

## CHAPTER 3

### RESEARCH PROCEDURES

#### 3.1 Research Method

This research uses a qualitative approach. The definition of qualitative research according to some experts by Shank (2002) defines qualitative research as “a form of systematic empirical inquiry into meaning”. By systematic he means “planned, ordered and public”, following rules agreed upon by members of the qualitative research community. By empirical, he means that this type of inquiry is grounded in the world of experience. Inquiry into meaning says researchers try to understand how others make sense of their experience. This research method used is a Narrative Analysis, and use biography in addition to the narrative analysis. The use of narrative analysis in this study is also highly relevant as this method allows the researcher to explore participants' personal stories or life experiences related to the research topic. Narrative analysis helps to understand how individual stories and experiences are shaped and conveyed within specific social and cultural contexts (Riessman, 2008). Thus, this qualitative approach using narrative and biographical analysis provides an opportunity to explore a deeper understanding of the participants' experiences, as well as to relate them to the wider context, which is very suitable for answering research questions related to the meaning and impact of using novels in extensive reading learning.

### **3.2 Setting and Participant**

The research involved with 1 participant that used novel as his teaching material to improve their skills in extensive reading. The participant is student with the age 21 years old, using novels, especially English novels as his reading material, often reading novels in his spare time or as his hobby, and feel an increase in writing skill, reading comprehension and a vocabulary growth as a success in using novels in improving extensive reading. The participant has made reading novels a hobby since high school, and the novels used by participant are mostly English novels, one of the novels that became the participant's favorite is a saga novel entitled "Twilight Saga" with 544 pages, and "Miracle of the Namiya General Store" with 320 pages. These two novels are the ones that play a big role in improving the reading comprehension ability and language skills of participant where participant can master English vocabulary so that participants get an increase in fluency speaking. The research setting interview was conducted at the participant's residence

### 3.3 Data Collection

This research is using Semi-Structured Interview, in a semi-structured interview, questions are posed inside a prepared theme framework as a means of gathering data. The semi-structured interview is referred to as an exploratory interview by Magaldi and Berler (2020). The interview was conducted at the participant's residence. For additional data, the author also interviewed the participant's brother, as well as his classmates who witnessed the participant's success in getting perfect grade, in the Extensive Reading course.

Diaries from participants can also be a reference that participants use novels as a medium in increasing his extensive reading skills. In the literature, the words "journal, diary, log" (Alterman, 1965; Hiemstra, 2001) are used for the idea of "diary." Keeping a diary encourages you to record your personal ideas, everyday events, and get new insights. During the procedure, individuals may talk to themselves, others, or imaginary figures. Willard (1972) explains that the term "diary" comes from the Latin word "diarium.". Writing notes or diaries using foreign sentences based on novels can significantly enhance writing skills and vocabulary growth. By reflecting on the plot and characters of the novels, participants actively engage with new language structures and vocabulary, which strengthens retention through contextual application.

### 3.4 Data Analysis

This research is using Narrative Analysis to analyze the data. The narrative inquiry method is a qualitative research method that focuses on stories (narratives) told or listened to by a person to understand his identity and worldview. 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). Labov (1972) describes narrative as one approach of reliving past experiences by matching a verbal sequence of phrases to the real sequence of events. However, storytelling is simply one method of reliving past experiences: the phrases are often ordered in temporal sequence; reversing narrative clauses alters the inferred temporal sequence of the original semantic interpretation with this notion.

In other words, Labov's categories, which were originally proposed for all completely developed oral narratives, can be found in written narratives as well. As a result, those functional narrative phrases or sets of clauses can be considered the prototype structure of all personal experience narratives, regardless of oral or written form. The following written narrative demonstrates all six of Labov's categories:

1. Abstract: Consists of one or two clauses at the beginning of a narrative that summarizes the entire story. The researcher converted the audio recording into written text and highlighted the key points.
2. Orientation: Provides information about the time, place, characters, and their activity or circumstance in what follows. The researcher identified details like the setting, timing, and characters to tailor the story for the audience.
3. Complicating action: Clauses are narrative clauses that explain what happened to the audience. The researcher outlined the issue presented in the story.

4. Result or resolution: Informs the audience on how the complicated action was resolved. The researcher highlighted the participant's evaluative response to the issue that occurred.
5. Evaluation: It provides the emotional component of the story and explains why the story is worth telling. The researcher outlined the outcome of the issue's resolution in the story.
6. Coda: Closure was expressed by clauses at the end of narratives. The researcher presented the current situation as a comparison to past and present events.

Initially, all transcripts were separated into units. Each unit consisted of a sentence or part of a sentence with a subject and a predicate. The coding work was divided into two sections: narrative analysis and evaluative analysis of oral and written narratives. The usage of evaluative sentences was coded in terms of the following semantic categories during the second part of the analysis: (1) emotion, (2) cognition, (3) perception, (4) physical state, (5) intention, (6) relation, and (7) reported speech (a. direct, b. indirect, c. free). Each narrative's references to those evaluative criteria were counted and classified under the proper category. For both oral and written tales, the density of each evaluative category was computed by multiplying the number of occurrences by 100 and dividing by the number of clauses.

### 3.5 Research Schedule

**Table 1: Research Schedule**

<b>Description</b>	<b>Se</b>	<b>Oc</b>	<b>No</b>	<b>Au</b>	<b>No</b>	<b>No</b>	<b>No</b>
	<b>pte</b>	<b>tob</b>	<b>ve</b>	<b>gus</b>	<b>ve</b>	<b>ve</b>	<b>ve</b>
	<b>mb</b>	<b>er/</b>	<b>mb</b>	<b>t/2</b>	<b>mb</b>	<b>mb</b>	<b>mb</b>
	<b>er/</b>	<b>202</b>	<b>er/</b>	<b>024</b>	<b>er/</b>	<b>er/</b>	<b>er/</b>
	<b>202</b>	<b>3</b>	<b>202</b>		<b>202</b>	<b>202</b>	<b>202</b>
	<b>3</b>		<b>3</b>		<b>4</b>	<b>4</b>	<b>4</b>

