

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study employs a descriptive qualitative research design. The qualitative approach was chosen because this study aims to understand and describe in depth the process of implementing the Total Physical Response method in teaching vocabulary rather than focusing on numbers or statistical analysis. Qualitative data are a source of well-grounded, rich descriptions and explanations of human processes (Matthew B. Miles, n.d.). Qualitative research is interpretative research; the inquirer is typically involved in a sustained and intensive experience with participants (Creswell, 2014).

In this study, a collaborative framework was integrated within the descriptive design, where the researcher cooperated with the classroom teacher to introduce and design the TPR activities based on the identified classroom challenges. The teacher then implemented these activities during the lessons, while the researcher acted as an observer to capture the process in its natural environment. This design is highly suitable for answering the research questions regarding how the TPR method is implemented for fourth grade students at SDN Pasirlayung 03, as well as its role in engaging students and enhancing their word retention.

Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of reporting the complexity of a situation (Creswell, 2014)

The author choose a qualitative Because the author is a fourth grade teacher who witnessed firsthand the obstacles faced by students in learning English vocabulary. Researchers' own personal training and experiences also influence their choice of approach. (Creswell, 2014)

In this context, researchers sought to describe how teachers implemented the TPR method and how students responded to and understood mathematics learning through it. This study did not aim to statistically measure the impact of the TPR method, but rather to provide a detailed overview of the learning process.

3.2 Research Location and Time

The participants of this study consisted of one fourth-grade class with 35 students from SDN Pasirlayung 03, consisting of 17 male and 18 female students along with their classroom teacher. The participants were selected using a purposive sampling technique based on specific developmental and contextual criteria. The fourth-grade students were selected because they represent true beginners who are encountering formal English instruction for the first time in this primary school. Additionally, they have develop adequate literacy skills to express their opinions clearly during interviews(Imanulhaq & Ichsan, 2022). Meanwhile the teacher who is a non-English major graduate, was selected because she is directly responsible for delivering the English lessons in this class.

3.3 Population and Sample

To manage the depth of the qualitative inquiry, a sub-sample of six students was purposively selected for the semi-structured interviews. This selection was based on academic achievement levels to capture a diverse spectrum of learner preferences, consisting of three high-achieving students and three average achieving students. Furthermore, considering that the participants were minors, strict ethical protocols were maintained; formal approval was obtained from the school administration, and parental consent was secured prior to data collection. The characteristics of the subject of the research are summarized in table 1 below:

Table 1. Summary of Participant Characteristics

Participant Category	Code/ Pseudonym	Gender	Academic Profile / Selection Criteria	Role / Data Contribution
Classroom Teacher	Teacher	Female	Non-English major graduate; primary class instructor	Implemented TPR; Interviewee
Whole Class	4th Grade Class (N=35)	17 Males, 18 Females	True beginners encountering formal English for the first time	Subjects for classroom observations
Sub-sample Interviewees	Student 1	2 Males, 1 Female	High-Achieving Students (Based on academic performance and teacher recommendation)	Acted as interview participants to share learner preferences
	Student 2			
	Student 3			
	Student 4	1 Male, 2 Females	Average-Achieving Students (Based on academic performance and teacher recommendation)	Acted as interview participants to share learner preferences
	Student 5			
	Student 6			

3.4 Instrument of the Research

In qualitative research, the researcher is the primary instrument for data collection. As the primary instrument, the researcher is directly involved in the learning process, observing student behavior and documenting relevant data. This allows the researcher to gain a deep and contextual understanding of the implementation of the Total Physical Response (TPR) method in teaching English vocabulary.

The researcher begins by gathering detailed information from participants and then forms this information into categories or themes. These themes are developed into broad patterns, theories, or generalizations that are then compared with personal experiences or with existing literature on the topic. The development of themes and categories into patterns, theories, or generalizations suggests varied end points for qualitative studies. For example, in case study research, Stake (1995) referred to an assertion as a propositional generalization—the researcher’s summary of interpretations and claims—to which is added the researcher’s own personal experiences, called “naturalistic generalizations” (p. 86) (Creswell, 2014). A sound research plan calls for a thorough discussion about the instrument or instruments—their development, their items, their scales, and reports of reliability and validity of scores on past uses.(Creswell, 2014)

a) Instrument

(1) Observation Guidelines

Used to record the implementation of the TPR method in the classroom, including teacher activities, student responses, and interactions during learning. Observations are conducted directly during the learning process.

(2) Interview Guidelines

Semi-structured interviews were conducted with several students after the lesson. The goal was to explore students' experiences, their opinions about learning using the TPR method, and how they understood and remembered the vocabulary taught.

(3) Documentation

Documentation includes activity photos, field notes, lesson plans, and student work during the lesson. These documents are used to supplement observation and interview data.

b) Trustworthiness

To ensure the validity of the data in this study, the researcher used triangulation techniques of sources and methods. Data were obtained through observation, interviews, and documentation, thus complementing and strengthening the findings.

Furthermore, the researcher conducted member checking, confirming the interpretations with students and teachers to ensure that the data obtained aligned with their experiences. The researcher also recorded every process and decision in the form of field notes to ensure the dependability and confirmability of the data.

Trustworthiness is an important aspect in qualitative research because it determines the quality, credibility, and reliability of the research findings. Unlike quantitative research that commonly uses statistical measurements to ensure validity and reliability, qualitative research emphasizes the accuracy of data interpretation and the extent to which the findings represent the actual experiences of participants. Therefore, this study applied several strategies to ensure that the data collected and analyzed were credible, dependable, and supported by evidence from the research process.

To ensure the validity and credibility of the data, this study employed triangulation techniques involving both source triangulation and method triangulation. Source triangulation was conducted by comparing information obtained from different participants, including the English teacher and fourth-grade students. By examining perspectives from different sources, the researcher could identify similarities and differences in participants' experiences regarding the implementation of the Total Physical Response

(TPR) method in vocabulary learning. This process helped the researcher obtain a more comprehensive understanding of the phenomenon being studied.

In addition, method triangulation was applied by collecting data through several techniques, namely classroom observation, semi-structured interviews, and documentation. Classroom observation was conducted to directly examine the implementation of TPR activities, students' participation, classroom interactions, and the learning process. Interviews were used to explore deeper information regarding students' and teachers' experiences, perceptions, and responses toward the use of TPR in vocabulary learning. Meanwhile, documentation, such as lesson plans, learning materials, photographs, and other relevant documents, was used to support and strengthen the findings obtained from observations and interviews. The combination of these methods allowed the researcher to compare and confirm information from different types of data sources.

Furthermore, this study applied member checking to increase the credibility of the research findings. Member checking was conducted by confirming the researcher's interpretations with the participants, particularly the teacher and students involved in the study. Through this process, the researcher ensured that the interpretation of the data accurately reflected the participants' actual experiences and perspectives. Feedback obtained from participants was used to clarify information and reduce the possibility of misunderstanding or researcher bias.

To maintain the dependability and confirmability of the research findings, the researcher documented the entire research process systematically. Field notes were used to record observations, important events, classroom situations, researcher reflections, and decisions made throughout the study. These records provided a clear research trail that showed how data were collected, analyzed, and interpreted. By maintaining detailed documentation, the researcher ensured that the findings were based on actual data rather than personal assumptions.

Overall, the use of triangulation, member checking, and systematic documentation contributed to maintaining the trustworthiness of this qualitative study. These strategies strengthened the credibility of the findings and ensured that the description of TPR implementation in vocabulary learning was based on accurate, consistent, and meaningful data. Therefore, the research findings can provide a reliable representation of the experiences of fourth-grade students and teachers in the English language classroom.

c) Reliabilitas

To maintain data reliability in this study, the researcher took the following steps:

- (1) Made structured field notes for each observation and interview.
- (2) Used the same guidelines for both observations and interviews to ensure consistent data collection.
- (3) Recorded all research processes in detail, including any changes or adjustments that occurred in the field.
- (4) Triangulated methods, combining data from observations, interviews, and documentation, to ensure that the data obtained truly reflected the actual situation.
- (5) Consulted regularly with the supervisor to maintain the objectivity and direction of the research.

These steps ensure that the data collected in this study is consistent and accountable, in accordance with the principles of reliability in the qualitative approach.

3.5 Procedure of the Research

This research procedure was conducted through several systematic stages in accordance with a descriptive qualitative approach. This research took place during the English language learning process in the fourth grade of Pasirlayung 03

Elementary School, with the researcher acting as both teacher and data collector. These stages are explained as follows:

a) Preparation Step

- (1) Develop a research plan, including determining the topic, objectives, and research approach.
- (2) Develop a lesson plan (RPP) using the TPR method, focusing on vocabulary teaching.
- (3) Develop research instruments such as observation, interview, and documentation guidelines.

b) Implementation Step

- (1) Implement English learning activities using the Total Physical Response (TPR) method.
- (2) Conduct direct observations of teacher and student activities during the learning process.
- (3) Conduct semi-structured interviews with several students after the lesson to explore their learning experiences.
- (4) Collect documentation, such as photos of activities, learning videos, student work, and field notes.

3.6 Data Analysis Technique

In qualitative research, data analysis is conducted descriptively and interpretively, aiming to understand the meaning of data obtained through observation, interviews, and documentation. (Matthew B. Miles, n.d.)

a) Data Reduction

In this step, data collected from observations, interviews, and documentation is selected, focused, simplified, and organized. Researchers select data relevant to the research focus, namely how the TPR method is applied in vocabulary teaching and students' responses to it.

b) Data Display

The reduced data is then presented in narrative form, direct quotes from interviews, tables, or relevant documentation. The goal is to make it easier for researchers to understand and identify important patterns or findings within the data.

c) Conclusion Drawing and Verification

After the data was presented, the researcher drew tentative conclusions regarding the patterns that emerged during the learning process using the TPR method. These conclusions were then verified by comparing all data sources (observations, interviews, documentation), and conducting triangulation to ensure the validity and accuracy of the findings.

This technique was chosen because it aligns with the research objectives, which are descriptive in nature and aim to describe the learning process and experience comprehensively and in-depth.

Reason for Selecting This Analysis Technique is that It aligns with a qualitative approach that emphasizes meaning, process, and context, rather than numbers or statistics.

It is capable of organizing large amounts of data (from observations, interviews, and documentation) systematically and step-by-step. This technique allows researchers to see patterns, relationships, and meanings from the collected data in a deep and natural way. This analysis technique is also flexible and supports the triangulation process, which is essential for increasing the credibility of findings in qualitative research and This model has been widely used in educational research, particularly in case studies and descriptive research, and is therefore considered relevant for this thesis.

Therefore, the use of Miles and Huberman's interactive data analysis technique is considered most appropriate for answering the problem formulation and achieving the research objectives in the context of English vocabulary learning using the TPR method.

