

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **A. Research Design**

This study used a descriptive case study design to explore the deep impact of storytelling on vocabulary acquisition in natural educational settings. As emphasized by Yin (2003), case studies offer a unique perspective for investigating phenomena within their specific contexts, a highly effective method for analyzing the complexity of educational environments through comprehensive and detailed analysis (Heigham & Croker, 2009). The decision to use a descriptive case study is ideal for capturing the complex ways in which storytelling influences students' vocabulary development. This approach allows for an in-depth analysis of the experiences, perceptions, and observable outcomes associated with this teaching strategy. Specifically, in this study, an English teacher implemented storytelling during lessons where students were assigned to memorize new vocabulary. Over several sessions, the positive changes observed in students' mastery of new vocabulary serve as strong evidence of the effectiveness of this strategy, making this case a valuable example for further investigation into innovative pedagogical approaches.

#### **B. Research Setting and Participant**

The research was held one of the junior high schools in Tasikmalaya. The researcher chose three participants from the 7th grade. The participants were purposively selected based on specific criteria: they were 12–13 years old, seventh-grade students, consistently attended the compulsory English class, and agreed to participate in this research.

Dealing with ethical issues, the participants received thorough explanations of what, why, and how this study conducted. They were explicitly advised to complete and sign the consent form as a formal agreement to participate in data collection. They be assured of their confidentiality, anonymity, and freedom to withdraw from the research at any point. The participants' names were renamed P1, P2, and P3. Furthermore, the dates and hours for the interview were arranged in advance based on the participants' availability.

### **C. Data Collection**

The data were collected through a semi-structured interview. Semi-structured data was employed due to its flexibility, which balances constraints, and the statistical analysis that can be performed using it. It gives the interviewees the freedom to explain their thoughts and draw attention to areas of particular interest and expertise they believe they possess. Its questioning technique elicits fully comprehensive descriptions of phenomenon experiences (Howitt, 2016). Furthermore, a semi-structured interview was conducted to examine how storytelling can enhance students' vocabulary mastery.

After learning to use the storytelling method, an interview was conducted with three participants from one of the junior high schools in Tasikmalaya. Storytelling was selected based on material appropriate to the textbook the student has studied. The interview was conducted in the participants' first language, Indonesian, so they could express their thoughts freely without potential language barriers, thereby confusion and miscommunication among the participants. The information was obtained through the WhatsApp voice note feature. Additionally, the data were transcribed to highlight the statements relevant to the study's research questions, the researcher adapted the theory from Thornbury (2002) for the interview guideline as it describes the six principles of effective vocabulary learning.

### **D. Data Analysis**

The data were analyzed using thematic analysis. Thematic analysis is a technique for methodically identifying, compiling, and providing an understanding of meaningful patterns (themes) within a dataset (Braun & Clarke, 2006). According to Braun and Clarke (2006), the steps in thematic analysis are:

1. Familiarizing with the Data

In this step, the researcher familiarized herself with the data by reading it several times. Before that, the data were presented as audio recordings of interviews, so the researcher had to listen to them, then transcribe them and read the transcript results.

2. Generating Initial Codes

In the second step, the researcher began to arrange the data by assigning to the data in the codes related to the study's aim. The researcher used the coloring method to differentiate each aspect indicated by participants, which generated the initial codes. Furthermore, the researcher related the data based on the aim of the research and then categorized it using initial codes (The ease of memorizing words through repetition, Frequently get new vocabularies, The benefit of storytelling in gaining new vocabularies, Positive response towards storytelling, Focus increases while listening through the stories, Finding out the meaning through google translate, Confusion over meaning, and Understanding the meaning of vocabulary) that were colored (Cornflower blue, Yellow, Green, Light orange 3, Light red berry 1, Dark yellow 3, Dark blue 15, and Light red 2) to highlight how storytelling used can improve junior high school students' vocabulary mastery.

**Table 1. *Generating Initial Codes***

| Interview Data   | Codes   |
|--|---|
| <p>P1 : It's so easy to memorize it, it becomes so easy, it sticks because it's repeated so many times. Because, you know, I'm not really good at English. Well, in every story, there's always that "once upon a time" part. Eventually, I came to understand what it meant. And that really helped me memorize the stories. Oh, "once upon a time" means "on a certain day," and that's how I ended up learning it on my own. I'd get frustrated if I didn't understand it, but because it was repeated so often, it just stuck with me.</p> | <p>The ease of memorizing words through repetition</p> <p>Frequently get new vocabulary</p> <p>The benefit of storytelling in gaining new vocabulary</p> <p>The ease of memorizing words through repetition</p> |
| <p>P2 : It's very enjoyable for me personally, ma'am, very enjoyable and very interesting. Because the story makes us focus more on the story. It makes us pay more attention to the story. So it's really enjoyable, especially since there are always things in the story that interest us, whether it's a super happy situation or a very sad one. That's what makes it interesting.</p>  | <p>Positive response towards storytelling</p> <p>Focus increases while listening to the stories</p>   |
| <p>P3 : When I recall the specific vocabulary from The Turtle and the Fox, there is new vocabulary. I studied it specifically because I searched for it again on Google Translate, and then I felt like</p>  | <p>Finding out the meaning through Google Translate</p>   |

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| <p>the story was still exciting, and I wanted to know more about other stories. So, from “The Fox and the Turtle,” I looked again to see if there was anything else that confused me, and I read it again at home. It turns out that the new vocabulary word is “yelling.” In Indonesian, ‘yelling’ is like shouting, right? It turns out that “yelling” means shouting, cheering, or mocking, like shouting at the Fox.</p> | <p>Confusion over meaning</p> <p>Understanding the meaning of vocabulary</p> |
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The participants’ interview transcription showed that 18 initial codes represented different aspects. Here is the list of initial codes and their frequency.

**Table 2. List of Initial Codes and Their Frequency**

| No. | Initial Codes  | Total |
|-----|--|-------|
| 1.  | Frequently get new vocabulary                          | 4     |
| 2.  | The ease of memorizing words through repetition        | 7     |
| 3.  | The benefit of storytelling in gaining new vocabulary  | 8     |
| 4.  | Frequently guessing the vocabulary meaning             | 4     |
| 5.  | Confusion over meaning                                 | 5     |
| 6.  | Peer discussion about vocabulary meaning               | 2     |
| 7.  | Misunderstanding the vocabulary meaning                | 2     |
| 8.  | Understanding the meaning of vocabulary                | 2     |
| 9.  | Understanding the vocabulary meaning through a context | 6     |
| 10. | Positive response towards storytelling                 | 4     |
| 11. | Memorable story  | 4     |
| 12. | Gaining new vocabulary through storytelling            | 2     |
| 13. | Reflective vocabulary learning                         | 2     |
| 14. | Peer practice of speaking using new vocabulary         | 6     |
| 15. | Creative exploration in writing using new vocabulary   | 5     |
| 16. | Retelling the story as vocabulary practice             | 4     |
| 17. | The benefit of reading storytelling in spelling words  | 2     |
| 18. | Finding out the meaning through Google Translate       | 2     |

### 3. Searching for Themes

In this step, the study selects the transcript of the interview data and looks for anything remarkable or engaging about the interview questions. In this step, the researcher analyzes and coordinates the data, then codes all related data for each theme into relevant categories.

**Table 3. Searching for Themes**

| No. | Initial Codes | Potential Themes |
|-----|---------------|------------------|
|-----|---------------|------------------|

|    |  |  |
|----|--|--|
| 1. | Frequently get new vocabulary<br>The ease of memorizing words through repetition   | Enhancing vocabulary memorization through repetition |
| 2. | Frequently guessing the vocabulary meaning<br>Understanding the vocabulary meaning through context   | Understanding vocabulary through contextual clues    |
| 3. | The benefit of storytelling in gaining new vocabulary<br>Positive response towards storytelling<br>Memorable story<br>The benefit of reading storytelling in spelling words  | Engaging story as motivation in vocabulary learning  |
| 4. | Confusion over meaning<br>Peer discussion about vocabulary meaning<br>Misunderstanding the vocabulary meaning<br>Gaining new vocabularies through storytelling<br>Finding out the meaning through Google Translate | Building vocabulary awareness                        |
| 5. | Peer practice of speaking using new vocabulary<br>Creative exploration in writing using new vocabulary<br>Retelling story as vocabulary practice   | Using vocabulary in productive skills                |
| 6. | Understanding the meaning of vocabulary<br>Reflective vocabulary learning  | Understanding vocabulary deeply                      |

#### 4. Reviewing Themes

In this step, the researcher reads all the data for each theme to ensure that the codes have been grouped into the appropriate theme. In reviewing themes, the researcher refers to six principles of effective vocabulary learning by Thornbury (2002), namely: (1) Repetition and retrieval, (2) Exposure in context, (3) Affective engagement (emotionally rich input), (4) Noticing (conscious attention to form and meaning), (5) Use (productive practice and recycling), (6) Cognitive depth (meaningful use and association).

**Table 4. Reviewing Themes**

| No. | Potential Themes  | Themes  |
|-----|---|---|
| 1.  | Enhancing vocabulary memorization through repetition<br>Understanding vocabulary deeply | Enhancing Vocabulary Retention through Repetition |

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| 2. | Understanding vocabulary through contextual clues<br>Building vocabulary awareness | Developing Contextual Awareness in Vocabulary Learning           |
| 3. | Engaging story as motivation in vocabulary learning                                | Fostering Motivation through Storytelling in Vocabulary Learning |
| 4. | Using vocabulary in productive skills  | Applying Vocabulary through Productive Language Skills           |

#### 5. Defining and Naming Themes

The researcher defined and name of the theme based on the data obtained to answer the research question.

**Table 5. Defining and Naming Themes**

| No. | Definition  | Themes   |
|-----|---|--|
| 1.  | This theme refers to the process of strengthening vocabulary knowledge through repeated exposure to stories and practice. Repetition, whether through listening, speaking, reading or writing helps to solidify vocabulary. In the context of storytelling, students will encounter vocabulary several times in a meaningful story, making it easier to remember and reuse. This aligns with Thornbury's emphasis on repetition and retrieval as fundamental to effective vocabulary acquisition. | Enhancing Vocabulary Retention through Repetition                |
| 2.  | This theme explains students' ability to obtain word meanings from linguistic contexts and surrounding situations. Through stories, students learn to conclude the meaning of unfamiliar words based on context clues, which deepens their understanding and minimizes reliance on direct translation. This reflects Thornbury's principle of learning vocabulary through meaningful contexts supporting the development of more autonomous and intuitive language use.                           | Developing Contextual Awareness in Vocabulary Learning           |
| 3.  | This theme highlights the role of storytelling in increasing students' motivation and engagement in vocabulary learning. Stories offer an emotionally rich and personally relevant context, making new words easier to remember and fun to learn. According to Thornbury, motivation is a crucial affective factor in vocabulary acquisition, and storytelling offer natural and stimulating  | Fostering Motivation through Storytelling in Vocabulary Learning |

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|    | platform for students to discover and practice new vocabulary.   |
| 4. | This theme emphasizes the importance of incorporating new vocabulary into productive tasks, such as speaking and writing. Active use of language not only strengthens memory, but also builds fluency and communicative competence. In line with Thornbury's principle of use it or lose it, students will benefit most when vocabulary is meaningfully applied in their work, allowing for practical reinforcement and deeper integration into their language system. |

### 6. Writing Up

The researcher then generates a report based on the research's findings regarding the use of storytelling in English learning to improve students' vocabulary mastery.

### E. Research Schedule

This research was conducted over a period of more than six months. The research proposal examination was held on November 2024. The data was collected in March 2025 and analyzed from April to May 2025. Lastly, the *progress report* and final thesis examination is estimated in June and July 2025.

**Table 7. Research Schedule**

| Activities                    | Month |     |     |     |     |      |     |     |     |  |
|-------------------------------|-------|-----|-----|-----|-----|------|-----|-----|-----|--|
|                               | Mar   | Jun | Nov | Feb | Mar | Apr  | May | Jun | Jul |  |
|                               | 2024  |     |     |     |     | 2025 |     |     |     |  |
| Research Proposal Writing     | ■     |     |     |     |     |      |     |     |     |  |
| Research Proposal Examination |       |     | ■   |     |     |      |     |     |     |  |
| Data Collection               |       |     |     |     | ■   |      |     |     |     |  |

Data Analysis

Progress  
Report

Final Thesis  
Examination

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