CHAPTER III

METHODOLOGY

This chapter discussed about the research design, subject of the research, research instrument data collecting technique and data analysis technique.

3.1 Research Design

In this study used qualitative research. Bogan and Biklen (1992) describe the qualitative research as his superdinate concept, joining different research approaches with certain common characteristics as well. The purpose of qualitative research is to explain a phenomenon in depth through in-depth data. Specifically, this study will be an autoethnography study. According to Pillay, Naicker, and Pithouse-Morgan (2021), autoethnography is a self-reflective research genre which the research itself become the lens to study the relationship between personal histories, lived experiences, and wider educational and socio-cultural matters.

3.2 Participants and Context of the Study

This research is focus on my challenges experience in Speaking skills as an EFL student, particularly through the lens of. EFL student narratives. The study may explore the challenges faced by EFL students from diverse linguistic and cultural backgrounds, as the process of acquiring and improving oral communication abilities in the target language, which is English in this case.

Since this study is an autoethnography study (Pillay et al., 2021), the participant of this study is the researcher herself. She was a student of one of a higher Islamic Education at Southeast Sulawesi, Indonesia. Therefore, depicts her own perspective as an EFL student, taking into account my personal challenges,

journeys, and multiple realities as an EFL Student that help shape and form my own experience. Deriving meaning from Lincoln and Guba's (1985) description of qualitative research, the design of my study is emergent in its design and negotiated outcomes.

3.3 Data Collection

Researcher collected the data by using personal reflection. Personal reflection collected using reflection guidelines. All the archives collected in one personal drive and divided and filtered according to the timeline. Moreover, as the guidelines for collecting the personal archives, reflection guideline will be used. All the archives collected in one personal drive and divided and filtered according to the timeline. Moreover, as the guidelines for collecting the personal archives, reflection guideline will be used.

3.4 Instrumentation

. Personal reflection is used in this research. Personal reflection is the use of, and evaluation of, personal experiences and values to demonstrate analysis and interpretation of data in the context of the research focus. Personal reflection, effective tools to recall my memory about my challenges in speaking skills and to get the most accurate data. Reflection is a process of exploring and examining ourselves, our perspectives, attributes, experiences and actions/interactions, it helps us gain insight and see how to move forward (Gillett, Hammond, and Martala, 2009). These instruments implicitly explain the stages of challenges in speaking as an EFL student that I have experienced, but it needs to be collected in an online drive and shorted according to the timeline.

3.6 Data Analysis

To clarify and make meaning of the participant shared experience, it is important to interpretate the findings (Trent & Cho, 2014). To analyze the data, the writer used a narrative approach (Leavy, 2014) to discuss the findings with a particular emphasis. Moen (2021) argues that narrative as a part of analysis provides the means of doing this. The narrative concept is used to connect a representation of a qualitative research study. It is also maintained a case study, a phenomenological study, or a narrative form of representation may appear in an ethnographic study (Creswell, 2012).

The writer organizes and categorized a large amount of data from my personal archive that are from various sources so that they can be described. In analyzing the data, the writer used the steps that Cresswell (2012) Propose. The steps are: (1) Swallowing the data, (2) the data that had been collected and then analyzed, (3) Reading the data to check the completeness of the data, (4) coding the text for the theme to be discussed. In this case, the writer followed the procedure that has been applied by Patel and Sooknanan (2011) to narrate the story is the story can be so that the stories presented can be consecutive and easy to understand.

Ellis and Bochner (2000) assert that the analysis of data in a personal narrative involves a process where the researcher emotionally recalls the events of the past. The researcher looks back on specific, memorable episodes and experiences paying particular attention to the emotions and physical surroundings during the recollection. Emotional recall is expressed through writing that includes thoughts, events, dialogue, and physical details of the particular event. A unique aspect of a qualitative study is the ability of the researcher to let the data emerge as

the research and writing is progressing. In the initial phases of my study it was not always clear what distinctive themes would emerge. As noted by Janesick (2002), "the qualitative researcher uses inductive analysis, which means that categories, themes, and patterns come from the data. The categories that emerge from field notes, documents and interviews are not imposed prior to data collection".

Table 1.2 The example of the raw data that is collected from the personal reflection.

No	Question	Reflection
1	What challenges in speaking skill as an EFL Student?	*The first factor is the presence of a face covering, the challenge that I experience when doing this activity is who I am talking to and what topics will be discussed. my interlocutor is a person who is smarter at speaking than me, usually, I forget what I am going to do because I feel afraid and the topic of discussion determines how I will speak, if the topic discussed is a very heavy topic it becomes difficult for me I have to remember words so that before the conversation starts I have to prepare the material first.* *I have also had daily dialogues. The challenge that I feel in this activity is very difficult because even though the discussion is about everyday things, in everyday conversation there are conversations that are used depending on the components, Not to mention remembering my words is very minimal, so usually when speaking I always combine Indonesian and English. The challenge that I feel when I call is less often I do this activity so that my speech becomes stammered and I don't know the sentence I will use.* *The obstacles I faced in this activity were many of the first I saw and even lacked confidence because I would be in front of many people to make presentations, this made me unable to deliver my material well.* *The second is not to mention in terms of the material that I will bring, if my preparation is*

No	Question	Reflection
		not mature enough or I memorize what I will bring sometimes I will forget the material in the middle of the presentation.
		The third is more to my level of understanding of grammar, usually, I often reverse in the use of grammar when doing presentations. And because when presenting the language used is a formal language so I have to be careful in the placement of grammar". According to Hornby (1995), grammar is the rule in language for changing the form of words and combining them into sentences.
		which I would not expect from the audience which made me panic to speak to deliver my presentation. So when this happened I became silent and couldn't continue my presentation. When I do voice recording, the challenge I face is to control my breathing and pronunciation when I want to record. Because if it is not clear my pronunciation can affect the words I will use and it can affect those who will listen to my recordings.
		Listening to a song is a less enjoyable activity for me, it's just that my mistakes were that I didn't learn the grammar of the song well and I didn't take notes on the new words I heard. I prefer to make music or songs as entertainment only. Back again to the pronunciation, this is also a challenge when I want to sing because English songs are recited by those whose fluency is very good. So my pronunciation and the way I listen is a challenges that I have to face. The final challenge is how I can follow the rhythm or tone of the songs.
		The challenges I face for fluency are so many. One of them is because there are so many meanings in the similarity of words in a sentence, for example, the word "good" can mean many things, namely: good, good, delicious, and safe. But the placement of the meaning of the word good will have different meanings depending on the sentence used.

No	Question	Reflection
		Confidence is also meant in fluency to speak but I love you when I want to speak in English. I feel nervous a nd scared. Because I am often wrong when I speak, that feeling always comes to my mind, when I am dealing with lecturers and talking to each other, it makes my mouth difficult to pronounce words properly. Not to mention that before speaking I wrote notes that I memorized, it made me too fixated on what I memorized. *I prefer the British(UK) pronunciation but sometimes many British(UK) pronunciations that I use are very difficult for me, different from the American(USA) which I think suits me. The challenge that I face in pronouncing the BRITISH(UK) pronunciation is more to disguise the alphabet that must sound vague, for example, the words color, water, here, etc. The thing that is difficult for me when speaking in English is because I am not ready to practice speaking. This became an initial difficulty for me because my pronunciation would be very good if it was not often seen in practice, this made me stutter when speaking in English. As the popular saying says practice makes good, this proves the importance of practice in all things.* *Not to mention that maybe I don't know certain English yet, these words really influence how I will speak English. As I know if the comprehension of words is very low then there will be fewer things I will know until it affects the way I speak*

Table 1.2 The example of data coding that was designed to determine each theme from this study.

Challenges Stage	First Open Coding	Next Open Coding	Axial Coding	Selective Coding	Theme
Challenges I face personally, such as the first lack of confidence is caused by fear and nervousness when dealing with the other person. this is also because I don't practice speaking alone, even though if I want to be able to speak fluently I have to practice often and try to process sentences from various things that are around me. the second understanding of grammar is still lacking, sometimes I am still wrong in the placement of the words I use this is because when learning grammar I don't pay attention to the teacher's explanation. even though I should really pay attention	Challenges I face personally, such as the first lack of confidence is caused by fear and nervousness when dealing with the other person. this is also because I don't practice speaking alone, even though if I want to be able to speak fluently I have to practice often and try to process sentences from various things that are around me. the second understanding of grammar is still lacking, sometimes I am still wrong in the placement of the words I use this is because when learning grammar I don't pay attention to the teacher's	1. Fear and nervousness when dealing with the other person. this is also because I don't practice speaking alone. 2. Understanding of grammar is still lacking, when learning grammar I don't pay attention to the teacher's explanation 3. The wealth of vocabulary that is still small is due to my lack of interest in learning. 4. I have problems in unstable motivation, I feel lazy, bored, and tired while studying	1. Fear and nervousness. 2. Understanding of grammar. 3. Limited of vocabulary. 4. Lack of motivation.	1. Psychological factors 2. Laziness	1. Interactive speaking 2. Difficulty in speaking

and make important notes on each part of the grammar. Furthermore, the wealth of vocabulary that is still small is due to my lack of interest in learning, I have not sharpened my self-efficacy in learning. I can actually get this if I read a lot of books and journals so that my understanding can develop and I can always find new things, I also have to often write or take notes on everything I learn so whenever I forget I can read it again . for the last thing I have problems in unstable motivation, I feel lazy, bored, and tired while studying. this is very inappropriate to do as a person who is studying, but because of my less controlled emotions, coupled with my environment which is not an	explanation. even though I should really pay attention and make important notes on each part of the grammar. Furthermore, the wealth of vocabulary that is still small is due to my lack of interest in learning, I have not sharpened my self-efficacy in learning. I can actually get this if I read a lot of books and journals so that my understanding can develop and I can always find new things, I also have to often write or take notes on everything I learn so whenever I forget I can read it again . for the last thing I have problems in unstable motivation, I feel lazy, bored, and tired while studying. this is very inappropriate to do as a person who is studying, but because of				

environment that studies English, it is easy for me to lose motivation while studying. Motivation can determine whether or not in achieving goals so the bigger the motivation, the bigger it becomes learning success	my less controlled emotions, coupled with my environment which is not an environment that studies English, it is easy for me to lose motivation while studying. Motivation can determine whether or not in achieving goals so the bigger the motivation, the bigger it becomes learning success				

CODE   THEME

Red words   = participants' challenges in speaking