

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

A descriptive case study was applied since it is suitable for the aim of this study. Bryman (2003) claimed that case studies cover one or a few cases under study in-depth. Furthermore, Yin (2018) pointed out that a descriptive case study is designed to describe a particular phenomenon in detail in its natural context. Therefore, by utilizing this design, the researcher can more deeply probe the contributions of reading *manga* to EFL vocabulary mastery from the participants' perspective and then describe those contributions in detail.

3.2 Research Setting and Participants

The setting of this research was a community called *Shihonbu (Shiriwangi Nihongo Bukatsu)*, which, in English, means the Siliwangi Japanese Club. *Shihonbu* is a community consisting of Siliwangi University students from various faculties and departments who are fond of Japanese pop culture, one of which is *manga*. This community was established on September 8th, 2017, by one of the students from the Agribusiness Department. Before the COVID-19 pandemic, this community actively held in-person club activities. However, currently, all club interactions are carried out online. Therefore, this study also takes place synchronously through WhatsApp and Zoom Meetings. WhatsApp was used to reach participants pre- and post-interview, including notifying them of the information related to the research, negotiating the interview time, collecting the consent forms, and asking further questions after the interview to clarify the information received in case things require confirmation or additional information. Meanwhile, Zoom Meetings were used to collect data through interviews.

The participants consist of two undergraduate EFL students. Both of them are long-term *manga* readers majoring in English education. The first participant is a 22-year-old female who has been a *manga* reader for eight years. Her favourite *manga* genres are fantasy, *isekai*, and adventure. Her Test of English Language

Proficiency (TELP) score is 613. Meanwhile, the second participant is a 22-year-old male who has been a *manga* reader for five years. He has read a lot of supernatural and fantasy *manga*. His Test of English Language Proficiency (TELP) result is 576. Both participants had been exposed to English through manga even before they engaged with it further in higher education. They asserted that English-translated manga played a role in their journey of learning English as a foreign language.

The participants were selected because they fulfilled the criteria: (1) long-term and active *manga* readers who have read abundant English-translated manga, (2) knowledgeable about the elements of *manga* (e.g., panels, various shapes of speech balloons and screen tones that represent different functions in building the story, and so on), and (3) undergraduate students who have the determination to expand their vocabulary knowledge. Therefore, by selecting them, they were expected to provide reliable and thorough data about the phenomenon under study.

3.3 Data Collection

This study used a semi-structured interview as a data collection technique. Unlike the structured interviews, semi-structured interviews are conducted conversationally with one participant at a time; it utilizes a combination of closed- and open-ended questions, sometimes supported by follow-up why or how questions (Adams, 2015). It also provides clear instructions for interviewers and can provide reliable, comparable qualitative data (Cohen & Crabtree, 2006). The researcher chose this technique because it is flexible and allows the research topic to be explored from the participants in depth and detail. By applying this sort of interview, the researcher could develop probing questions based on the participants' responses.

Technically, the process of collecting data was carried out within several stages that can be seen as follows:

1. Contacting the participants

Here the researcher contacted the participants through WhatsApp to ensure that each of them was eligible participant as stated in the previous subchapter.

2. Asking participants' consent

Afterward, the researcher asked the participants' willingness and availability to be interviewed by giving them a consent form that was shared through WhatsApp. The participants were asked to read clearly the terms and conditions within it and attach their signatures and initials if they were willing to be interviewed.

3. Creating interview questions and guidelines

As the next step, the researcher created interview questions and guidelines by adapting the Vocabulary Knowledge Framework proposed by Nation (2013). It encompassed questions related to the aim of this study. To ensure that the questions were understandable, the researcher reviewed them several times, consulted with supervisors, and even asked a non-participant who was also familiar with *manga*, to see if each item could be answered comprehensively.

4. Scheduling interview

Then, the researcher scheduled the interview with participants. At this stage, the researcher obtained the information that P1 was available to be interviewed on 3rd May 2024 at 20.30 *WIB*, and P2 was available to be interviewed on 29th February 2024 at 20.30 *WIB*.

5. Conducting semi-structured interviews

Each participant was interviewed a single time through Zoom Meeting, which lasted approximately 35 minutes per session. The meeting was begun by greeting the participant, conveying gratitude for their participation, and conveying the purpose of the interview or the aim of this study. The researcher also asked the consent to record the interview process. Afterwards, the researcher embarked on the interview. At this point, the researcher asked open-ended questions, actively listened, and asked relevant follow-up questions to probe for more detailed information based on the participant's responses. During the interview process, Indonesian (the researcher's and participants' first language) was used to prevent misunderstanding and ease the interview process.

6. Post-interview

Lastly, the researcher transcribed the interviews and followed up with the participants if there were ambiguous points that still required confirmation or additional information.

3.4 Data Analysis

The interview transcriptions were analyzed using thematic analysis to classify the contributions (codes) into several themes related to vocabulary aspects. Braun and Clarke (2006) defined thematic analysis as a data analysis method used to identify, analyze, and report patterns or themes within data. By applying it, the contributions of reading *manga* on each vocabulary aspect were clearly seen. Therefore, the researcher was follow six thematic analysis steps proposed by Braun and Clarke (2006) that consist of:

a. Familiarising with data

At this point, the researcher read the interview transcriptions multiple times and noted important points within it to gain a deep understanding and identify any patterns in the data.

b. Generating initial codes

To ease the analysis process, the researcher used different colours (pink, yellow, cyan, green, lavender, etc.) to highlight the initial codes in the interview transcriptions that relate to the research objective. Different colours were used to differentiate each aspect indicated by participants.

Table 3.1

Generating Initial Codes

P1: <i>Kalo dalam memahami makna, visual atau ilustrasi pada manga memberikan bantuan yang besar bagi aku buat memahami makna kosakata. Jadi meskipun tidak menggunakan mesin penerjemah, aku tetep bisa menebak arti dari kata tersebut. Misalkan ada kosakata atau kalimat baru nih, artinya itu bisa ditebak entah itu dari ekspresi karakternya, dari gerak-gerik karakternya. Terus, selain dari ilustrasi, penjelasan mangaka melalui narasi ceritanya juga membantu dalam memahami konteks buat nebak arti kosakata yang baru itu.</i>	Illustrations for guessing meaning Contexts for guessing meaning
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R: *Oh, jadi ilustrasi dan konteks pada narasi manga ini membantu untuk memahami kosakata baru?*

P1: *Iya. Bahkan, seringkali kalau ada kata asing yang membuat bingung, 'itu maksudnya apa sih?' sama translator-nya sendiri suka dibantu lewat translator's notes atau (T/N) untuk menjelaskan maksud dari kata ini teh apa, frasa ini teh apa. Mungkin itu sih.*

After highlighting the interview transcription using different colours, the researcher found 23 identified initial codes representing the contributions of extensive reading of digital *manga* to EFL students' vocabulary mastery. These initial codes are presented with their frequency in the table below:

Table 3.2

List of Initial Codes and Their Frequency

No.	Initial Codes	Frequency
1	Repetition of new words	3
2	Great attention of new words	2
3	Comprehension of affix meaning	3
4	Comprehension of derived words construction	2
5	Comprehension of affix usage	2
6	Illustrations for guessing meaning	4
7	Contexts for guessing meaning	2
8	Translator's notes for guessing meaning	2
9	Synonyms knowledge enrichment	2
10	Words in specific topics exploration	6
11	Word structure awareness	1
12	Enriching the words from various part of speech	3
13	Absorbing word structures	3
14	Illustrations for tenses comprehension	1
15	Literal collocation knowledge	2
16	Idiomatic expression knowledge	4

17	To encourage using the words in communication	1
18	To encourage using the words in writing	2
19	To encourage using the words mindfully	2
20	Informal/friendly language exposures	3
21	Formal/polite language exposures	3
22	Enriching vocabulary in speech	3
23	Enriching vocabulary in writing	2

c. Searching for themes

The researcher sorted and organized the codes into potential themes. In this step, the initial codes with the same characteristics were grouped together as one potential theme.

Table 3.3
Searching for Themes

No.	Initial Codes	Potential Themes
1	Repetition of new words	Words memorization
2	Great attention of new words	
3	Comprehension of affix meaning	Derivatives forms comprehension
4	Comprehension of derived words construction	
5	Comprehension of affix usage	
6	Illustrations for guessing meaning	Understanding the meaning of words
7	Contexts for guessing meaning	
8	Translator's notes for guessing meaning	
9	Synonyms knowledge enrichment	Words association ability
10	Words in specific topics exploration	
11	Word structures awareness	The grammatical structure of word awareness
12	Enriching the words from various part of speech	
13	Absorbing word structures	
14	Illustrations for tenses comprehension	

15	Literal collocation knowledge	Collocation knowledge of words
16	Idiomatic expression knowledge	
17	To encourage using the words in communication	Encouraging the use of words
18	To encourage using the words in writing	
19	To encourage using the words mindfully	
20	Informal/friendly language exposures	Word uses in different circumstances
21	Formal/polite language exposures	
22	Enriching vocabulary in speech	Enhancing productive vocabulary
23	Enriching vocabulary in writing	

d. Reviewing themes

The researcher double-checked each theme to ensure it had been grouped correctly and coherently. This stage aimed to determine whether any theme needs to be updated and to prevent placement mistakes that could lead to incoherent data.

Table 3.4

Reviewed Themes

No.	Potential Themes	Reviewed Themes
1	Words memorization	Strengthening knowledge of the word forms
2	Derivative forms comprehension	
3	Understanding the meaning of words	Facilitating the understanding of the words' meanings
4	Words association ability	
5	The grammatical structure of word awareness	Facilitating the use of words
6	Collocation knowledge of words	
7	Encouraging the use of words	
8	Words uses in different circumstances	
9	Enhancing productive vocabulary	

e. Defining and naming themes

The researcher clearly defined what each theme is about and gave it a descriptive name.

Table 3.5
Defined Themes

Themes	Defined Themes
I	<i>Manga</i> strengthens knowledge of the word forms.
II	<i>Manga</i> facilitates the understanding of the words' meanings.
III	<i>Manga</i> facilitates the use of words.

f. Producing report

As the final step, the researcher reported the findings of this research. This step involved developing detailed analyses of each theme accompanied by the researcher's interpretation and supporting statements from related theories to justify the findings.

3.5 Research Schedule

The following was the schedule of the research that carried out by researcher:

Table 3.6
Research Schedule

No.	Description	Sep. 2023	Oct. 2023	Nov. 2023	Dec. 2023	Jan. 2024	Feb. 2024	Mar. 2024	Apr. 2024	May. 2024	Jun. 2024	Jul. 2024
1.	Submission of research topic											
2.	Research topic approval											
3.	Writing a proper research proposal											

