CHAPTER 3

RESEARCH PROCEDURE

3.1 Method of the Research

In this study, the researcher used a narrative inquiry research design. According to Polkinghorne (1995), narrative inquiry generally refers to the use of narratives, or stories in qualitative research to describe human action and experience. Narrative inquiry was 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).

3.2 Focus of the Research

The focus of this study was to describe a learner's experience with a hobby of watching English movies that improved her English skills, especially in listening comprehension. This was in line with the purpose of the study, which was to explore an EFL learner's experience of listening comprehension through movies.

3.3 Setting and Participant

The participant of this research is Cindy (pseudonym), a 22-year-old female currently in her 8th semester of college in Tasikmalaya. She became a participant because (1) she is an EFL learner with a long-standing hobby of watching movies, and (2) she is fluent in English due to frequently watching movies. Cindy likes English lessons and is interested in watching English movies on TV at first experience. She is interested in watching movies on various devices, such as handphone and laptop. She searches for and watches various English movies, unconsciously improving her listening English skills.

Before the interview, the participant signed a consent form verifying her agreement to participate in the study. The researcher also informs her that any information or personal data will not be shared with others and will be stored anonymously.

3.4 Technique of Collecting the Data

The data was collected through an in-depth interview to gather information and listen to stories from the participant who contributed to this study, along with personal documents provided by the participant, such as diaries, certificates, and pictures. An in-depth interview is a qualitative research method that involves a detailed, open-ended conversation with one or more individuals from a specific group, formed according to certain criteria or randomly. This method allows for the collection of rich, descriptive data about how people think and behave, and it can be used to capture complex processes and attitudes. There are three key features of the in-depth interview: the first is intended to combine structure with flexibility; the second is that the interview is interactive; and third, the researcher uses a range of probes and other techniques to achieve depth of answer in terms of penetration, exploration, and explanation. (Ritchie & Lewis, 2003)

3.5 Technique of Analyzing the Data

In analyzing the data, this study applied narrative analysis by Labov's (1972) narrative structure; a narrative is a story told by someone about an experience or event that was meaningful to them. As adapted from Emden (1998), the steps are:

1) Reading the full interview text several times within an extended time frame (several weeks) to grasp its content.
2) Deleting all interviewer questions and comments from the full interview text.

		Interview text
R		*Nah terus jenis film apa yang ▮▮ digunakan biasanya untuk meningkatkan listening skills?*
P		*hmmm kalo jenis film sebenernya ga ada yang spesifik sih kayak apa? Cuma ya tentunya pertama harus dalam Bahasa Inggris, terus ada subtitlenya juga biar lebih nyaman karena dari awal aku nonton film dan kemudian bisa suka nonton film itu karena ada subtitlenya juga, terus kan euu kalo dialog di dalam film itu suka diucapkan pake apa? aksen dan kecepatan tertentu kan jadi artinya juga ya bisa beda-beda sesuai konteks gitu jadi kalau ada subtitle kita gak perlu bingung gitu sama apa yang dibicarakan si karakter di film tersebut eeuu aku lebih sering pake subtitle indonesia, tapi pernah juga beberapa kali pake subtitle Bahasa Inggris. Nah kalo untuk genre film itu favorit aku eeuu fantasy adventure yang kaya gitu gitu, soalnya plotnya itu lebih seru, imaginatif, eeuu kayak film yang berlatar kerajaan, permonsteran kayak gitu, makhluk ajaib, dan semacamnya itu aku suka banget sih, terus eeuu kayak I feel amage by seeing them lah, tapi aku tipe yang nonton semua genre film sih, semuanya aku tonton, kayak horror, thriller, action, romance, komedi, eee uuu science fiction, satu lagi musical dan lain-lain. Itu semuanya aku tonton.*

Table 3.1 Deleting comments

3) Deleting all words that detract from the key idea of each sentence or group of sentences uttered by the respondent.

		Interview text
P		*hhmmm kalo jenis film sebenernya ga ada yang spesifik sih kayak apa? Cuma ya tentunya pertama harus dalam Bahasa Inggris, terus ada subtitlenya juga biar lebih nyaman karena dari awal aku nonton film dan kemudian bisa suka nonton*

	film itu karena ada subtitlenya juga, ~~terus kan euu~~ kalo dialog di dalam film itu suka diucapkan pake ~~apa?~~ aksen dan kecepatan tertentu kan jadi artinya juga ~~ya~~ bisa beda-beda sesuai konteks gitu jadi kalau ada subtitle kita gak perlu bingung ~~gitu~~ sama apa yang dibicarakan si karakter di film tersebut ~~euu~~ aku lebih sering pake subtitle indonesia, tapi pernah juga beberapa kali pake subtitle Bahasa Inggris. ~~Nah~~ kalo untuk genre film ~~itu~~ favorit aku ~~euu~~ fantasy adventure ~~yang kaya gitu gitu,~~ soalnya plotnya itu lebih seru, imaginatif, ~~euu~~ kayak film yang berlatar kerajaan, permonsteran ~~kayak gitu,~~ mahluk ajaib, dan semacamnya ~~itu aku suka banget sih, terus euu~~ kayak I feel amage by seeing them ~~lah,~~ tapi aku tipe yang nonton semua genre film ~~sih,~~ semuanya aku tonton, kayak horror, thriller, action, romance, komedi, ~~eee uuu~~ science fiction, ~~satu lagi~~ musical dan lain-lain. Itu semuanya aku tonton.

Table 3.2 Filtering Key Idea

4) Reading the remaining text for sense.

	Interview text
P	*Tentunya pertama harus dalam Bahasa Inggris, terus ada subtitlenya juga biar lebih nyaman karena dari awal aku nonton film dan kemudian bisa suka nonton film itu karena ada subtitlenya juga, terus kalo dialog di dalam film itu suka diucapkan pake aksen dan kecepatan tertentu kan jadi artinya juga bisa beda-beda sesuai konteks gitu jadi kalau ada subtitle kita gak perlu bingung sama apa yang dibicarakan si karakter di film tersebut aku lebih sering pake subtitle indonesia, tapi pernah juga beberapa kali pake subtitle Bahasa Inggris. Kalo untuk genre film favorit aku fantasy adventure soalnya plotnya itu lebih seru, imaginatif, kayak*

	film yang berlatar kerajaan, permonsteran, makhluk ajaib, dan semacamnya itu aku suka banget sih, terus kayak I feel amage by seeing them, tapi aku tipe yang nonton semua genre film sih, semuanya aku tonton, kayak horror, thriller, action, romance, komedi, science fiction, satu lagi musical dan lain-lain. Itu semuanya aku tonton.

Table 3.3 Remaining Text

5) Repeat steps three and four several times until you are satisfied that all key ideas are retained and extraneous content is eliminated, and return to the full text as often as necessary for rechecking.

6) Identifying fragments of constituent themes (subplots) from the ideas within the text. (Mishra, 2022).

Abstract	*aku ini tipe yang lebih suka belajar menggunakan suatu yang aku suka gitu biar lebih enjoy, gaada tekanan sama sekali kan jadi bisa belajar sambil hiburan juga*	Learning as Entertainment
Orientation	*pas smp itu aku sampe nulis nama-nama mereka di mini notebook kaya dokumentasi, terus juga sama kayak judul filmnya aku list sampe kayak banyak banget, apalagi dulu kan nontonnya di tv ya, jadi kalo udah ditonton ya udah gitu ga bisa nonton lagi kalo udah tayang di tv*	Curiosity and Deep Interest.
Complicating action	*kadang kalo ada aktor atau aktris yang aksennya unik banget gitu dan pengucapan mereka jadi kurang jelas di telingaku makannya tadi aku pake subtitle kan ya biar ga misunderstanding*	Challenges with Understanding Speech

Evaluation	*nah abis selesai nonton kadang aku juga eu apa suka ini posting di story wa atau ig gitu kayak cuplikannya atau screenshot adegannya sambil ngasih komentar atau rating*	Sharing Experiences
Result or resolution	*lebih percaya diri gitu kalo misal ada soal listening atau dengerin orang ngobrol pake Bahasa Inggris, aku juga bisa belajar apa ya aksen-aksen mereka karena film-film euh iya karena film-film yang aku tonton kebanyakan dari Amerika jadi kalo aksen selalu aku dengar juga aksen American*	Increased Confidence in Listening Skills
Coda	*jujur menurut aku emang seasik itu sih kayak meningkatkan listening melalui film gitu kayak eeuu beneran bisa belajar banyak hal dari film yang kita tonton entah itu pelajaran hidup, motivasi, atau inspirasi buat eeuu membuat dan mengerjakan sesuatu dan jelas kita juga bisa belajar euu budaya orang luar gitu meskipun ga semuanya bisa kita tiru kan dan menurut aku semakin banyak film yang ditonton semakin kita sering nonton film itu kita bakal kayak semakin familiar sama bahasa mereka gitu, khususnya bahasa inggris.*	Cultural Understanding

Table 3.4 Narrative Structure

7) Moving fragments of themes together creates one coherent series of core stories. Moreover, the narrative analysis concept was found by Labov (1972) with the structure as follows:

- **Abstract (An overview of the story)**

  The abstract serves as the narrative's introduction, providing an overview of what happened.

- **Orientation (Description of the detailed activities)**

  The orientation section informs the reader about the story's context. The reader will also learn about the people, the setting (where the action will occur), and the period.

- **Complicating action (What happened, what happened next)**

  The complicating action refers to the actual events in the narrative that propel it.

- **Evaluation (Framing results from challenges)**

  The evaluation contains why the narrative is being told and how to solve it in some ways.

- **Result or Resolution (Comparing past and present events)**

  At this point, the narrator indicates that the story has come to a close and that a final action has occurred.

- **Coda (Returns the perspective to the reason)**

  The narrator emphasizes the narrative's relevance by relating it to everyday life or lessons that can be learned from it.

8) Returning the core story to the respondent and asking, 'Does it ring true?' and, 'Do you wish to correct/develop/ delete any part?'

3.6 Time and Place of the Research

Description	Okt /2023	Nov /2023	Dec /2023	June /2023	July /2024	Aug /2024	Sept /2024	Nov /2024
Research Proposal writing	▇	▇						
Research Proposal Examination			▇					
Data Collection				▇	▇			
Data Analysis						▇		
Report							▇	
Thesis Result Seminar							▇	
Thesis Examination								▇

Table 3.5 Research Schedule