

CHAPTER 3

RESEARCH PROCEDURES

3.1. Method of the Research

This study aimed to enhance students' vocabulary mastery through the narrow reading (NR) strategy, which involves reading multiple texts on a similar topic to deepen understanding and reinforce specific vocabulary. Classroom action research (CAR) was employed as the research method as it allows repeated cycles of implementing, observing, and refining the NR approach to measure its effectiveness on vocabulary acquisition. Narrow reading involves engaging students in multiple texts centered on a theme or topic. This thematic consistency helps students repeatedly encounter key vocabulary, aiding retention and contextual understanding. CAR supports this approach by enabling regular observation of students' responses to the material and vocabulary uptake across cycles, making it possible to adjust reading activities for improved outcomes. By using CAR, the researcher will be able to observe and respond to students' progress in real-time, implementing specific teaching strategies based on observed needs.

The cyclical action research model by Kemmis et al. (2014) was used, where each cycle consists of four main stages: planning, acting, observing, and reflecting. The planning stage involves identifying the problems, setting goals and objectives, and designing the action research process. This stage also includes selecting the appropriate research method and data collection techniques. Afterward, the act stage is moved, which involves implementing the planned actions or interventions in the classroom setting. This stage focuses on gathering data and evidence through observation, surveys, interviews, and other data collection methods. The actions taken during this stage address the research question or problem and bring about positive change or improvement in teaching and learning. The observing stage involves systematically collecting and analyzing data to evaluate the effectiveness of the implemented actions. This

stage requires careful observation and documentation of the classroom activities, students' progress, and any changes or outcomes resulting from the interventions. In the last stage, there is reflecting, which involves reflecting, evaluating, and describing the effect of the action to conclude what has happened. The cycle recurred until the researcher achieves an acceptable result and feels it is time to end the research (Kemmis et al., 2014).

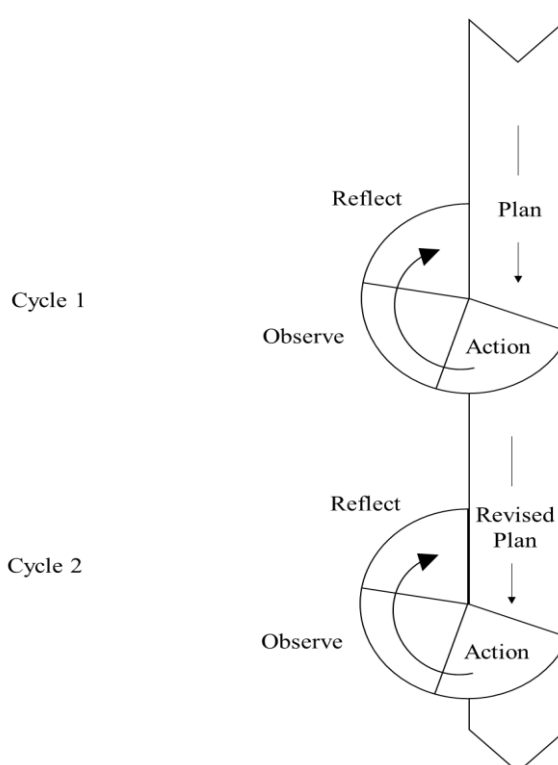


Figure 3.1 Cyclical Classroom Action Research adopted from Kemmis, McTaggart, and Nixon (2014)

In this study, the researcher conducted CAR in three cycles based on the needs of the study. Each cycle consists of two meetings of teaching-learning practices. In each cycle, the researcher implemented a specific teaching strategy focused on implementing NR to improve students' vocabulary mastery. The stages of CAR in this study are outlined in the table below:

Table 3.1 Phase of CAR in the study

Stages	Activities
Planning	- The researcher prepared the lesson plan to implement the NR strategy to improve students' vocabulary mastery, aligning with the school curriculum and setting different learning objectives for each session. - The researcher arranged material about “personal recount text” for several meetings. - The researcher prepared some texts with the same topic about personal recount text for reading materials in the classroom. - The researcher chose some vocabularies as the main target of vocabulary acquisition.
Acting	The researcher implemented the NR technique in the teaching learning process focused on vocabulary acquisition based on the lesson plans that have been made.
Observing	- The observer monitored classroom interactions, events, and students' behaviour during the implementation of the NR strategy to enhance vocabulary mastery using note-taking and classroom observation checklists. - The researcher conducted structured interviews with representative students to evaluate the effectiveness of the NR strategy from the students' point of view.
Reflecting	- The researcher evaluated the outcomes of each cycle of CAR by analysing classroom observation checklists and interview data. If the findings indicate unsatisfactory progress, the researcher will proceed with additional cycles until significant improvement is achieved.

3.2. Focus of the Research

This research focused on how a narrow reading strategy increases the English vocabulary mastery of EFL junior high school students when their English skills level is still zero. Furthermore, it focused on applying the narrow reading strategy in the EFL classroom to help teachers and students improve English proficiency.

3.3. Setting and Participants

The setting of this research was in Tasikmalaya. The research process was implemented in a junior high school classroom where the researcher found the problem. The participants were 30 junior high school students and most faced similar challenges with vocabulary mastery. This difficulty caused them to be less engaged and unmotivated in English class.

3.4. Technique of Collecting the Data

A classroom observation and structured interview were used as the data collection method. Initially, classroom observation is collecting data that allows the researcher to gather live data from the situation, which occurs naturally, which means that the researcher can look directly at what is happening in the place (Cohen et al., 2007). It is a neutral process of gathering data or information based on the observer/researcher's lenses to what has happened (Griffiee, 2015). On the other hand, a structured interview was used as the second technique for collecting data, which supported the data from the classroom observation. A structured interview was also used as a medium for evaluating the class.

The classroom observational checklists were used to gather the data, and the indicators of the observational sheet were derived from aspects of vocabulary knowledge by Nation (2013) (Webb & Nation, 2018), and adopted from Lamante (2020). However, for the structured interview guidelines are adopted from Adelia Putri et al. (2019) and Kilickaya (2017).

3.5. Technique of Analysing the Data

The result from classroom observation and structured interview was analyzed using flow model analysis by Miles and Huberman (1984), consisting of data collection, reduction, display, coding, organization, interpretation, and report (Sugiyono, 2018). Data reduction is the process of selecting data into some focus. Meanwhile, data display is the process of presenting the research

data after it has passed the data reduction process. The purpose of the process is to make the research data understandable. Furthermore, the conclusion drawing or report is the last phase of analyzing research data, which is when the data is concluded (Sugiyono, 2018).

3.6. Steps of the Research

This research was conducted by following the stages:

Table 3.2 Stages of the research

No	Steps	Description
1.	Identifying the problem	Finding a phenomenon and/or issue based on self-experience during the internship program from the university as in-training-teacher at a junior high school in Tasikmalaya, West Java, Indonesia.
2.	Reviewing Literature	The researcher reviewed some literatures such as books, research articles, and journals from the internet in order to get better understanding about the research topic, and to support the research.
3.	Objectives and research questions	This research explored pedagogical application of narrow reading on EFL junior high school students in Indonesia and how to optimize it in the classroom activities led by the research question, “how does narrow reading strategy increase junior high school students’ English vocabulary mastery in the EFL classroom?”
4.	Collecting the data	A classroom observation and structured interview was used by the researcher as the data collection method.
5.	Analysing the data	In this step the researcher analysed the result from classroom observation and structured interview using flow model analysis by Miles and Huberman (1984).
6.	Writing the report	After all the steps above are conducted, the analysed data was interpreted before it finally presented as the result of the study.

3.7. Time and Place of the Research

The research took a place in one of the junior high schools in Tasikmalaya. The research has done for eighteen months, from February 2023 until November 2024, as can be seen in the following table:

Table 3.3 The research timeline

Description	2023			2024		
	February-June	July	August-December	January-May	June-September	November-December
Research Proposal Writing						
Research Proposal Examination						
Collecting Data						
Data Analysis						
Report						
Thesis Examination						