

CHAPTER III

RESEACH METHOD

A. Research Design

This study chooses a narrative inquiry research methodology because it is ideally suited to the goal of investigating students' persona perspectives and experiences on the usage of fan fiction as a medium for improving English vocabulary. Narrative inquiry helps the researcher to obtain rich, thorough narratives of participants' language learning journeys by focusing on the tales they provide about their experiences.

Given that the goal of this study is to explore how students perceive and interpret fan fiction in connection to their vocabulary development, narrative inquiry is an acceptable approach. It focuses on individual voices, subjectivity, and context, allowing the researcher to investigate the varied ways in which students interact with informal learning materials like fan fiction.

Furthermore, narrative inquiry allows participants to describe their thoughts, feelings, and challenges in their own words, lending depth and authenticity to the data. This method also recognizes that language learning is a personalized and contextualized process influenced by learners' backgrounds, goals, and exposure to language in meaningful circumstances. Using narrative inquiry, the study can provide informative assessments of

how fan fiction helps to vocabulary learning based on students' own lived experiences.

Cresswell & Cresswell (2018) stated narrative research is a type of study where researchers delve into the lives of people and ask them to share stories about themselves. Clandinin (2006) concurred with Creswell, stating that the primary and best approach to comprehending experience is through Narrative Inquiry, which involves studying experience through storytelling. The Narrative Inquiry process necessitates a perspective on the phenomenon. Furthermore, a clear and comprehensive step for conducting the Narrative Inquiry was provided by Creswell (2012). The following describes the stages:

1. Recognize the Phenomenon to inspect

This study at MAN (State Islamic Senior High School) 3 Banjarmasin focuses on using fan fiction reading to increase students' vocabulary in English. Interviews were employed by the researcher to learn more about the phenomenon.

2. Choose the participants to Study

The researcher chose the subjects based on the predetermined characteristics of the subjects and the requirements of the study. Eleventh-grade students who read fan fiction were the participants selected.

3. Collect the story from the participant

Through interviews, the researcher gathered information about the vocabulary growth experienced by MAN (State Islamic Senior High School) 3 Banjarmasin eleventh grade students when reading fan fiction.

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

To verify the information that had previously been gathered by researchers through interviews with MAN (State Islamic Senior High School) 3 Banjarmasin eleventh grade student.

5. Cooperate with the participants

The researcher worked with MAN (State Islamic Senior High School) 3 Banjarmasin eleventh graders who read fan fiction in order to guarantee that the data gathered was more trustworthy.

6. Write the participant's experiences in the form of a story

In the form of fan fiction readings, the researcher records the information gathered from interviews conducted with eleventh grade students at MAN (State Islamic Senior High School) 3 Banjarmasin.

7. Validate the report's accuracy

To validate the data, the researcher conducted a triangulation with eleventh grade students at MAN (State Islamic Senior High School) 3 Banjarmasin

B. Research Setting

MAN (State Islamic Senior High School) 3 Banjarmasin served as the research site. This particular school was selected due to the presence of students who utilize fan fiction as a means of enhancing their vocabulary in English. Questionnaires and interviews were used in this research.

C. Participants

Students from MAN (State Islamic Senior High School) 3 Banjarmasin participated in this study. First off, the student was picked based on their fan fiction reading habits. Secondly, the student employs fan fiction as a means of enhancing their vocabulary in English.

This study used a snowball sampling technique, which is particularly useful for selecting participants in a specific or difficult-to-reach community. According to Naderifar, Goli, and Ghaljaie (2017), snowball sampling is a non-probability sampling strategy that uses initial subjects to solicit other participants through their social networks.

The sampling procedure began with a few students who enjoyed reading fan fiction and were eager to share their experiences. These participants were then asked to recommend peers who also read fan fiction and matched the inclusion criteria. In the context of this study, snowball sampling enabled the researcher to reach participants who were both relevant and capable of offering significant feedback on how reading fan fiction influenced their English vocabulary growth.

3.1 Table of List Participant

NAME	CLASS
Khs	XI-E
Ram	XI-E
Dn	XI-F
Saa	XI-G
S	XI-C
Una	XI-D
Rt	XI-G
Sa	XI-B
R	XI-G
Mr	XI-E

D. Data

The researcher in this study researched the perspectives of students regarding the usage of fan fiction as a tool to enhance vocabulary in English. Interviews with students who utilized fan fiction to increase their

vocabulary in English were conducted with ten grade XI students from MAN (State Islamic Senior High School) 3 Banjarmasin as research subjects, or data sources.

E. Technique of Data Collection

To collect data for this study, narrative questions were asked throughout the interviews. According to Zacharias (2016), interview-based narrative data can be substantially more dialogic than data acquired using other methods. In contrast to qualitative interviews, narrative interviews seek information from a smaller number of participants. To obtain data, the researcher questioned 10 students from MAN 3 Banjarmasin based on numerous criteria, including whether they were eleventh graders who like reading Indonesian fan fiction mixed with English or full English fan fiction.

F. Research Instrument

This study used semi-structured interviews as the major tool to investigate students' perceptions on reading fan fiction to improve their English vocabulary. This instrument was chosen because of its capacity to focus on students' viewpoints, allowing for a thorough study of their opinions and experiences with how reading fan fiction affects vocabulary learning.

This study's participants are 10 eleventh-grade students from MAN 3 Banjarmasin who enjoy reading English fan fiction and want to improve

their vocabulary. These individuals were chosen using the snowball sampling method.

Data collection include getting informed consent from participants, during which the researcher explains the aim of the study, ensures confidentiality, and informs them of their right to withdraw at any moment. Interviews were done in a comfortable and favorable atmosphere, the Gazebo, and were taped with the participants' agreement to ensure correct transcription.

G. Data Analysis

The application of narrative analysis results in the development of a comprehensive viewpoint on participants' experiences of a given phenomenon. Reismann (2005), states that the three components of narrative analysis are interactional, structural, and thematic analysis. Thematic Analysis was used to examine the data acquired through narrative interviews, which is a method for discovering, analyzing, and interpreting patterns of meaning within qualitative data. Braun and Clarke (2006) describe thematic analysis as a flexible and rigorous approach that allows researchers to investigate how participants make sense of their experiences.

The analysis followed Braun and Clarke's six-phase framework:

1. Familiarization with the data: The researcher repeatedly read the interview transcripts to gain an in-depth understanding of the participants' narratives.

2. Generating initial codes: Key features of the data relevant to the research questions were coded manually and systematically.
3. Searching for themes: The codes were then grouped into potential themes that reflected patterns across the data set.
4. Reviewing themes: The themes were reviewed and refined to ensure they accurately represented the data and were internally coherent.
5. Defining and naming themes: Each theme was clearly defined and named to reflect its core essence and relevance to the research objectives.
6. Producing the report: The final step involved selecting compelling extracts from the data, linking them to the research questions, and constructing a coherent analytical narrative.

This analytical technique was chosen because it enabled the researcher to capture the breadth and complexity of students' viewpoints while being grounded in their actual experiences. Thematic analysis also allowed the flexibility required to represent the various ways in which students evaluated the function of fan fiction in assisting with their English vocabulary development.