrative study are sometimes used as alternative terms. There are two closely related terms "narrative analysis" and "analysis of narratives" will be used to refer to a basic distinction within narrative inquiry. Following Polkinghorne (1995), "analysis of narratives" refers to research in which stories are used as data, while "narrative

analysis” refers to research in which storytelling is used as a means of analyzing data and presenting findings. Here, my conducting research is more to analysis of narratives because in this research I elaborate my diaries (self-reflection) as a story are used as a data. In brief, Barkhuizen, Benson, and Chik (2014) concluded that the main point of narrative inquiry lies in an emphasis on how individuals used stories to make sense of their experiences in areas of inquiry where it was essential to consider phenomena from the view point of those who experienced those stories.

### **3.2 Focus of The Research**

In this study, I focus on telling how does speaking anxiety occurs during joining English Cafe. This method is chosen because I want to construct my daily diary as a data that shown my process of how does the experiences while joining English Cafe at Siliwangi University.

### **3.3 Setting and Participants**

This study is telling the speaking anxiety that I experienced during joining English Cafe program in 2019. In 2019, I participated in an English cafe activity for a month in participating in a role-playing activity as a waiter at a cafe. At that time, I took part in the English Cafe because it was suggested by two English Cafe owners in order to gain my speaking skill, which at that time the owners of the English Cafe were two lecturers from English Education at the University of Siliwangi in order to gain my speaking skill.

In this study, I plays a role as a researcher and participants. I participated in activities at the English cafe for one month (ie in December) in Siliwangi University, Tasikmalaya, Indonesia. I conducted this research because of two considerations: (1) The participant (I) use a diary as daily reflections during joining English Cafe. Consistanly, I tell how the anxiety occurs in speaking English while joining English Cafe (2) I tell the stories while joining the English Cafe because English Cafe is a new program during the last month of 2019. I as a researcher think that this is something new and there is a lot of experiences I can face at English Cafe (especially for my speaking skill towards a public situation).

I am (Male, 24 years old) one of English Education Department's colleger who take an English major as the main focus of my study. In this university, I joined the English Cafe program in 2019 due to gain my speaking skills. The activity is about becoming a writer and a language partner (on the first day) in a cafe while we use English as a daily language. The rola-playing activity is held when the owners bring the colleger from another faculty (outside Educational Faculty), Then, we playing a role as buyer (consumers) and waiters. I as a participant also feel anxious during speaking English since joining English Cafe bcause I rarely speak into a random people. But, here I pursued to speak up in front of public situation.

Furthermore, All the activities that I experienced while joining the English Cafe, I have provided through the Diary that I have written.

### **3.4 Procedures of The Research**

Here are my procedures during writing this research:

1. Formulating the problem and looking at the experiences observed.
2. Determining source of the data.
3. Identify myself as a participant as well as a writer in this research.
4. Collecting the data by writing the diaries. The diary is consist of: (a) First day of joining English Cafe; (b) During joining English Cafe; (c) The Last day of joining English Cafe. Diary written since 2019 in December.
5. Analyzing the data.
6. Making conclusions and reporting the result.

### **3.5 Technique of Collecting Data**

I collected the diary for a daily reflection after the English Cafe activity as my artifacts. The diary was used as a bridge to dig deeper information dealing to write. I, as both the researcher and participants in this research. This data was written when I participated in the English Cafe activity at Siliwangi University. This data was recorded when I started participating in an activity at the English Cafe for almost a month in December 2019.

The data was collected from diary reflection and it was analyzed by using thematic analysis. Diary also called a journal, is a notebook where people can write anything they want such as their thoughts, ideas, feelings, or experiences (Chao, 2013). It has not any fixed format as same as the next course, but it consists of the learning process, which included: (a) at the beginning of joining myself at English Cafe; (b) during joining myself at English Cafe; (c) at the end of joining myself at English Cafe. More importantly, it should be submitted punctually based on the due dates given.

### 3.6 Technique of Analysis Data

The data collection (diary) analyzed using Thematic Analysis (Braun & Clarke, 2006). considered that thematic analysis is a good method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a data set. This technique used to make it easier for researcher to group data obtained in written form, so that data which has been grouped based on their categories can be easily selected and then analyzed. There are six phases thematic analysis proposed by Braun & Clarke (2006), as follows:

1. Familiarizing the data.

In this phase, the researcher made transcriptions which are obtained from diaries which the diaries has contains of the first day, during, and last day. Then, I (The researcher) tried to familiarize himself with the data from the diary transcripts by reading an amount of time, again and again until the researcher really recognized what the data were. The researcher also sees the required points which are going to be coded

Today, December 2, 2019, I'm attending the English Cafe trial for the first time. Here I'm as a language partner tasked with facilitating a English Corner for the discussion (probably, becoming an introducer). On this day, I've a conversation with a student from Economic Sharia Department, to talk about how to deal with learning laziness and negotiate with her.

**List of Figures 3.6.1 My Diary Writing.**

2. Generating initial codes.

In this phase, I coded the data by using highlight colour to the interesting content and gave a code for it beside text. I named the code by the kind of situation and thought that it would answer research problems. I give a name codes in this phase due to my feeling during activity in my diaries.

Data Item (From a Diary)	Generating Initial Codes
<p>At this point, I was very nervous. Honestly, I was very tense the first time I appeared at the English Cafe as a language partner. I was shaking, sweating, going back and forth to the bathroom, and my head was suddenly blank and I wasn't sure if it would work. As I sat with students studying Sharia economics, I sweating and smiled to mask my nervousness. That's when the conversation starts.</p> <p>Godammit! I was really shocked because I had a conversation with Economic Sharia Department</p>	<p>Emotionally Anxiety</p> <p>Physically Anxiety</p> <p>Physically Anxiety</p> <p>Behavioral Anxiety</p> <p>Physically Anxiety</p> <p>Cognitively Anxiety</p>

**List of Figures 3.6.2 Generating Initial Codes.**

### 3. Searching for Themes.

The researcher grouped the potential codes which belong to the potential themes in order to make it easier to analyze.

Data Item (From a Diary)	Generating Initial Codes
<p>At this point, I was very nervous. Honestly, I was very tense the first time I appeared at the English Cafe as a language partner. I was shaking, sweating, going back and forth to the bathroom, and my head was suddenly blank and I wasn't sure if it would work. As I sat with students studying Sharia economics, I sweating and smiled to mask my nervousness. That's when the conversation starts. Godammit! I was really shocked because I had a conversation with Economic Sharia Department</p>	<p>Emotionally Anxiety            Physically Anxiety            Physically Anxiety            Behavioral Anxiety            Physically Anxiety            Cognitively Anxiety</p>

**List of Figures 3.6.3 Example of Searching For Themes.**

4. Reviewing The Themes.

In this phase, the researcher reviewed the following themes to ensure which were the most appropriate ones.

Physically Anxiety	Emotionally Anxiety
<ul style="list-style-type: none"><li>• Shaking and Sweating Inside the Environment at English Cafe.</li></ul>	<ul style="list-style-type: none"><li>• Feeling Nervous During Activity in English Cafe</li></ul>
Cognitive Anxiety	Behavioral Anxiety
<ul style="list-style-type: none"><li>• Shocked and Having Spoken Errors during Activity.</li></ul>	<ul style="list-style-type: none"><li>• Scratching Head while Hiding Anxiety.</li></ul>

**List of Figures 3.6.4 Reviewing The Themes.**

5. Defining and Naming The Themes.

In this phase the researcher defined the nature of each individual theme and the relationship between them to analyze the data. Furthermore, the researcher named the data and wrote a detail analysis of each theme.

6. Producing Report.

The researcher reported what had been invented from this study, including the final analysis in a way that can convince the validity of the analysis to the reader.

### 3.7 Steps of The Research

No	Activities	Sep 2019	Jan 2020	May 2020	Jan 2021	Apr 2021	Oct 2021	Nov 2021
1.	Research writing	■						
2.	Research examination		■					
3.	Data collection			■				
4.	Data analysis				■	■		
5.	Report						■	
6.	Final Thesis Examination							■

Table 3.7.1 Steps of The Research