CHAPTER 3

RESEARCH PROCEDURES

This chapter gives detailed information about the research design and procedure that was carried out during the completion of this research process. It is divided into seven parts: research method, focus of the study, setting and participant information, technique of collecting data, technique of analysing the data, research steps carried out in this research, and time and place of the research.

3.1   Method of the Research

In this study, the research design used was a qualitative descriptive case study. Susanti (2018) described a case study as an in-depth exploration of a bounded system (e.g., an activity, event, process, or individual) based on extensive data collection. The purpose of the case study was to capture the data as it naturally occurred (Zainal, 2007). Furthermore, this approach was appropriate to facilitate a deep exploration and comprehensive understanding of the issue. The phenomenon under investigation in this study was to explore teachers' strategies in teaching English vocabulary to young learners based on teacher's experience.

3.2   Focus of the Research

This research aimed to describe and explore the data on teachers' strategies in teaching English vocabulary to young learners based on teachers' experiences.

3.3   Setting and Participants

This research was conducted at one of the public junior high schools in Tasikmalaya, West Java, Indonesia. The participant involved in this research was an English teacher. Considering that descriptive case studies focus on exploring specific phenomena and are often conducted on a small scale with limited participants, as stated by Zainal (2007), it was deemed appropriate to select a single participant for this research in order to obtain rich and valuable insights into the research topic. The selection of this

participant was based on its relevance to the research context and criteria. He is an English teacher who graduated from English Education. He is 32 years old and has ten years of experience in teaching English using offline learning. He has a strong command of the English language, including vocabulary, has good classroom management skills to maintain a positive and engaging learning environment, is creative, and always gives students feedback to help them improve their vocabulary skills. Lastly, he is a teacher who teaches first-grade junior high school students. Therefore, this research aimed to explore teachers' strategies for teaching English vocabulary to young learners.

3.4 Technique of Collecting the Data

In collecting the data, the researcher employed a semi-structured interview as the instrument to gather the required information from the participants. A semi-structured interview is an interview where the interviewer clearly describes the topic that will be discussed. However, the interview is possible and prepared to develop in unexpected directions, opening new important areas (Heigham & Crocker, 2009). This method of data collection was chosen due to its ability to explore individuals' experiences, beliefs, perceptions, and motivations in a depth that is not possible with the questionnaires (Heigham & Crocker, 2009). The interviews were conducted with the selected participant who had previously participated in the preliminary research, aiming to explore the participant's experiences in teaching English vocabulary to young learners. The interview questions were based on five components of the semi-structured interview guideline proposed by Gubrium (2002): opening questions, probing questions, reflective questions, follow-up questions, and closing questions.

The interviews were conducted in person, and the entire conversation was recorded using a phone as a means of data source and documentation. Moreover, the interviews were conducted in the Indonesian language to minimise the possibility of miscommunication, misunderstanding, and confusion between the researcher and the participant.

3.5   Technique of Analysing the Data

The data obtained from the semi-structured interviews were analyzed using an interactive model proposed by Milles et al. (2014). This data analysis method is used because it offers convenience and time efficiency in analyzing the raw data obtained from interviews. The data analysis included the following activities:

1.   Data Condensation

The researcher selected data chunks from the interview transcripts to make the data stronger in order to sharpen, focus, and organize the data.

Table 3.1 Data Condensation

Original Data	Condensed Data
Actually, I have applied several strategies in class. I tried them one by one. To become a teacher, you have to be creative. I noticed that for a few days, the students were more excited about which strategy to use. And games are one of the strategies most liked by students. But do not keep playing the same game. They will get bored. Should.. should be varied. For example, um... like I said, sit down, which means sitting, and stand up, which means standing. So, I made it into a game to check their focus, whether at the beginning or in the middle of learning activities. Besides that, I usually give or say simple phrases to them, such as; Any question? Do you understand?, How are you today? What is the weather like today? Close the door, please! While pointing to the door like that. And there are many other simple instructions.	There are several strategies that I applied in the class. And games are one of the strategies most liked by students. Besides that, I usually give or say simple phrases as a game to check their focus during learning activities.

1.1 First Cycle Coding

The researcher allocated starting codes to the data chunks in this section based on the data analysis method by Miles, Huberman, and Saldana (2014). The researcher used the Process Coding approach to analyze the cycle of teacher's strategies and teaching vocabulary. The purpose was to imply actions inextricably linked to time dynamics, such as things that emerge, change, occur in particular sequences, or become strategically implemented. Moreover, the researcher used the Process Coding approach for the entire component because it also aims to quote participants' actions/interactions and the impact of the action itself.

Table 3.2 Initialling Codes

Data	Initial Codes
The name of the game is "Color Scavenger Hunt". The students line up at the back. Each student must prepare a vocabulary that is related to color.	Techniques in Teaching Vocabulary
I also gave them reward. Not only points. I ever gave chocolate or candy to them. The important thing is that the student is happy.	Establishing a Conducive Learning Environment
The assessment use a worksheet that has been prepared beforehand. The questions are like questions that require students to identify, write, and order numbers. So, they write from English to Indonesia is there. On the contrary.	Measuring Students' Understanding

After assigning initial codes, the researcher developed a provisional list of codes prior to fieldwork that comes from the conceptual framework.

Table 3.3 Developing Code

Techniques in Teaching Vocabulary
• Conducting color scavenger hunt game
• Conducting word-arranging game
• Conducting word-ending game
• Using picture strategy
• Using realia

- Using song
- Using translation
- Using gesture
- Using memorization

Establishing Conducive Learning Environment

- Gaining students' enthusiasm
- Dividing students into groups
- Encouraging students' learning process
- Creating effective learning condition

Measuring Students' Understanding

- Assessing vocabulary journal in color scavenger hunt game
- Assessing vocabulary in picture strategy
- Assessing worksheet in song strategy
- Assessing multiple choice in translation
- Assessing vocabulary in gesture
- Assessing students' memorization

1.2 Second Cycle Coding: Pattern Codes

The next step in the analysis process was pattern coding. The researcher grouped the result codes from the first cycle coding into a smaller number of categories.

Table 3.4 Generating Pattern Codes

Vocabulary Instructional Strategies

- Conducting vocabulary game
- Using picture strategy
- Using realia
- Using song
- Using translation
- Using action/gesture
- Using memorization

Classroom Management

Building enjoyable learning environment

Assessment

Checking students' vocabulary ability

2. Data Display

Data display refers to the process of organizing and visually representing qualitative data in order to facilitate analysis and interpretation.

Table 3.5 Data Display

Vocabulary Instructional Strategies	Classroom Management Strategies	Vocabulary Assessment
-The name of the game is **"Color Scavenger Hunt".** The students line up at the back. Each student must prepare a vocabulary that is related to color. **-This game is called "Word-Arranging"** game. For example, students are studying verb one. I say bring, it means *membawa*. Whoever quickly raises their hand, I will point and come forward to make a sentence related to verb one. -The name of the game is **"Word-ending game".** Technically it's like I prepared some vocabulary and written on the whiteboard. For example books. The word book ends with the letter K. Come on, what vocabulary begins with the letter K? -Because students' learning styles are different, so **I tried using the picture strategy** and students love it. Pictures can attract students' attention and also memorize better. -Before I use picture, I used real object in the class like tables, whiteboards, books, and pens. Maybe those who use pictures are things like globes, maps, practical items like that. So, yes, you can also	**-I also gave them reward. Not only points. I ever gave chocolate or candy to them.** The important thing is that the student is happy. -So, **students in the class were divided into two groups.** I also divided the whiteboard into two parts. I wrote each part with various colors that I had taught before. **-I gave them the freedom to ask me** if there were any vocabulary words they didn't know in English. **-We greet first, ask how students are doing, prepare students for their learning readiness,** and then be given trigger questions tailored to the material to be taught.	-Students be **given value in the form of a compliment. Like "good job!"** that's what it says in the book. Then make it as **vocabulary journal**. -It is like **matching picture.** Students match pictures of items in class with the appropriate names. **-The assessment use a worksheet that has been prepared beforehand.** The questions are like questions that require students to identify, write, and order numbers. So, they write from English to Indonesia is there. On the contrary. **-It uses multiple choice.** Students read texts about descriptive of people/objects to understand the meaning for themselves and then

use the realia strategy.

-But sometimes I also use the strategy of **using song**. The thing is, when we looked at it, it turned out that many students liked it as long as they sing it together.

-Translation strategies have become part of everyday life, right? For me this strategy is suitable for all materials, one of them is describing people and objects. At least students want to look in a dictionary or Google Translate.

-Sometimes we as teachers have to be attractive. All gestures have to play. Has been used in daily activities materials. Because **it's easy to use gestures.** This strategy is quite popular with students.

-I often ask about vocabulary or like through simple games. For example, **a spelling game.** There is vocabulary related to colors. Then "who wants to spell Black?" like that. So students spell like that. Let them remember.

answer questions. The text is also simple.

- Gestures are only used for teaching strategies. The assessment is in daily activities material, so **the students are given the task of carrying out daily activities from waking up until going to sleep again**. At most, there are group assignments that involve **matching pictures and then giving information about what the activity is**.

- So, **it is like the students are memorizing.** But it's rare.

3. Drawing and Verifying Conclusion

The third step in qualitative data analysis is drawing and verifying conclusions. Drawing conclusions refers to the process of synthesizing and making meaning out of the analyzed qualitative data in order to generate insights, interpretations, or explanations.

3.6 Steps of the Research

Completing this research went through several steps, from proposal writing to arranging a research report. The following are the steps that have

been passed:

1) The first step of this research was writing a tentative research plan and proposal, which contained the formulation of the problem according to the phenomenon that will be explored and analysed.

2) Before interviewing the participant, the researcher selected the eligible participant through a preliminary study.

3) Afterwards, the participant was contacted to give him/her information about the research topic and asked about his/her willingness to be interviewed.

4) The interview was conducted face-to-face at one of the public schools in Tasikmalaya, and it was recorded.

5) After the data was collected, it was analysed using an interactive model proposed by Milles, Huberman, and Saldana (2014), followed by the steps from Gubrium (2002).

6) Once the data were analysed, the research's result was reported.

3.7 Time and Place of the Research

The research was conducted at one of the public junior high schools in Tasikmalaya, West Java, Indonesia started from 25 September 2023 until 17 March 2024.

Table 3.6 Research Schedule

Activities	Month									
	Jan - Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
			2023				2024			
Research Proposal Writing	■									
Research Proposal Examination		■								
Data Collection				■						
Data Analysis					■					

Seminar Hasil

Examination

Final Thesis

Examination