CHAPTER 3
RESEARCH PROCEDURES

This chapter introduces the methodology used in this study. This chapter outlines seven parts of the research procedure, namely research method, research focus, setting and participant, data collection technique, data analysis technique, research steps, place and time of research. More details are described below.

3.1 Research Method

The research design of this study was used a descriptive qualitative case study. Creswell (2007) stated that case study research is a qualitative approach in which the researcher investigates a bounded system (a case) over time using in-depth data collection involving various information sources (such as observations, interviews, audio-visual material, documents, and reports) and then presents a case description and case-based themes. Consequently, this strategy is a suitable tool for in-depth examination of specific situations that might lead to thorough analysis. As a result, this design is used to research how a teacher teaches vocabulary to young learners using TPR that collaborates with VAK learning style.

3.2 Focus of the Research

This research focused on examining how teacher implements TPR which collaborates with VAK learning style to teach English vocabulary to young learners.

3.3 Setting and Participant

This study was conducted in Pangandaran, West Java, Indonesia. The researcher chose one of the English course centers in Pangandaran because unlike other English course centers, this place used more English in implementation, for example, the teacher uses full English in teaching vocabulary to the students. This setting was particularly suitable for the research objective as it provided a distinct context where English is actively integrated into daily activities, offering a valuable opportunity to explore the use of TPR in teaching vocabulary to young learners.

The participant for this research was an English teacher of an English course center in Pangandaran, West Java Indonesia, who teaches vocabulary using TPR experiences in the classroom. The participant is a male teacher who has been teaching English for a year. Among the many teachers who teach in this English course center, this teacher is the only one who teaches vocabulary using the TPR method through the integration of visual, auditory, and kinesthetics elements of the TPR method. The participant was suitable for this research because he can create a more engaging and effective learning environment for students through the use of techniques such as visual mime and song or audio.

3.4   Technique of Collecting the Data

The researcher used a semi- structured interview as the technique to collect data. Semi- structured interviews within the framework of an investigation will depend on the goals, the questions and the methodological approach – and, not least, on how much time, research equipment and human resources are available (Handbuch, 2004). However, researcher acknowledges that using a single method was a limitation of this study because the participant could not provide additional data for method triangulation due to a lack of supporting data. The interview was conducted twice to gather more detailed data on how participant implements TPR in combination with children's learning styles. The interviews focused on several key topics about a teacher's experiences with the TPR method, combined with visual, auditory, and kinesthetic learning styles. These topics included how teachers engage students in learning English vocabulary using TPR, the challenges they face while teaching, and how they address these challenges. The interview questions varied dynamically, changing based on the respondents' answers and unpredictable situations. The interviews were recorded as audio using a Samsung Recorder and WhatsApp Voice Note.

Additionally, the interviews were conducted using Ll to avoid confusion between the researchers and participants. As noted by Huensch, (2023), speaking in their first language (L1), speakers demonstrated greater fluency in telling something when it came to the length and distribution of their mid clause silent pauses. After obtaining the interview results, the researchers transcribed and

translated them into English. The interview process was carried out in several stages, including: (1) selecting potential respondents and contacting them; (2) requesting their consent and explaining the importance of the study; (3) scheduling interviews with the respondents and having them sign consent forms; (4) preparing interview questions and guidelines; (5) conducting the interviews; (6) recording the interviews using a Samsung phone; (7) thanking the respondents, and (8) transcribing the interview results. Thus, the researcher provides seventeen questions for a semi- structured interview. The indicator for interview's questions were adapted by Neil Fleming (1987) about visual, auditory, and kinesthetic learning style. Additionally, the researcher also incorporates the theory of Total Physical Response (TPR), by Asher (1969) which emphasizes the use of physical movement and actions to help learners understand and remember language. This combination of theories will allow for a more comprehensive understanding of how the teacher teach English vocabulary using TPR in the classroom. The researcher was used Zoom Meeting and WhatsApp Voice Call to collect the data.

3.5   Technique of Analyzing the Data

The researcher was used thematic analysis. In basic terms, thematic analysis is a technique for finding and analyzing patterns in qualitative data. Since no specific theory of language or explanatory meaning framework for human beings, experiences, or behaviors must be followed in the search for and analysis of patterning across languages, TA is conceptually flexible (Braun & Clarke, 2013). According to Braun & Clarke, 2006, there are six phases of thematic analysis:

1) Familiarizing with data

This step is the process of listening to audio-recorded data at least once and if necessary, transcribing the data, reading and re-reading, and making initial notes. In this phase, the researcher familiarized the data by repeatedly reading all the interview transcripts related to the use of TPR that collaborate with VAK learning style for teaching vocabulary to young learners.

2) Generating initial codes

Coding captures both a semantic and conceptual reading of the data because it is not just a means of data reduction but also an analytical process. The

researcher codes each piece of data, and at the end of this step, they collect all of their codes and related data extracts (Braun & Clarke, 2013). At this stage, the researcher gathered all the data from the complete dataset to address the research question. To distinguish the various aspects shared by the participant, each finding was assigned a specific color code, such as blue, orange, green, gray, or yellow. Additionally, the codes were simplified to identify themes that emphasize how the teacher implements the TPR method in combination with the VAK learning styles.

Tabel 3.1 Generating Initial Code

P: Anak-anak itu belajar dari apa yang mereka lihat. Mereka meniru dan mengamati. Jadi, mereka ngerti kalau misalkan guru bilang eat sambil memperagakan gerakannya, mereka akan meniru guru itu, jadi mereka paham kalau eat itu artinya makan.	Incorporating gestures to explain vocabulary
P: Jadi, biasanya saya memulai dengan menjelaskan pada siswa misalnya menunjukkan flashcards atau gambar dari PowerPoint mengenai cuaca seperti sunny, rainy, windy, dan lain lain. Setelah itu, saya gabungkan TPR dengan melakukan gerakan yang sesuai dengan cuaca tersebut, misalnya mengangkat tangan tinggi untuk "sunny" atau membuat gerakan tetesan hujan untuk "rainy."	Integrating TPR with visual aids
P: Kalau ini lebih ke metode manajemen kelas ya. Biasanya sebelum memulai kelas, saya menyuruh mereka untuk duduk diam, saya menghitung mundur. Misalnya, "everyone, sit down in 5, 4, 3, 2, 1." Sambil saya juga memperlihatkan duduk rapi. Nah, biasanya di rentang waktu itu anak-anak cara otak mereka	Using gestures with verbal instructions

bekerja seperti "oh, mister ini mulai ngitung nih. Berarti aku harus duduk, nggak boleh ngomong." And it works almost all the time.

P: Tapi, kalau misalnya saya butuh audio lain, biasanya saya cari dari internet, dan dari YouTube. Sebagai contoh, saya menampilkan video pendek seperti story telling tentang rutinitas harian anak anak. Saya kadang menghentikan video sejenak untuk menekankan kosakata dan melakukan gerakan bersama siswa. Setelah memutar video, saya memandu siswa untuk menirukan gerakan yang muncul dalam cerita misalnya, "wake up," "brush teeth," "take a bath", dll. dengan melakukan aksi fisik yang sesuai, kemudian meminta siswa menceritakan kembali yang mereka dengar sambil melakukan gerakan tersebut.	Pausing video to highlight key vocabulary using physical action. Guiding the students to imitate movement. Retell story using physical movement
P: Oh iya, pakai lagu juga. Pakai lagu, misalnya mereka belajar tentang kata kerja, ada lagunya seperti "I go to school, to see all my friends, to see all my teacher, to see all around, blab la bla" gitu. Dimana dalam lagu itu, terdapat gerakan dan ketika guru bernyanyi sambil memperagakan gerakannya, seperti "go" kita berdiri dan melangkahkan kaki ke depan dan belakang seperti berjalan, "see" menempatkan tangan di atas mata, dan "around" kita berdiri di tempat, melingkarkan lengan lalu	Singing while performing the action

putar badan dan siswa mengikuti gerakan itu sambil bernyanyi.	
P: Biasanya cara mengajarkan kata-kata ke anak-anak ini dengan miming. Jadi misalnya mereka belajar cycling, nanti saya tanya mereka, do you know what cycling is? Terus mereka jawab, I don't know mister. Lalu, saya tunjukkan pakai gerakan tubuh, baru mereka paham.	Using movements to help students remember vocabulary
P: Selain menggunakan miming secara langsung, saya biasanya membuat permainan yang melibatkan miming, seperti "guess the action." Saya melakukan sebuah gerakan dan meminta anak-anak menebak kata apa yang dimaksud. Sebagai contoh, saya meminta anak-anak menebak kata kerja "tidur". Saya memulai dengan mendemonstrasikan tindakan tidur kepada siswa. Di depan kelas saya memiringkan kepala dengan dua tangan menahan kepala lalu menutup mata. Anak anak memperhatikan apa yang sedang saya lakukan dan menebak "sleeping mister", dan benar.	Using miming games

There are 9 identified initial codes that represent several aspects in how the teacher implements TPR which collaborate withVAK learning style, indicated by participant's interview transcription. Here is the list of initial codes and their frequency.

Table 3.2 Generating Codes

No	Initial Codes	Total
1.	Incorporates gestures to explain vocabulary	1
2.	Integrating TPR with visual aids	1
3.	Using gestures with verbal instructions	1
4.	Pausing video to highlight key vocabulary using physical action.	1
5.	Guiding the students to imitate movement.	1
6.	Retell story using physical movement	1
7.	Singing while performing the action	1
8.	Using movements to help students remember vocabulary	1
9.	Use miming games	1

3) Searching for themes

Collecting all relevant information to each potential theme and grouping codes into potential themes. In this phase, the researcher merged relevant codes into a potential theme that can effectively respond to the research question, while removing any codes that are not aligned with the theme or do not directly support answering the question.

Table 3.3 Searching for themes

No	Initial Codes	Sub-Themes
1.	Incorporating gestures to explain vocabulary	Teaching vocabulary through actions and visual
2.	Integrating TPR with visual aids	
3.	Using gestures with verbal instructions	Using movements, and instruction to teach vocabulary
4.	Pausing video to highlight key vocabulary using physical action	Using physical movement with interactive storytelling
5.	Guiding the students to imitate movement	

6.	Retell story using physical movement	
7.	Singing while performing the action	Using physical action with song
8.	Using movements to help students remember vocabulary	Teaching vocabulary through movement and mime
9.	Using miming games	

4) Reviewing themes

Examines how well the themes relate to both the coded extracts and the entire data set. The researcher should consider whether the themes provide a compelling and convincing story about the data and start defining the characteristics of each individual theme as well as the connections between themes (Braun & Clarke, 2013). In this phase, the researcher assessed the potential themes identified in the previous phase to select the most appropriate for discussion in the research.

5) Defining and naming themes

In the fifth phase, names and definitions are assigned to each theme. Additionally, the researcher organizes the potential themes into three categories namely implementation of TPR with visual kinesthetic learning style, implementation of TPR with auditory kinesthetic learning style, and implementation of TPR with VAK learning style. These categorized themes are then integrated into a broader, overarching theme, which will be detailed in the subsequent phase.

Table 3.4 Defining and Naming Themes

Sub-Themes	Themes	Definition
Teaching vocabulary through actions and visual	Implementation of TPR with visual kinesthetic learning style	A teacher's sequence of activities in implementing TPR combined with visual

Teaching vocabulary through movement and mime		and kinesthetic learning style.
Using movements, and instruction to teach vocabulary Using physical action with song	Implementation of TPR with auditory kinesthetic learning style	A teacher's sequence of activities in implementing TPR combined with auditory and kinesthetic learning style.
Using physical movement with interactive storytelling	Implementation of TPR with VAK learning style	A teacher's sequence of activities in implementing TPR combined with visual, auditory and kinesthetic learning style.

6) Writing-up

In writing up, the analytic narrative and (vivid) data extracts work together to tell the reader a compelling tale about the data and place it in the context of a piece of literature already in existence. In this final phase, the researcher reported the research findings related to the use of TPR that collaborate with VAK learning style in teaching vocabulary to young learners.

3.6   Steps of the Research

Table 3.5 Steps of the Research

Step	Description
1.	Find phenomena or case.
2.	Check the latest or previous journal research relevant to the phenomena or case found.
3.	Choose a topic for research and find a research gap.
4.	Make an outline or tentative research from a predetermined research topic.
5.	Continue writing the research proposal, starting with the research background, literature review, and research procedures.
6.	Examine the research proposal in front of supervisors and examiners.
7.	Collecting data using semi-structured interviews with participant.
8.	Transcribe the interview results and analyze the data using the thematic analysis technique.
9.	Make a report of the findings in the form of a thesis.
10.	Examine the thesis in front of supervisors and examiners.

3.7   Time and Place of the Research

This study was conducted at a university in Tasikmalaya, West Java, Indonesia. To conduct this research, the researcher needed twelve months, from October 2023 to November 2024, with details in the following table:

Table 3.6 Time of the Research

Activities	Month									
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun-Aug	Nov
	2023-2024									
Research Proposal Writing	██	██								
Research Proposal Examination			██							
Data Collection									██	
Data Analysis									██ ██	
Telaah Komprehensif Examination										██
Final Thesis Examination										██