

CHAPTER III

RESEARCH METHOD

A. Research Design

This study utilized a qualitative approach through Narrative Inquiry, focusing on individual experiences to gain insight into specific perspectives and behaviors Clandinin & Connelly (2000). Narrative Inquiry was employed to explore students' comprehension and experiences with journal reading using the scanning technique.

This study explores students' experiences with scanning techniques in journal reading. To achieve this, narrative interviews is employed. Thesis writer students were selected as participants, providing diverse perspectives on scanning techniques. They offers valuable insights into the application of scanning techniques in journal reading. The primary objective of this research is to enhance understanding of scanning techniques in journal reading. The findings will be validated through an interview, ensuring reliability and accuracy.

This study aims to contribute to the existing literature on teaching literacy through journal reading, offering valuable insights into the application of scanning techniques. The findings are expected to stimulate further discussion on the importance of scanning techniques in journal reading. In addition, involving thesis writer students in this study facilitated a collaborative exchange

between the researcher and the participants, encouraging a deeper understanding of scanning techniques in reading.

This study use narrative inquiry as a method to investigate thesis writer students' experience of using scanning technique for journal reading . Creswell's explanation became the foundation of the techniques and procedures used in this study. These techniques outline the individual actions that make up the overall process of narrative inquiry. In addition, taking into account the setting of this research, the following are the actions that need to be taken:

1. Identify the phenomenon to explore: At this stage, the writer determines the relevant research topic and formulates clear and directed research questions. The writer must consider the context, purpose, and scope of the research. Proper identification of the phenomenon will guide the research process and ensure that the data collected is relevant.
2. Select participants to study: The criteria for selecting participants are students who are in the process of writing a thesis where there are activities reading journals for research purposes.
3. Collect the students' story: The collection of stories is done through methods such as in-depth interviews. Researchers must create a comfortable and open environment to make it easier for participants to share their experiences and feelings.
4. Retell the individual's narrative: Data obtained from the words or answers of participants in interview discussions conducted by researchers during in-depth interviews to obtain information from individuals are used to retell the

narrative, which is the process of analyzing and organizing data to produce a coherent narrative.

5. Collaborate with the participants: To ensure the accuracy and appropriateness of the narrative, researchers must conduct discussions with participants. This collaboration also helps identify gaps or misunderstandings in data interpretation, which is an important step in validation and in-depth understanding.
6. Write a story about the participant's experience: Story writing is a procedure for presenting a narrative in a coherent and in-depth manner. To communicate research findings, researchers must use clear and effective language. Story writing must consider narrative structure, characterization, and emotion to make the narrative more alive.
7. Validate the report's accuracy: Researchers maintain open communication and collaboration with participants as they collect, retell, and report their stories. Validation is the final step in ensuring the accuracy of the report. Researchers must compare the narratives with the original data and obtain feedback from participants.

B. Research Setting

Antasari State Islamic University Banjarmasin is the location of this research. The English Education Department has students thesis writers, so the researcher chose this location. The process began and complete on March, 2025. The researcher used in-depth interviews in data collection. The researcher selected five students thesis writers to be interviewed. The researcher used initials to maintain their privacy.

C. Participants

Participants in this study were selected based on their experience in using scanning techniques to read journals. This study focused on students thesis writers majoring in English Education at UIN Antasari Banjarmasin. This study aims to examine students who are quite proficient in using scanning but still have difficulty using it. The researcher chose only five eighth semester female students who were writing their thesis as research participants because researcher used a qualitative approach that did not emphasize a large number of participants. This study focused more on the depth of understanding of the participants' experiences than generalizations. Participants were selected purposively, with the criteria that they were female thesis writers who were accustomed to using scanning techniques to read journals, especially in the context of writing their thesis. To ensure clarity and maintain confidentiality, the researcher gave each participant a code, such as Student 1 (S1), Student 2 (S2), to Student 5 (S5). The smaller sample size ensures that each participant's

experience is examined thoroughly, and provides a more comprehensive insight into the difficulties they face when using scanning techniques to read journals.

D. Data

In this study data were collected through in-depth interviews with individuals to collect data from five participants who were all students of the English Education Department of UIN Antasari Banjarmasin. Participants were selected from the academic year of 2021. This method allows participants to freely express their thoughts and share personal stories, thus producing detailed and authentic data. This study focuses on exploring students experiences gained many benefits from using scanning techniques to read journals, namely finding specific information, following the linearity of passages, time efficiency, reading motivation, enhancing skills and understanding, also not being boring and more interesting. And exploring difficulties faced by students in using the scanning technique to read journals, namely lack of knowledge, lack of motivation, lack of concentration, length of text, and failure to identify important information.

E. Technique of Data Collection

In order to gather information for this study, the researcher conducted interview using narrative inquiry. To investigate the use of techniques in journal reading, this study used a narrative approach with participants who used scanning techniques for reading. Qualitative research allows for the collection of accurate and contextualized data, as well as the provision of information about participants' experiences and perceptions. The interviews conducted will be analyzed for identification, contributing to a deeper understanding of the

development of reading comprehension. Interviews are conducted to obtain information about the interviewee's experience of the relevance of the 'phenomenon under discussion'. Furthermore, an interview is a process of gathering information about a particular subject or issue, and the events that occur can be understood in the context of the person being interviewed Schostak (2006).

F. The Narrative Structure

There is a simple narrative structure that consists of three main parts, this structure is often referred to as the “Three Act Structure” and is commonly used to write stories Kristianto & Goenawan (2021). Each act plays an important role in developing a cohesive and engaging storyline. Here are the three parts of the narrative structure:

1. Introduction: Introduces the story world, the main characters, the setting, the time and place, and the initial situation. The purpose is to give the reader context about the setting of the story and the initial conditions involved before leading to the conflict. Example: “Many years ago, I went to school in the city.”
2. Confrontation: Conflict Development, the main conflict or problem begins to emerge and develop. The main characters struggle against various obstacles or challenges that stand in the way of their goals. This part is usually the core of the story where complications escalate. Example: “One day, the student found it difficult to study.”
3. Resolution: Conflict reaches its culminating end and is then resolved in either a positive or negative way. The story moves towards the conclusion, showing

the outcome of the character's actions and providing closure. Example: “Because of his difficulties, the student ended up using a technique as a coping strategy.”

The three-act structure helps writers create an organized and effective story, making it easier for the audience to understand and enjoy.

G. Research Instrument

In this study, the researcher used an interview protocol as a data collection instrument to understand students' experiences in reading journals. The interview protocol was designed to obtain in-depth information about the benefits experienced by students when using scanning techniques in reading journals. The open-ended questions used in this interview protocol allowed participants to share their experiences and thoughts freely and in-depth. Thus, the researcher was able to collect comprehensive and accurate data about students' experiences in reading journals.

H. Data Analysis

Narrative analysis will be used to investigate and understand the narratives obtained from narrative interviews with English major students who are writing a thesis. Narrative analysis is a qualitative approach that focuses on analyzing data in the form of narratives or stories to understand social and cultural phenomena. In this study, data analysis was carried out using the qualitative analysis model by Miles & Huberman (2014) in accordance with the narrative research design used in this study. The data analysis process occurs simultaneously with data collection, allowing for refinement and deeper

understanding of participants' experiences with a focus on key themes. Data analysis will include the following three stages:

1. **Data Reduction:** The process of selecting, focusing, simplifying, and storing data to extract relevant and useful information. This step involves selecting important data, discarding irrelevant data, and identifying key topics. The purpose of data reduction is to gather general information about the topic being studied and prepare the data for further analysis. Interview data is sorted and sorted to obtain clear results.
2. **Data Display:** The process of organizing qualitative data analysis whose sources of information are arranged in such a way that the results can be retrieved and presented in various systematic and easy-to-read formats, such as narratives or category relationships. This step helps researchers visualize data, identify relationships, and deepen understanding of the topic being studied. Efficient data presentation helps researchers and students understand the results of the analysis. In this study, the data is presented in the form of narrative text to facilitate understanding and analysis.
3. **Data Conclusions:** The data that has been analyzed to gain deeper meaning and broader understanding, this final stage involves developing conclusions and verifying the data to ensure the validity and accuracy of the findings. The results are reviewed through feedback from participants to ensure that the results are in accordance with their experiences. Accurate data collection allows researchers to provide meaningful recommendations and contributions to knowledge.

By using this approach, this research can gain a better understanding of students' experiences in reading journals using scanning techniques.