CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The research method in this present study is narrative analysis. Earthy & Cronin (2008) defined narrative analysis as an approach taken to process data served in form of narrated story. If either personal or someone's story is appointed for the interest of research, the role of narrative analysis is to elaborate the data with the understanding of the story background, and its story concerns the peculiarity of it. The analysis included the stage of telling how and why people talk about their lives. The stories narrated are ones relatable in daily life context; for the readers count the protagonist's lived experiences as meaningful human phenomena (Kim, 2016). Another feature of narrative analysis is it attends to the particular and speciality of human action that takes locus in a particular setting (Richards, 2014). Furthermore, it also presents contribution through storytelling that is well-impacted. For this study itself, it was chosen because the researcher wanted to narrate the lived experience while interacting with Singaporean, having a self-reflection based on the strengths and weaknesses received from the peer direct feedback to acquire an oral fluency improvement.

B. Setting and Participants

The research was conducted at a university in Tasikmalaya, West Java, Indonesia. This proposed study involved two participants, I, myself as the researcher and participant, also another male who is originally from Singapore. It implicated an intercultural communication between an Indonesian and a Singaporean. We both are 21 years old and college students. The male participant studies at Temasek Polytechnic (TP) in Tampines, Singapore. Now, he is studying for his Diploma, pursuing in chemical engineering. This is his 5th semester at the college. He also is working part-time as a temporary theatre executive. He is the first child of two. He lives at East Jurong, in the west of Singapore. His native language is English and he understands Malay. He and I have known since January 2017, texting on social media. Ever since, we have had a constant talk until today. We text every day, and have a call exactly after dinner or when we are both unoccupied. In the first few months, I interviewed him whether or not I am good at speaking. He supervised me verbally. At certain times, he would say I am getting way better in speaking. I must confess, back then, speaking used to be a barrier for me. I started collecting a frequent report "peer direct feedback" from September 2018 to present.

C. Data Collection

The researcher reported the feedbacks that were given by the participant, consisting of statements of strengths and weaknesses that the researcher had throughout the research was conducting linked with oral fluency improvement. The feedbacks were reported to see if there is a significant progress dealing with oral fluency acquisition. I also reflected on the things that are less precise all in pronouncing words, accuracy, flow, intonation, and speed. For the additional support, this study inserted screen captures from each direct feedback given right after the calls ended. The feedbacks were addressed to me focusing on fluency aspects: (1) accuracy, (2) flow, (3) intonation, and (4) speed by Fuchs (2005).

D. Data Analysis

The data collected from peer direct feedback and self-reflection were analysed qualitatively. The first part of the data interpretation process composed to two main stages. First of all, the participant and I had calls, during the talk, the participant orally corrected the mistakes I did as he noticed the pronunciation, the accuracy, the flow, the intonation, and the speed. Next, after spoken feedback, the participant gave a written direct feedback when the conversation was over. The written feedback was made by considering the aspects of fluency from Fuchs (2005). Thus, I acknowledged the strengths and weaknesses I had made during conversation between me and the participant. I evaluated the feedback as a

self-reflection to recap the strengths as base to overcome the weaknesses that burden the successful attainment to my fluency. The data collected were interpreted by a conceptual framework from Labov's model, which the structure is a fully developed personal narrative consists of the following six components:

1) **Abstract** (a summary of the story and its point), the researcher will transcribe the data from the audio recording and plot the important points of the data.

The Perks of Being Your Nationality (Transcript)

WEEK 1

Feb 4th, 2019

A: Hello

P: Hello, okay. Hello?

A: Yea, so. Um, let me ask you first. Where was you born?

P: I was born in Singapore.

A: So, you are a Singaporean since born.

P: Yes, I am a Singaporean since born.

A: Okay. Um, first of all, you don't mind if I record this conversation, do you?

P: Yes. No, I don't mind. Do what is necessary.

A: Alright, thank you, and since you are born Singaporean, I wanna know umm what is the perk of being Singaporean for you?

Figure 3.1 – Audio transcript 1 screenshot

2) **Orientation providing** (a context such as 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** (skeleton, plot or an event that causes a problem as in 'And then what happened?), the researcher will frame the issue appeared in the story.

> I finally have a talk again with my participant. It's been long since the last conversation we had. Though, we call every day, the duration of our talk is a short while. For having a serious discussion, for the interest of my thesis proposal, I have to wait for about 3 months. We and especially he were super busy. I thought it'd be going well with all the feedbacks I had collected before proposal examination. However, after I was examined, got plenty of revisions, I have to even restart collecting the data. … I had been thinking to what topic is interesting to be talked about. I decided to choose "The Perks of Being Your Nationality" as our topic for the new starter. I told him that this one goes with the system, so I did tell him.

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 happened.
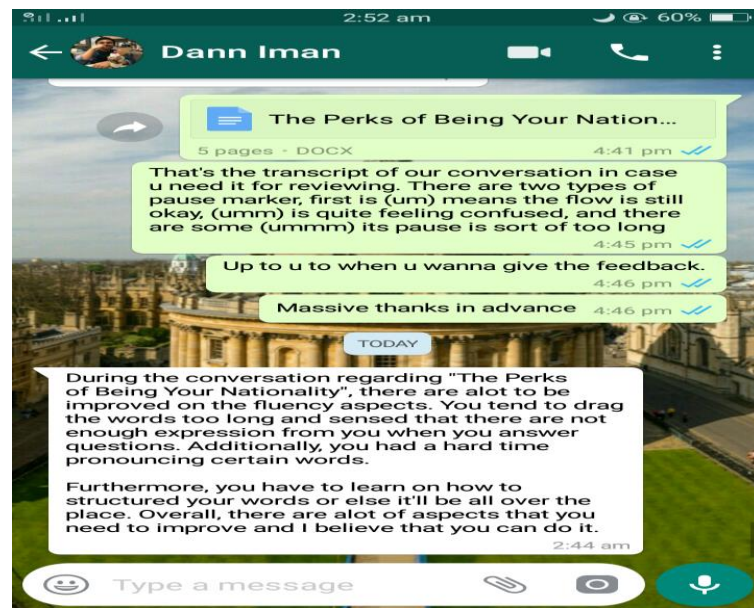
Figure 3.2 – Feedback 1 screenshot

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 present), the researcher will roll out the present situation as the comparison to past and present event.

I use the six elements of a personal narrative above as a framework to analyse my life story. Through those elements, I re-enact the story. Out of those six components, the fourth component, evaluative statements, is the most important element because the statements expose the narrator's attitude on how delivering the narrative story in conjunction with highlighting the relative importance of some narrative units for as result one's story can be compared to see whether or not the story is more unique

than the other's (Labov & Waletzky, 1967). The statements stimulate the readers to criticize what is truly presented in people's experiences. Formerly, they allow the readers to interpret things happened in people's life stories.

E. Research Schedule

No.	Steps	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018	Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May. 2019	June. 2019
1.	Research Topic Approval	■										
2.	Writing research proposal		■	■								
3.	Proposal Approval				■							
4.	Seminar Proposal Examination					■						
5.	Conducting the Research						■	■				
6.	Transcribing data							■	■			
7.	Analyzing data								■	■		
8.	Writing research report									■	■	
9.	Final Thesis Examination											■

Table 3.1 – Research schedule