

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology that was employed in this research. It consists of research design, research questions, purposes of the research, and research site and participants. Data collection and data analysis techniques are also presented in this chapter.

3.1 Research Design

This study aimed at describing the implementation of TPRS method in teaching vocabulary to young learners, specifically at how the teacher applied the method to teach vocabulary. This study was also conducted to describe and explain the students' responses towards the implementation of the method.

In accordance with the aims of this study stated earlier, Descriptive qualitative study was chosen since it was suitable to give a complete description of the implementation of Total Physical Response Storytelling (TPRS) method in teaching vocabulary to young learners. As stated by Creswell (2008: 254) that descriptive qualitative study aims at investigating detailed rendering of people, places, or events in a setting in qualitative approach. Besides, Wu and Volker (2009) also state that descriptive qualitative design is used to give a description and explanation of beliefs, meanings in context-specific setting and behaviors.

3.2 Research Question

It is imperative to identify the problem of the study in order to meet the purposes of the study. According to Arikunto (2006), to have research conducted appropriately, a researcher should formulate the problems as clearly as possible. Therefore, this study formulated these two following questions:

1. How does the teacher apply Total Physical Response Storytelling (TPRS) method in teaching vocabulary to young learners?
2. What are the students' responses towards the implementation of Total Physical Response Storytelling (TPRS) method in learning vocabulary?

3.3 Purposes of the Research

The aims of this study were to find out how the teacher applied Total Physical Response Storytelling (TPRS) method in teaching vocabulary to young learners and to find out the students' responses toward the implementation of Total Physical Response Storytelling (TPRS) method in learning vocabulary.

3.4 Site and Participants

This study was conducted in one of the Elementary schools in Cianjur, West Java. The reason of choosing this Elementary school as the site of this study was because this school applied TPRS method in teaching vocabulary.

The main participant (the focus) of this study was the English teacher who implements TPRS method in teaching vocabulary and the 4th graders she teaches. The teacher was chosen purposively since she applied TPRS method in teaching

English vocabulary. Meanwhile, the elementary students were chosen based on the consideration that they still learn a basic level of English competency.

3.5 Data Collection Techniques

Data collection techniques employed in this study were classroom observation, interview and document analysis. As stated by Creswell (2007) the data collection in descriptive study is typically extensive, drawing on multiple sources of information, such as observation, documents, and audiovisual materials. Each technique is described below.

3.5.1 Classroom observation

The first instrument employed in order to gain the data was classroom observation. According Creswell (2008), observation is an instrument of collecting data that can be used to obtain a comprehensive picture of a situation. Alwasilah (2008) also states that by observation, the researcher has their own understanding about theory-in use and even respondent's point of view that could not be analyzed by interview or survey. Therefore, this classroom observation was used in order to gain a comprehensive picture or general description of the teacher's steps in applying the TPRS method and the students' responses towards the method.

There are several types of observation and this study specifically employed non-participant observation in which the researcher did not participate in the setting of the research. Yet, the researcher only observed all the things happened in the classroom during the teaching and learning process. As stated by Fraenkel

& Wallen (1993), non-participant observation means the researcher does not participate or do the interaction in the research.

To help the researcher to observe all the classroom activities and to complete the information, video recording was used in this study. It was a rich source, since it captured all the things happened or emerged during the classroom observation. Fraenkel and Wallen (1993) state that one of the strengths of the video recording is that it can be replayed for several times in order to check and clarify the data. The data of classroom observation that was recorded on the video recorder was converted to video transcription. The transcription of video recording was then analyzed to find out how the teacher applied the method. Moreover, it was used to analyze how many students who responded physically to the teacher's instructions and students who did not respond physically to the teacher's instructions.

The classroom observations were conducted four times in the classroom, from September 4th 2012 to September 25th and it took 90 minutes each. The observation schedules as follows.

Table 3.1
Observation Schedule

	Date	Day	Time	Place
1st Observation	September 4th, 2012	Tuesday	09.15 am-10.25 am	Class 4A
2nd Observation	September 11th, 2012	Tuesday	09.15 a. m-10.25 am	Class 4A

3rd Observation	September 18th, 2012	Tuesday	09.15 a. m-10.25 am	Class 4A
4th Observation	September 25th, 2012	Tuesday	09.15 a. m-10.25 am	Class 4A

Besides videotaping, this study was also completed by observation sheet and field notes to document the data. The first observation sheet focuses on teacher's steps in implementing TPRS method in teaching vocabulary. Framework of this first observation sheet was based on the combination of TPRS stages proposed by Gaab (2008) and the steps of storytelling activity proposed by Cameron (2001). The observation framework to document the teacher's step can be seen are as follow.

Table 3.2
Observation Framework for Teacher's Steps in Implementing TPRS Method

Stage	Activity	Teacher's Activity
Preparation Activity	<ul style="list-style-type: none"> • Show the words • Tell the words • Introduce the story <ul style="list-style-type: none"> ✓ Introduce the characters ✓ Introduce the setting 	
Core Activity	<ul style="list-style-type: none"> • Read the story 	

Follow-up Activity	<ul style="list-style-type: none"> Give students a set of vocabulary tasks (Let students learn the meaning of the new words) 	
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Adapted from Gaab (2008) and Cameron (2001)

The second observation sheet was used to document students' responses towards the method. It documented the numbers of students who responded to the teacher's instructions and also the numbers of students who did not respond to the teacher's instructions. It was also completed by the percentage of numbers in order to get an overview of the total number of the object. So that, it could simplify the calculation. Below is the second observation sheet framework.

Table 3.3
Observation Framework for Students' Responses toward the Method.

1st Meeting		Date :			
Words	Teacher's Instructions	Students who respond	Percentage	Students who do not respond	Percentage

Additionally, in order to support and complete the observation, this study also employed field notes. It was used to complete the note of teachers' steps in implementing the method. As stated by Cresswell (2008) field notes can be used

to record those behaviors which are not recorded in videotaping. The following table is the guideline for field notes.

Table 3.4
Guideline for Field Notes

Data Source	Revealed Aspects
1. Teacher	a. The steps in implementing TPRS in teaching vocabulary

Adapted from Septiana (2008, cited in Mariam, 2012)

3.5.2 Interview

The second instrument used in this study was an interview. It was employed in order to gain the information that could not be revealed in classroom observation, such as mind, thought, and feeling of the participants through classroom observation and document analysis (Merriam, 1998). In addition, to avoid misunderstanding, the interview was used to confirm some unclear results of classroom observation in an attempt to complete the data. Besides, some questions in the interview proposed to confirm the phenomena emerged in the classroom. Cresswell (2007) assumes that interview is good since the question can be limited by the researcher due to the need of the interview. Moreover, interview is a good instrument to gain deep information about the issues arisen from the informant (Nasution, 2003:144).

Nazir (2006) asserts that interview is the process of gaining the information for the specific goal of the study by proposing some questions to the

respondent initiated by the interviewer. The interview conducted in this study was in semi-structured form with open-ended questions. This type of interview was used since it lets the researcher take control of the interview (Nunan, 1992: 149). Additionally, it allows the researcher to get in-depth information about the data (Cohen and Laurence, 1994 cited in Derisyandi 2012). Therefore, the participant was allowed to give her answers freely without being limited to any specified alternative answers as well as expected to be able to give the complete and deep explanations in answering the questions.

The interview session was conducted once and addressed to the English teacher after the classroom observation ended and it was recorded by voice recorder. This interview session was conducted on Wednesday, September 26th 2012. The interview questions were scheduled in Bahasa Indonesia and they would be transcribed and translated when necessary (see Appendix B for detail).

3.6 Data Analysis

After collecting the data through classroom observation and interview, those data were then analyzed by descriptive qualitative data analysis. The data analysis was divided into two steps; data analysis of classroom observation and data analysis of the interview. In analyzing and presenting the analysis of each research instrument, this study proposed descriptive explanation. The following are the steps of data analysis.

3.6.1 Data analysis of classroom observation

The data collected from classroom observation in this study were in observation sheet, fieldnotes, and video transcription. There were several steps employed in this study to analyze the video in order to answer the first research question about the way the teacher applied TPRS method. The first step was transcribing, the second step was reading, the third step was coding, and the last step was categorizing the data into some selected categories based on TPRS steps proposed by Gaab (2008) and the steps of storytelling by Cameron (2001). The following were the steps in analyzing video recording to answer the first research question.

First step, the video was transcribed in order to see how the teacher applied TPRS method in teaching vocabulary. Creswell (2008) defined transcription process as converting the data gained from video recording or audio recording into textual data. In order to gain the data, the videos of all classroom activities in four meetings were transcribed.

Second step, reading the whole transcription of videotaping and field notes to see how the teacher implemented the method. This step is in line with the next step after transcribing the data suggested by Creswell (2008) that reading the data should be done after having the transcription process.

After reading the whole transcription of the data, they were then coded into some categories based on the TPRS steps proposed by Gaab (2008). **SW** referred to show the words step, **TW** for telling the words step and **TW (i)** for Telling the words with instructions. **ST** stood for storytelling, and **VLA** referred to

vocabulary learning activity step. Below is the example of coding in data analysis.

See Appendix B for detailed information.

Table 3.5
Illustration of Coding System Regarding the TPRS Steps Implemented by the Teacher.
(Fourth Meeting)

TPRS steps	Illustration
SW	(writes 'eat' on the whiteboard) eat eat (.) <i>apa</i> eat?
TW	Goo:::d <i>sekarang</i> yawn (yawns) ha:::m
ST	Iya::: i want some breakfast say the dragon (.) then he goes down the mountain and run to the village (.) run! <i>semua</i> run!
VLA	<i>Sekarang ibu mau</i> nine! <i>Ayo</i> nine <i>mana:::?</i> Oke, nine run!

After coding the data, the next step was analyzing and classifying the data into categories on the observation sheets; teacher's activity in implementing TPRS method.

Meanwhile, in order to answer the second research question considering to students' responses towards the implementation of TPRS method, the number of students who responded and did not respond the instructions in each word, step, and meeting were calculated. The number was then put into percentage in order to simplify the calculation. Afterwards, the percentage numbers of students who responded in each word, step, and meeting were then analyzed to find an increasing numbers of students who responded to the instructions. It aimed at finding out how the method is able to motivate students to learn.

The further step was obtaining the average of percentage of students who responded in each word, step, and meeting compared to the duration of each meeting in order to see students' attention span while dealing with the lesson.

3.6.2 Data analysis of the interview

To analyze the data gained from the interview, the interview session was recorded by voice recorder, replayed, and transcribed. After transcribing the result of the interview, then it was analyzed and classified into some categories of teacher's activity in implementing TPRS method on the observation sheet. However, the students' responses could not be gained through interview since the teacher could not count the sum of students who responded and students who did not respond in the same time while she was teaching. Then, the last step was presenting the result of the data analysis into description.

3.7 Data Validity

The data gained from three instruments were then cross checked by using triangulation. Triangulation can help the researcher to find the conclusion of the results among different research instruments (Alwasilah, 2000 and Frankael & Wallen, 1990). The data taken from three different instruments then were compared in order to avoid unclear answers from the participant that probably emerged.

3.8 Concluding Remarks

This chapter has presented the detail of research methodology of the study to find out how the teacher applied TPRS method in teaching vocabulary and the students' responses towards the implementation of the method. The data were obtained from interview, classroom observation included observation sheet, video

recording, and field notes. Those data were analyzed by descriptive qualitative method and the whole findings from those data will be discussed in chapter IV.

