

CHAPTER 3

RESEARCH PROCEDURES

This chapter presents the methodology employed in this study. It describes six parts of research procedures: the research method, setting and participants, data collection, data analysis, and research schedule.

A. Research Design

This study used a qualitative approach with a descriptive case study design. A descriptive case study is highly appropriate because it allows the researcher to examine and thoroughly describe students' real, lived experiences within their natural classroom setting without manipulating the environment (Yin, 2018). This design is especially effective for providing clear, detailed descriptions of specific classroom practices and nuanced learner responses (Kim et al., 2017). It also enables the researcher to develop an in-depth understanding of educational phenomena directly from the participants' perspectives (Baxter & Jack, 2008). Therefore, this design is well-suited to fulfill the purpose of this research, which is to describe ninth-grade students' perceptions of using the Total Physical Response (TPR) method in vocabulary learning.

B. Research Setting and Participants

This research was conducted at a junior high school in Tasikmalaya, West Java, during the second semester of the 2025/2026 academic year from February to April 2026. This school was selected because the English teacher consistently used the Total Physical Response (TPR) method to help ninth-grade students learn vocabulary. The study took place during regular English classes, where the teacher integrated physical movements into text-based lessons under the *Kurikulum Merdeka* syllabus. During these sessions, the teacher demonstrated physical actions to represent vocabulary items in procedure and narrative texts, which the students then observed and imitated. Classroom observations showed that students responded well to this process, as seen in their active participation, motivation, and

vocabulary retention. Therefore, this school provided an authentic context to examine students' perceptions of using TPR.

The participants in this study were three ninth-grade students selected through purposive sampling, consisting of two females (P1 and P3) and one male (P2). They were 14 to 15 years old and had formally started learning English in the seventh grade at the age of 12. These three specific students were chosen based on clear changes in their learning behavior during the TPR implementation and their willingness to share their experiences in interviews. Before the study, P1 and P2 had limited vocabulary and low interest in English, while P3 had moderate proficiency but struggled with memory. However, during the TPR lessons, all three students showed a noticeable increase in learning enthusiasm, active involvement, and word retention. They also possessed the communicative ability to describe their experiences clearly during the semi-structured interviews.

Ethical considerations were strictly followed throughout this research. Before collecting data, the researcher informed the participants about the purpose of the study and obtained their voluntary consent. To protect their privacy, confidentiality and anonymity were guaranteed by using pseudonyms (P1, P2, and P3) instead of their real names. Furthermore, all collected data were stored securely and used solely for academic purposes in this study.

C. Data Collection

This study used semi-structured interviews as the primary data collection technique. Semi-structured interviews are designed to obtain detailed information from participants through guided questions while still allowing flexibility for deeper probing (Longhurst, 2023; Wakelin et al., 2024). This method is considered appropriate for exploring students' personal experiences and perceptions of the TPR method in vocabulary learning. The interview questions were developed based on key indicators of perception by Walgito (2003), namely affective, cognitive, and conative. These indicators serve as a framework to ensure that the interviews systematically capture students' perceptions.

The primary data in this study were collected through semi-structured interviews conducted face-to-face with the three selected ninth-grade students who

had completed the TPR-based vocabulary lessons. To create a comfortable and non-intimidating atmosphere for the junior high school participants, the interviews were held individually in a quiet, neutral setting within the school environment during after-school hours. Each interview session lasted approximately 15 to 20 minutes and was conducted in Indonesian to ensure the participants could express their genuine feelings and perceptions without language barriers. With the participants' explicit verbal consent, the entire conversation was documented using a smartphone audio recorder. These audio recordings were later transcribed verbatim to serve as the raw data for thematic analysis and to ensure the authenticity of the supporting documentation.

D. Data Analysis

This study used thematic analysis to analyze the interview data, a method well-suited for identifying and reporting patterns within qualitative data. Braun and Clarke (2006) described thematic analysis as a flexible method that can be applied across various theoretical approaches, making it ideal for this qualitative descriptive case study. There are six steps of thematic analysis based on Braun and Clarke (2006), as follows:

1. Becoming Familiar with the Data

In the first stage, the researcher listened to, read, and re-read the interview transcripts to gain an in-depth understanding of the data. Notes were taken to capture initial impressions, meanings, and patterns related to students' perceptions of the TPR method. This stage helped the researcher become familiar with the content and context of participants' responses.

2. Generating Initial Codes (Coding)

During this stage, the researcher began organizing and identifying meaningful segments of data relevant to the research questions. Important statements, words, or phrases related to the effectiveness, enjoyment, usefulness, comprehension, retention, and motivation in TPR were highlighted and coded, often using color-coding to distinguish themes.

Table 1. Generating Initial Codes

Interview Data	Codes
P1: Awalnya aku agak bingung miss, mikir ini mau ngapain ya kok pakai peragaan segala? Tapi setelah dicoba, aku jadi lebih rileks karena suasananya nggak terlalu tegang kayak pas hafalan vocabulary biasa. Biasanya kalau belajar kata baru aku takut salah nyebut atau lupa artinya, jadi sering cuma diam. Tapi tadi karena semua orang belajar sambil gerak bareng, aku jadi lebih berani buat nyoba nyebutin katanya meskipun belum yakin sepenuhnya. Tanpa sadar aku juga jadi lebih gampang inget arti katanya karena sambil ngelakuin gerakannya.	Anxiety-free vocabulary learning Increased self-confidence Implicit vocabulary acquisition
P2: Iya, cukup nyaman. Malah menurut saya lebih santai dibanding belajar dengan cara biasa, karena saya tidak hanya fokus menghafal kosakata dari buku, tapi langsung melihat dan memahami maknanya melalui gerakan. Biasanya kalau metode biasa kan kita fokus ke buku atau papan tulis terus. Kadang jadi tegang kalau tiba-tiba ditanya arti kata. Tapi kalau pakai gerakan, kita belajar sambil melakukan sesuatu, jadi suasananya lebih ringan.	Enjoyable vocabulary learning Conceptual vocabulary understanding
P3: Iya sih miss, lebih pede. Karena kalau aku lupa kata, aku masih bisa ingat gerakan yang mewakili kosakata itu, jadi aku lebih percaya diri buat nebak atau mengingat arti katanya lagi. Jadi aku nggak terlalu panik kalau tiba-tiba lupa.	Increased self-confidence Vocabulary recall through movement

The participants' interview transcription showed that 12 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.	Enjoyable vocabulary learning	10
2.	Implicit vocabulary acquisition	1
3.	Vocabulary recall through movement	7
4.	Increased vocabulary learning motivation	8
5.	Easier vocabulary acquisition	3
6.	Increased self-confidence	11
7.	Conceptual vocabulary understanding	13
8.	Contextualized vocabulary learning	6
9.	Multi-sensory vocabulary memory	5
10.	Vocabulary learning engagement	4
11.	Anxiety-free vocabulary learning	5
12.	Long-term vocabulary retention	2

3. Searching for Themes

After coding the data, the researcher reviewed and grouped the codes to identify potential themes. This stage involved categorizing the data according to recurring ideas or patterns that reflected students' experiences and perceptions of TPR. Themes that represented significant insights about TPR's role in vocabulary learning were selected for further examination.

Table 3. Searching for Themes

No	Initial Codes	Potential Themes
1.	Enjoyable vocabulary learning Implicit vocabulary acquisition Increased self-confidence Anxiety-free vocabulary learning	Positive Emotional Response toward TPR
2.	Vocabulary recall through movement Easier vocabulary acquisition Conceptual vocabulary understanding Contextualized vocabulary learning Multi-sensory learning Long-term vocabulary retention	Enhanced Cognitive Processing in Vocabulary Learning
3.	Vocabulary learning engagement Increased vocabulary learning motivation	Active Engagement in the Learning Process

4. Reviewing Themes

In this stage, the researcher re-examined all the coded data and ensured that the emerging themes formed coherent and consistent patterns. The researcher checked whether each theme accurately represented the participants' perspectives and aligned with the overall research objectives. Revisions were made where some themes overlapped or lacked sufficient supporting data.

Table 4. Reviewing Themes

No	Potential Themes	Themes
1.	Positive Emotional Response toward TPR	Experiencing Positive Emotions in Learning Vocabulary through TPR
2.	Enhanced Cognitive Processing in Vocabulary Learning	Enhancing Vocabulary Mastery
3.	Active Engagement in the Learning Process	Increasing Student Engagement in Vocabulary Learning Activities

5. Defining and Naming Themes

The researcher refined and defined each theme by clearly identifying its scope and meaning. Each theme was named appropriately to reflect the essence of the participants' experiences. Sub-themes such as challenges, benefits, and learning outcomes were developed to provide a deeper understanding of how students perceived the TPR method.

Table 5. *Defining and Naming Themes*

No	Definition	Themes
1.	This theme describes how students experienced vocabulary learning as more enjoyable, relaxed, and free from pressure when the Total Physical Response (TPR) method was implemented. Based on the interview results, students reported that learning activities involving physical movements made the classroom atmosphere more lively and less stressful compared to traditional vocabulary learning methods that mainly rely on memorizing word meanings. Through playful and movement-based activities, students felt more relaxed and less afraid of making mistakes during the learning process. Moreover, this enjoyable learning experience increased students' self-confidence to participate more actively in learning English vocabulary.	Experiencing Positive Emotions in Learning Vocabulary through TPR
2.	This theme reflects students' perceptions that the use of movements in the TPR method helped them understand English vocabulary more clearly and meaningfully that in the end enhance their vocabulary mastery. The students explained that body movements, facial expressions, and teacher demonstrations enabled them to connect words with their meanings in a more concrete way. The learning process, which involved multiple senses such as seeing, listening, and performing the movements, allowed students to build a stronger conceptual understanding of new vocabulary. In addition, the movements performed during the activities created a form of "muscle memory" that helped students retain the meaning of words for a longer period of time and made it easier for them	Enhancing Vocabulary Mastery

	to distinguish between vocabulary items with similar spelling or pronunciation.		
3.	This theme illustrates how the TPR method encouraged students to become more motivated and actively engaged in the vocabulary learning process in the classroom. The physical activities involved in the learning process allowed students to participate directly rather than remaining passive listeners. Students reported that responding to the teacher's instructions through movements and interacting with their classmates made the learning activities more interactive and motivating. Furthermore, the opportunity to move during the lesson helped students maintain their concentration and reduced feelings of boredom. As a result, students felt more confident to follow instructions, respond to questions, and participate in various vocabulary learning activities.	Increasing Student Engagement in Vocabulary Learning Activities	

6. Writing the Report

In the final stage, the researcher produced a comprehensive report that presented the findings and interpreted the themes in relation to the research questions and relevant literature. The report included illustrative quotes from participants to support each theme and discussed how TPR contributed to vocabulary learning based on students' perceptions.

E. Research Schedule

This research was conducted at one of the junior high schools in Tasikmalaya. It was conducted from March 2025 to May 2026.

Table 6. Research Schedule

No	Activities	Mar - Oct 2026	Nov	Jan	Feb	Mar	Apr	May	Jun
1.	Research Proposal Writing								
2.	Research Proposal Examination								

