CHAPTER III
METHODOLOGY

A. Research Methods

In this research, the researcher used qualitative methods, specifically narrative inquiry, to analyze. Connelly and Clandinin introduced the term narrative inquiry into educational research in 1990.[1] They established that narrative pedagogy has priority as a research methodology: it is a philosophical tradition in which education, experience, and living. The approach is said to have "an intellectual history both within and beyond education", involving the fields of anthropological study, linguistics, theory of literature, theology, philosophy, feminist studies, theory of organization, psychotherapy, geography, law, and medicine.

Narrative research is the study of individual lives through stories about individual experiences, including discussions about the meaning of those experiences for individuals.[2] As Clandinin and Rosiek say, "The focus of narrative inquiry is not only on individual experiences but also on the social, cultural, and institutional narratives through which individual experiences are determined, shaped, represented, and enacted". Narrative inquiry is the study of personal experiences, life stories, and storytelling, and is learned through listening, observing, coexisting with others, and writing and interpreting texts.[3] According to Barkhuizen, narrative inquiry combines storytelling with research by using stories as data or as a tool to analyze data or present findings. Narrative research and narrative studies are sometimes used interchangeably. In short, a key strength of narrative inquiry is that it focuses on how people use stories to make sense of their experiences in fields of inquiry where it is vital to understand phenomena from the perspective of those who encounter them.[4]

Narrative inquiry research is closely related to emotional geography. The social sciences and humanities use the term emotional

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[1] F. Michael Connelly and D. Jean Clandinin, "*Stories of Experience and Narrative Inquiry*", *Educational Researcher* 19, no. 5 (June 1, 1990): 2–14. https://doi.org/10.3102/0013189X019005002.

[2] Norman K. Denzin and Yvonna S. Lincoln, *The SAGE Handbook of Qualitative Research* (SAGE, 2011).

[3] Clandinin, "*Handbook of Narrative Inquiry*", 2006, 6-9.

[4] Gary Barkhuizen, "*Narrative Research in Language Teaching and Learning*", *Language Teaching* 47, no. 4 (October 2014): 450–466, https://doi.org/10.1017/S0261444814000172.

geography to describe human emotions.[5] Human emotions are activated by relationships with others and the natural world, evoking feelings such as happiness, sadness, hatred, rage, and other emotions.[6] The 'emotions' movement in various disciplines has given birth to new ways of thinking about effective content in social life. Hargreaves also explains that the word 'emotional georaphy' refers to the patterns of approach, geographical distance, and experience in human encounters and relationships which contribute to its creation. It is what shapes and colors our emotions and feelings about the globe and one another.[7] Based on the description provided above, we may conclude that emotional geography is a holistic study of a person's thoughts and feelings when they interact with other individuals around them.

Narrative inquiry describes the extensive reading experiences of English education students who participated in Students English Club, namely the students' experiences in choosing appropriate learning strategies for extensive reading and the impact of these strategies on students' English reading ability. In this research, the researcher recorded students' experiences in choosing appropriate learning strategies in extensive reading. These narratives are very useful in describing learning strategies for extensive reading that can be used by students to achieve their learning goals.

B. Research Setting

This research was conducted in the city of Kudus, Central Java. The researcher chose this location because she wanted to know and understand narrative inquiry to explore various strategies for learning to read in the personal experiences of English language education students in Kudus. This research started in September 2024 and last until its completion.

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[5] Gatut Susanto, Suparmi, and Endah Yulia Rahayu, "*The Emotional Geography of International Students in Online Bahasa Indonesia Learning during the COVID-19 Pandemic*", *Journal of International Students* 10, no. S3 (November 5, 2020): 161–179, https://doi.org/10.32674/jis.v10iS3.3205.

[6] "*William James' Theory of Emotions: Filling in the Picture*", June 13, 2024, 255-266.
https://www.researchgate.net/publication/229462009_William_James'_Theory_of_Emotions_Filling_in_the_Picture.

[7] Andy Hargreaves, "*Educational Change Takes Ages: Life, Career and Generational Factors in Teachers' Emotional Responses to Educational Change*", *Teaching and Teacher Education*, Emotions, teacher identity and change, 21, no. 8 (November 1, 2005): 967–983, https://doi.org/10.1016/j.tate.2005.06.007.

C. Research Participants/Subjects

The subjects of this research were active students majoring in English, who joined the Students English Club (STEC), of which only four people applied learning strategies in extensive reading. The participants in this research use the pseudonyms -SAA, -NK, -PBAP, and -AIUA.

Table 3.1 Research Participants

No.	Name	Gender	Age	Program
1.	SAA	Female	19	English Students
2.	NK	Female	19	English Students
3.	PBAP	Female	19	English Students
4.	AIUA	Female	19	English Students

D. Instrument and Data Collection Technique

The data collection techniques used by researchers was interviews and documentation.

The First, observations. According to Sugiyono, observation is a data collection technique that is carried out by observing objects directly. In making observations, researchers choose the things that are observed and record things related to the research. This observation is not limited to people but also other objects, such as the process of performance. Observations made in this study are on the process of students applying learning strategies in extensive reading.[8]

The second, in interviews, participants describe events broadly and in context during the interview. Interviews take time, and the quality of the data is often determined by the skills of the interviewer.[9] Interviews are used to collect data about individuals' opinions, beliefs, and feelings about a situation in their own words. Interviews are not designed to test hypotheses, but to help researchers understand individual experiences and their meaning. Interviews can be used to provide information that cannot be obtained through observation or to validate observations.[10] The tool use by the researcher is a semi-structured interview, where written questions relating to the research topic have been prepared. According to Clandinin and Connelly, the

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[8] Sugiyono, 2015 "*Metode Penelitian Kuantitatif, Kualitatif, Dan R& D*. Pdf," n.d. 204.

[9] Michelle Byrne, "*Interviewing as a Data Collection Method*", *AORN Journal* 74, (August 1, 2001): 233–233.

[10] Donald Ary et al., *Introduction to Research in Education* (Cengage Learning, 2009).

focus of narrative inquiry is the lived experience, and the purpose of narrative inquiry is to try to understand that experience.[11]

Before conducting the research, the researchers interview the students majoring in English education who participated in STEC[12] about their experiences with the extensive reading learning strategy and the impact of the learning strategy on their English extensive reading. Some students focusing on English education who participated in the STEC noted that many of the students had their own extensive reading learning strategies and that the learning strategies had an advantageous influence on the students and provided many benefits. Different learning strategies are helpful for students to learn extensive reading, and they must choose the right learning strategies. Individual differences have been identified as one of the elements influencing the creation and implementation of reading learning strategies.

The researcher wrote stories about students' experiences with various reading learning strategies based on different learning strategies and their interests. As explained above, using learning strategies can assist students develop their extensive reading. Students are actively participated in extensive reading learning, they can develop their skills by reading with motivation, enthusiasm, and enjoyment. This research can provide information regarding foreign language learners' learning strategies in extensive reading, as well as show the benefits of applying appropriate learning strategies in extensive reading.

In this research, the researcher describes students' experiences with learning strategies in extensive reading and their impact on their extensive reading. This research uses narrative data from English students who participated in STEC[13] at a university in Kudus, Central Java. The researcher conducted in-depth narrative interviews to collect stories about students' experiences in learning appropriate learning strategies through extensive reading and technology. The interviews conducted in Indonesian, which is the mother tongue of both interviewers and participants, so that both interviewers and participants felt comfortable with the language. All types of interviews were record and transcribe by the interviewer.

The last, Documentation is a method used to obtain data and information in the form of books, records, documents, written figures,

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[11] Connelly and Clandinin, "*Stories of Experience and Narrative Inquiry*.".
[12] Students English Club
[13] Students English Club

and images that can support research in the form of reports and information.[14] In this research, researchers collected important documents or archives relevant to the research. The documentation that used in this research includes photographs taken during the interview process and other photographs that can support the research results.

E. Research Data Validity

According to Sugiyono, data validity refers to the accuracy between the data that occurs in a study and the data that can be reported by researchers. If there is no difference between the data reported by the researcher and the data that actually occurs, then the data is said to be valid.[15]

In this research, the researchers used data validity, namely member check. Member check is the process of checking the data obtained by the researcher for the data giver. The purpose of member checking is to find out how well the data obtained is in accordance with the data provided by the data giver.[16] In this case, the researcher must make adjustments to the data giver so that the information obtained can be used in the report in accordance with what the data giver means. Member check is carried out after data collection is complete or after obtaining findings or conclusions. This can be done individually or in groups. In the discussion, the researcher presents the findings to the data provider. In the discussion, there may be data that is agreed upon, added, reduced, or rejected by the data giver. After the data is mutually agreed upon, the data giver is asked to sign it in order to increase the credibility of the data as well as to prove that the researcher has carried out member verification or member check.

F. Data Analysis Technique

The approach used to analyze the data in this research is narrative analysis. According to Riessmann, narrative analysis is a technique for gaining a deeper understanding of participants' experiences relating to a particular context.[17] Narrative analysis is a qualitative research method used to understand how individuals create

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[14] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R& D.*, 2015, 329.

[15] Sugiyono., *Metode Penelitian Kuantitatif, Kualitatif, dan R& D*, 267.

[16] Sugiyono., 276.

[17] Catherine Kohler Riessman, *Narrative Methods for the Human Sciences*, Narrative Methods for the Human Sciences (Thousand Oaks, CA, US: Sage Publications, Inc, 2008).

stories from their personal experiences.[18] Narrative analysis is also used to find clear turning points in participants' stories. The data analysis process included transcribing, coding, and organizing participants' narratives.[19]

The researchers began the narrative analysis by carefully transcribing the participants' interview transcripts. The next step in data analysis was coding. During the coding process, patterns can be identified that can be used to create participant narratives. Individual transcripts need to be coded as part of the description, categorization, and interpretation of the data. Coding techniques are used to create stories with a beginning, middle, and end, with the storyline, structure, and themes determined by the uniqueness of the participant's story. The final step was to construct the narrative. Written transcripts were used to identify unique segments of text that described specific events or experiences relayed by the participants. Narrative construction presents a sequence of events that represent the participants' experiences and the ideas that evolved from them. During the data analysis process, the researcher engaged the participants to double-check their narrative transcriptions as well as the results of the analysis to ensure the trustworthiness and validation of the narrative interview data and to reduce the number of interpretations in the final report.[20]

G. Research Ethical Considerations

Qualitative research requires ethical considerations to ensure that the research is conducted in a respectful, fair, and responsible manner.[21] After obtaining consent from the research participants and permission to conduct the research, the research was conducted in accordance with the following research principles;

1. Informed consent, meaning that participants was fully informed about the purpose and nature of the research, the procedures being

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[18] "*Narrative Analysis in Qualitative Research*", June 17, 2024, https://www.simplypsychology.org/narrative-analysis.html.

[19] Jessica Abbadia, "*Analisis Naratif yang Mahir: Panduan Langkah-demi-Langkah yang Komprehensif,*" *Blog Mind the Graph* (blog), August 1, 2023, https://mindthegraph.com/blog/id/analisis-naratif/.

[20] Dingding Jia, "*Narrative Inquiry in Language Teaching and Learning Research by Gary Barkhuizen, Phil Benson, and Alice Chik (Review)*", Asian Journal of English Language Teaching 26 (2016): 111–115.

[21] InnovateMR, "*Market Research Insights,*" InnovateMR, July 10, 2023, https://www.innovatemr.com/insights/the-top-5-ethical-considerations-in-qualitative-research/.

conducted, the potential risks and benefits, and how their data would be used.

2. Confidentiality and privacy, researchers protect privacy and participants' responses must be kept confidential and private at all times.

3. Respect for participants, researchers always treat participants according to their interests and respect and do not impose their beliefs on participants.

4. Data collection and analysis, the researcher ensures that the collection and analysis of research data is appropriate and valid.

5. Use of research findings, the researcher uses the research findings in a responsible and respectful manner.

Thus, it can be concluded that ethical considerations are important issues that must be considered by researchers when writing research reports.