

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

In this research, the researcher uses Narrative Inquiry as a research method. Riessman (2008) defined narrative research is an approach of inquiry from the humanities in which the researcher examines the lives of people and requests stories from one or more of those people. The researcher then frequently retells or restages this information as a story. Narrative analysis focuses primarily on the accounts provided by study participants. The story is treated as a complete unit that can be read on its own. Biographical or life-history studies, as well as oral histories consisting of participants' own words, often draw on this method. One study plans to investigate the results of corporal punishment in schools throughout the 20th century (Grbich, 2007).

In order to learn more about students' views about using Alternative Universe (AU) as a media for enhance vocabulary and the benefits that reading Alternative Universe (AU) can offer, researchers in this study employed narrative inquiry. The researcher used Cresswell's (2012) procedure for the research and the processes were done in a sequential manner to get data that were thorough and well-organized. Among these phases are:

#### **Step 1. Identify a phenomenon to explore**

In this step, the researcher focused on the views of the students who participated in this study on how the Alternative Universe (AU) could enhance students' knowledge in vocabulary

skills. The goal of this research was to uncover how students felt about Alternative Universe (AU) and the benefits for vocabulary skills. Researchers used the Google Meeting tool to conduct online interviews with three students and also readers of Alternative Universe (AU) in order to detect the phenomenon.

### **Step 2. Select one or more participants for the research**

Students in high school who were readers of Alternative Universe (AU) and in grade 11 were the selection criteria for this study. The researcher selected these criteria because the researcher was interested in learning how the students views of the media and also benefits of reading Alternative Universe (AU) for their English language proficiency as well as how they felt it helped them with vocabulary. Consequently, individuals who met these requirements were chosen by the researchers to participate in the study.

### **Step 3. Collect the stories obtained from the participants**

Interviews between researchers and participants are the process of gathering stories. After reading Alternative Universe (AU), students orally discuss their perspective with researchers.

### **Step 4. Re-story or re-tell the individual's story**

The researcher accurately described the student's narrative by telling it again after the interview was over. In the event that the researcher's conclusions did not align with the students' statements,

the researcher additionally requested that students furnish supplementary details.

#### **Step 5. Collaborate with the participants**

Researchers collaborated with participants to ensure that participants' experiences were appropriately described throughout the collecting of narrative stories. The purpose of this step in the research process is to validate the data source. Narratives are gathered in collaboration between researchers and students. Whether or not the story is enjoyable, the researcher makes sure that it represents the students' perceived views. Researchers use reciprocity with students via WhatsApp for appointments to gather more information in order to facilitate their work if necessary.

#### **Step 6. Write a story about the participant's experiences**

Using narrative analysis, the researcher records the stories that the participants tell. The narrative will be broken up into multiple sections, such as introducing the participants and then moving on to discuss how the interviews turned out. It is rewritten by researchers in their own language to make it more comprehensible and methodical.

#### **Step 7. Validate the accuracy of the report**

The researcher and participants worked together continuously throughout the process, beginning with the collection, re-storying, and reporting of the participants' narratives. The

researcher performs member checking to verify whether or not the transcript is proper. When the student received the interview transcript back, the researcher inquired as to whether the information provided in it matched what was said in the interview.

### **B. Research Setting**

Under the title of Students Views Towards Reading Alternative Universe (AU) To Improve English Vocabulary Skills, this study carried out virtually in 2024 through the use of the Google Meeting platform.

### **C. Participants**

The participants in this study were two 11th grade high school students and Alternative Universe's readers. The researchers produced data regarding students' views about the role of Alternative Universe in enhancing Vocabulary Skills.

### **D. Research Instruments**

Interviews are useful for exploring more deeply another person's point of view, in accordance with (McNamara, 1999). The researcher in this study used a number of excellent questions to delve further into the views of the students on the Alternative Universe (AU), which helped the students feel better about their English and enhance their vocabulary skills.

The source of this interviewing tool is Brinkmann (2013). During interviews, students were encouraged to discuss how they were introduced to Alternative Universe (AU), what they knew about them, how reading them

improved their English Vocabulary, how they overcame them, and how they would create Alternative Universe (AU) realities in the classroom, The benefits that reading Alternative Universe (AU) might offer students. Oral and written records of the interviews were kept. Interviews in semi-structured groups are available to participants or students. There were seven questions asked throughout the 30-minute interview. Because the participants found it challenging to express their feelings and emotions in English, interviews were conducted in Indonesian.

#### **E. Data Collection Procedure**

The researcher used the narrative inquiry in this research, so the researcher took an interview to collect data. This study employed semi-structured interviews because these types of interviews can be guided by interview guides while still allowing participants some leeway to elaborate and the researcher to pursue emerging themes (Barkhuizen et al, 2014). Researchers gave students questions that had been prepared in the interview guideline.

In order to locate and select participants for data collection, the researcher does the following:

1. Researchers looking for participants through bases/groups on Twitter, where the base is specifically a place for sharing Alternative Universe (AU) recommendations.
2. A number of the participants that show up at the base will be contacted by the researcher. Being in year 11 of high school and

being an English-dominant Alternative Universe (AU) readers are requirements for the researcher to meet the needs of a participant in the research.

3. The researcher personally contact the individuals and explain the purpose of the interaction.
4. The researcher describe the methodology, their position within the study, and the protection of participant privacy. The willingness of the participants to participate in this study sought after by the researcher.
5. The participant are interviewed and ask a number of questions about the research and themselves, such as what was their opinion about Alternative Universe (AU) and how can Alternative Universe (AU) be one of the media in enhancing vocabulary skills.
6. With the participants, the researcher adopt a casual style to foster a chemistry that is neither stilted and uncomfortable.

## **F. Data Analysis**

The information gathered in this study was acquired through interviews employing narrative analysis. Gubrium & Holstein (2002) said, Narrative analysis focuses on examining the narrative itself. In this study, this analysis was used to analyze the data that was successfully obtained on the direct awareness of students through interviews conducted by researchers. Researchers get stories that are directly given by students and then reprocessed through the stages in this analysis. Following the narrative approach, the

analysis unfolds in three stages, as delineated by Riessman (1993): 1) Telling, 2) Transcribing, and 3) Analyzing. The procedural steps involve:

### 1. Telling

Riessman (1993) said telling is encourage those we study to attend to and tell about important moments in their lives, it is necessary to provide a facilitating context in the research interview, which implicates the interview schedule develop. It is preferable to ask question that open up topics and allow respondents to construct answers, in collaboration with listeners, in the ways they find meaningful (Mishler, 1986). In the course of this investigation, the researcher will engage in a collaborative effort with participants to elicit information pertinent to the study. The formulation of well-organized inquiries will be employed to prompt participants to articulate their individual perspectives. Despite the possibility of responses being restricted to "yes" or "no" format, efforts will be made to ensure that the answers are presented in a coherent narrative manner. The researcher will leverage assistive technologies, such as audio recordings, mobile devices, as well as traditional tools like books and pens, to facilitate the interview process seamlessly. The utilization of technology tailored to the specific requirements of each interview session, aiming to enhance the accuracy and interpretation of the interview findings for subsequent analytical stages.

## 2. Transcribing

The indispensable components of Narrative Analysis encompass the processes of recording and transcribing. Participants commonly encounter challenges in transcribing extensive qualitative interview tapes. Unfortunately, there is no straightforward solution due to the inherent complexity of converting spoken discourse into written form, a process that inherently entails the acts of selection and condensation. The researcher initiates the transcription process with a preliminary draft, capturing the entirety of the interview and preserving noteworthy aspects of the discourse on paper. Subsequently, the researcher revisits the transcript, selectively re-transcribing specific segments for in-depth analysis.

## 3. Analyzing

Distinguishing analysis from transcription poses a challenge. As highlighted by Riessman (1993) from Mishler (1991b), the process of organizing and reorganizing interview text is a dynamic endeavor involving testing, clarifying, and deepening comprehension of discourse dynamics. Close and repetitive scrutiny, complemented by systematic transcription, often yields insights that influence the representation of interview narratives in textual form. Throughout the research, challenges frequently arise in deciphering participants' perspectives in alignment with the study objectives. Consequently, a multi-stage approach, including iterative cycles of transcription, analysis, and



articulation of key research themes, is imperative. This iterative process enhances understanding of pivotal elements suitable for inclusion in the research findings.