

CHAPTER III METHODOLOGY

This chapter includes how the research was carried out, such as information about the research design being used in the research, the participants who took part, the instruments to gather the data as well as how the data were analyzed.

3.1 Research Design

This research aimed to seek an account of how the voice chat feature in the English learning server (EH) on Discord helped the EFL students practice their English speaking. The researcher used narrative inquiry in order to find the information since narratives or stories have been used for many years by management consultants and others who present examples of successful (and unsuccessful) practice as a basis for discussion as to how successful practice might be emulated and disasters avoided (Bell & Waters, 2014, p. 20).

The procedures for implementing this research consist of focusing on studying one or two individuals, gathering data through the collection of their stories, reporting individual experiences, and chronologically ordering the meaning of those experiences (or using life course stages) (Creswell & Poth, 2018, p. 165). In this research, the meaning of the experiences focused on the informal learning experience from the informants, specifically in their practice of speaking skills. The researcher was trying to gather the stories to see what they actually did and how they felt about the experience. This is relevant since according to Creswell & Poth (2018), narrative research also intends to describe the emotional and social situations within the experience.

Using narrative inquiry as the research design required the researcher to gain trust from the informants so that the researcher could gather as many stories as possible. Gray in Bell & Waters (2014) also believes that this method is most appropriate when the researcher is interested in portraying intensely personal accounts of human experience. Since I wanted to know the detailed experience of how EFL students have been learning English informally while using the application, this method was the most suitable for my research. The gathered

information from the informants would need to be told in chronological order again with the purpose of answering the research questions in chapter 1.

3.2 Research Site

According to Creswell & Poth (2018), narrative stories occur within specific places or situations and it is crucial for the researcher to tell the story within a place. Therefore, the researcher was specifically interested in the EFL students' experience in informal settings. Also, due to the COVID-19 outbreak, it was unlikely to do a study in a real classroom and since this study focused on the learning process in the informal setting, it was more possible to find the audience or the research site online. Therefore, the research site was an online community on Discord. This online community can be called EH. It is an English learning community which uses features on Discord to communicate with each member as well as to learn English. This online community makes use of some Discord features like voice chat, text chat, and many more, which were already mentioned in Chapter 2 about Discord. EH has various voice chat rooms and text chat rooms which were created based on certain topics or interests. However, this study only highlighted the ones which were more likely to be useful to help the EFL students to learn and practice speaking skills. Possible voice chat rooms that fit into this category in EH were *Book Club* channel, *Debate* channel, *Event* channel and *Cozy Vibe* category.

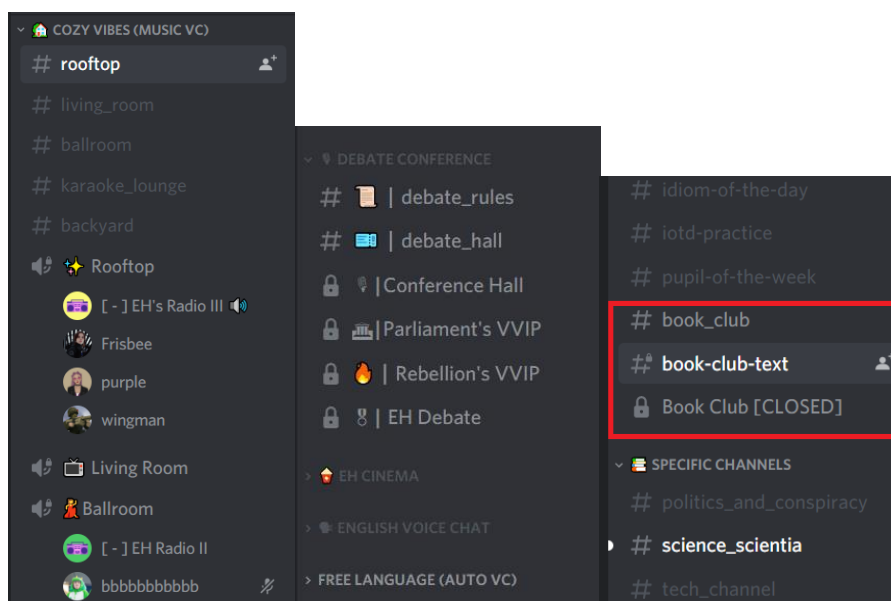


Figure 3.1 EH voice channels

Book Club channel is a voice chat room where the members are allowed to join to participate in a book club program that includes two sessions, reading aloud and discussion. This channel is one of the channels under the English learning category in EH. The book club program itself was held in the book club voice channel which was accompanied by two text channels (*book_club* & *book-club-text*, see Figure 3.1). The *book_club* text channel was the channel where the members could find some announcements about the book club program, the e-book file that the members were reading, as well as summaries and notes about the books they have finished reading. Members could also find the rules for the book club program in this text channel (see Table 3.1).

Table 3.1 Book club rules on *book_club* text

No.	Rules
1.	Before the session starts, members have to make sure that they have downloaded the pdf file of the chosen book.
2.	Members are to follow the moderator's instructions.
3.	The order of the reading will be chosen by the moderator.
4.	Members are to turn off their mic and be respectful when others are reading. For those who are not able to open their mic, please add " [X] " before your nickname
5.	Members are suggested to write down new vocabularies, and pronunciations that they have learned.
6.	It is highly appreciated for members to not leave in the middle of the session, or go in and out of the voice channel because it will disturb the book club.
7.	Members who happen to violate the rules above will first be given a warning. After that, if another violation happens, he/she will be kicked out of the book club
Important Notes	
1.	Do not be shy or afraid to participate in the book club. We are all warriors, and warriors always make mistakes
2.	Any mistakes will be corrected together
3.	At the end of the session, a discussion will be opened for everyone to discuss the chapter that has been read.

The *book-club-text* channel (see Figure 3.1) was available for all members. This text channel was used for the members to ask questions about the book, about unfamiliar words or phrases they found in the books and talk to the other members

of the book club during the session. On the other hand, members had limited permission on *book_club* text channel (see Figure 3.1) as it was meant to be the place to give main information about the books they read. Members cannot write something there and only the *Hosts/Moderators/Curators* are able to post in this text channel. *Hosts* and *Moderators* were the ones that manage the server, while *Curators* were the ones that moderate a book club session. *Curators* were the ones who provide the summary for the members of the book club program. During a session, *curators* would call a member who joined the book club voice channel and asked them to read. After reading, they would give try to give suggestions if there were words which were pronounced inaccurately. They would also give information about certain words that might be new to the readers. After the session finished, *curators* would lead a discussion about the parts that they had read. These *curators* were selected by the *hosts* and *moderators* based on several qualifications. They have to be dedicated and passionate about book club program. They also need to be confident and fluent in English and have good communication skills. Having decent knowledge about literatures is also one of the criteria to be a *curator*.

In addition, the *Debate* channel is a voice chat room where debate competition takes place. This channel was originally part of the *Event* channel but now it stands on its own under the *Debate Conference* category (see Figure 3.1). The *Event* channel itself used to hold many English-related events from time to time such as poetry reading, spelling bee, and many more, while *Cosy Vibe* category is filled with several voice chat rooms which are accompanied by music bots. Members come to the voice chat rooms under this category to talk with their friends while listening to music. These channels were mainly used by the participants of this research and most members in EH due to it being the most known channels to practice speaking compared to other channels which were relatively text-based. Most of the members who joined the channels under the *cosy vibe* category usually already know each other and they hung out for quite a while on the voice channel.

3.3 Research Participant

The participants of this research were chosen based on purposive sampling. As Robinson (2014) pointed out, purposive sampling is used by researchers to select the informants/participants according to the purpose of the research in order to

elucidate a specific theme, concept, or phenomenon. This study included two EFL students who are also users of Discord Application. These participants were also chosen based on the amount of time they have spent on EH. Since most of the data were obtained through interviews about their experience of learning English before and after joining EH, it was important to choose the participants who have spent a long period of time in EH. That way, the participants were able to give many details about their experiences. The first participant joined EH for the first time in May 2020 while the second participant joined way earlier, in June 2019. They have spent quite a while in the learning server, interacting with other members, and making friends. Some data were also taken from observation in order to justify what they said during the interview about their experience. For about one month, the researcher observed how they learned and practiced speaking English in EH. This means that the researcher was in the same channels as the participants to record or take notes of what was happening.

3.4 Data Collection

The data collected were stories from two interviews with the participants and field notes from the observation that included their experiences in practicing speaking English in EH. The first interview (I-1) is about the participants' background in English learning. This was necessary to find out some factors affecting their speaking skills as mentioned in Chapter 2 (Triwittayayon & Sarobol, 2018; Latha & Ramesh, 2012; Nillo, 2014) as well as to be the source in writing the beginning part of the narrative account as the result of this study (Bell & Waters, 2014). The second interview (I-2) is about participants' experience in the English learning server in Discord. The questions were also based on the factors affecting speaking skills in Chapter 2 and also based on the speaking main aspects to communicate based on Brown (2001) which was also mentioned in chapter 2. Some more questions in the second interview were also based on Schugurensky's (2000) theory of informal learning. They were used to find out which type of informal language learning was done by the students and these were included to write the middle and ending part of the narrative account.

These interviews were open-ended because data collection in narrative research requires the researcher to allow the storyteller to structure the

conversations, with the researcher asking follow—up questions, and a trusting relationship between the researcher and storyteller needs to be developed so that there will not be any problem such like the storyteller not feeling comfortable with their stories to be shared publicly or withdrawing from the project (Bell & Waters, 2014, p. 21). The interviews were done in English as the interviewer was confident with the ability of the participants in telling their stories in English language. One of the reasons is that the participants have been in EH for at least a year when the researcher asked them to participate in the research. By this time, the participants, two EFL students, have spent a while talking in English with the other members of EH. When the interview was conducted, it was understood that they did not have difficulties in answering the questions from the interviewer as they were already used to the language. Even if they had difficulties, they were free to switch to Indonesian. The interviewer had also spent some time in EH, talking to the participants before the interviews took place and it was understood that the two EFL students were capable of forming sentences and engaging in conversation in English. The interview questions were also given to the two EFL students before the interview for them to preview. This made them able to make some outlines of what they shared. Each of the questions was also related to what they have experienced, thus making it easier for them to tell the stories because it was something they were already familiar with.

Table 3.1 Interview Questions Part 1

No.	Question
Q1	When did you start learning English at school?
Q2	How did you feel when you started learning English at that time? Are there any difficulties?
Q3	Did you like learning English back then?
Q4	Any factors making you does (not) like English at that time?
Q5	Did you think your English skill improve?
Q6	Do you practice English at home with your family members?
Q7	Have you experienced learning English outside class, like informally? Through video games or social media?
Q8	How do you feel about learning English informally? Is it better than learning English in a formal way like at school?

Table 3.2 Interview Questions Part 2

No.	Question
Q1	What was the reason of you joining this English learning server?
Q2	There are many different channels in the server, which one that helps you the most in learning and practicing your speaking skill? Why?
Q3	Some of the channels allow you to talk with the other members who also speak English, do you feel comfortable talking to them in English? What topic do you usually talk about with them?
Q4	Which channels do you think that have helped you with pronunciation, accuracy and fluency of your speaking skill? Why do you think so?
Q5	Can you elaborate one specific experience of speaking English in EH that made you think that you have made a progress in your speaking skill?
Q6	Does practicing speaking skills in the English learning server affect your ability to speak English better with other people in an offline situation like in person?
Q7	Did you enjoy your experience while practicing to speak English in this English learning server?

In addition, the observation was done 7 times on each student and the interviews were done before and after the one month observed experience in EH. The observation was done to get more details on how exactly the speaking experience of the EFL students happen. The researcher was in the voice channel during the observation. This particular data collection technique was done to see how fluent they were, how often they switched to their native language, what topics they mostly talked about and many more. Since the research was already done after the two participants have spent quite a long time on EH, it was not to compare their speaking ability from before that time. Instead, it was also done to justify the information the researcher got from the interviews.

3.5 Data Analysis

The data collected in this study were analyzed qualitatively. Bogdan & Biklen (2007) elaborated that data analysis includes “working with the data, organizing them, breaking them into manageable units, coding them, synthesizing them, and searching for patterns” (Bogdan & Biklen, 2007, p. 159). In this study, the researcher had to retell the story to use it as an account about learning English informally with the use of Discord Application, specifically in the English learning

server (EH). According to Bell & Waters (2014), narrative researchers need to be able to structure the data from the interviews and field notes into a form which presents a clear beginning, middle and an end. Therefore, the researcher needed to find out about the participants' background in learning English to write the beginning of the narrative account. This information was obtained from the first interview questions. Then, the middle part of this account consisted of the summary of field notes from the one-month observation (which was done 7 times on each student). More stories to fill this part were also taken from the second interview. The ending part of the account was made of the opinions from the participants about their experiences. These opinions were the results of some questions from the second interview.

Table 3.3 Organization of Narrative Account

Category	Data Source	Notes
Beginning	Transcript of I-1 & I-2	I-1; Q1-Q8 I-2; Q1
Middle	Observation Field Notes Transcript of I-2	- I-2; Q2-Q5
Ending	Transcript of I-2	I-1; Q8 I-2; Q2-Q7

The result of this study is a narrative account which was organized from some stories from the participants about the experience of their informal speaking practice in the online English learning community on Discord Application. Before telling the story of the experience, it is important to tell the back story of the students in order to provide the background of the narrative account or the beginning part of the account. Therefore, I-1 (Interview 1) is important as the questions were about how the participants learned English before that (see Table 3.1). Also, for the purpose of the narrative account in chapter 4, the researcher decided to use pseudonyms for these two participants. Sinta is the pseudonym for student A and Putra is the pseudonym for student B. In addition, to validate this narrative account, the researcher collaborated with the participants to check whether the stories that have been retold still match with their experience. According to Barkhuizen et al

(2014), this collaboration is one of the ways to present a valid and reliable narrative account.

3.6 Concluding Remark

This chapter elaborated the methodology of the study. It began with the explanation of the research method chosen for the study, which was narrative. The research site was an online English learning server called EH and the participants were two members of said server, Sinta and Putra, who have been on the server for at least a year. Interviews and Observation were used to collect the data in form of stories and field notes. The data then were analyzed and turned into a narrative account. The following chapter IV will present the findings and discussion based on the research questions proposed in chapter I.