

## **CHAPTER III**

### **METHODOLOGY**

This chapter presents design of the study, settings, researches question, technique of data collection, and followed by technique of data analysis.

#### **3.1 Research Design**

This study uses a qualitative research. The main reason for descriptive research in qualitative research begins with the question 'how' or 'what'. Qualitative research aims to explain the phenomenon profusely through deep data collection. Qualitative approach is a study that intends to understand phenomenon about what is experienced by research subjects such as behavior, perception, motivation, action and so on. Therefore, qualitative research is subjective and the results were more casuistic. Besides qualitative descriptive selection, topics need to be developed to see the extent to which students' perceptions of the implementation on Total Physical Response (TPR) in English Learning.

#### **3.2 Setting and Context**

This study will be conducted in class IX'A at MtsN 3 Bombana. The class consists of 28 students. English subjects must be one of the mandatory subjects for junior high schools as well as for MTsN 3 Bombana. However, there are still many students who find it difficult to learn English, especially in improving their English language skills. Especially in terms of writing vocabulary, this sometimes does not match the original vocabulary Such as weaknesses or strengths in one vocabulary. Therefore, the researcher tries to use

TPR strategy to see how effective it is in improving students' vocabulary skills in English.

### **3.3 Participant**

The participants of this study focused on 28 students of Class IX'A at MtsN 3 Bombana because vocabulary is a major problem for students in learning English. The researcher looked at how students responded in applying the TPR method in the learning process to help students improve their vocabulary; develop the quality of their writing while developing sentences through the vocabulary.

### **3.4 Instrument of the Study**

#### **Reflection**

Reflection is also one of the most effective ways of taking in. This reflection about students tells their experiences in the teaching and learning process of English, about the lack of and excess in the teaching process, about what students feel, especially on the application of the TPR method. Korthagen (2001) strongly emphasizes that reflection is one of the instruments by which experience is translated into dynamic knowledge. In addition, reflection is a cognitive process that can help students understand and learn from their learning experiences during the teaching and learning process in the classroom. Reflection is very important in education because it leads to deeper learning, helps to create new connections between prior and acquired knowledge and makes the learning process more effective. That's because reflective is intended to help students connect knowledge with practice and develop a sense of ethical management (Walshe & Driver 2019).

The reflective practice helps students' link knowledge with practice and develops a sense of ethical management (Ichii,et al., 2018). Reflections on this study were carried out in the classroom that will be given about 15 minutes. Reflection as a critical component of service learning is used the experience in learning. In the journal reflective, the students used the critical reflection in answer the question reflection. Park (2003) argues that rreflective journal writing offers students the opportunity to communicate with their instructors with confidence and motivation because there is no anxiety associated with judgment or assessment.

### **3.5 Technique of Data Collection**

The researcher collected data with one instruments is reflection, reflection needs to be filled in by the participants after they finish their class in one semester, respondents only need to discuss their experiences, assessments and impressions refer to questions in reflection.They are asked to write their reflections in Indonesian, not in English, to make their schools of thought unobstructed by language difficulties because as Borg (2006) points out, journal writing itself requires a lot of energy and effort, namely linguistic, cognitive, and socio-cultural demands. The respondents were given 3 days to complete their reflection, each student's reflection was then collected directly to the researcher.

### **3.6 Technique of Data Analysis**

Data analysis was done by looking at the data that had been collected and coding it. Data analysis will be carried out in writing from the answers to several questions that the researcher has given. In the process of coding the data, the

researcher used thematic coding (thematic analysis) based on students' reflection which adapted from Braun & Clarke (2006). Data collection will be done by sorting out the answers according to what the researcher needs. In analyzing the data, the steps proposed by Creswell were: (1) collecting data, (2) preparing data for analysis, (3) reading data, (4) coding data, (5) coding text for themes and descriptions to be used. made. used in research papers (Sukmahidayanti, 2015). Coding is an interpretive activity and therefore it is possible that two researchers link two different codes with the same data (Linneberg & Korsgaard, 2019). Charmaz (2006) has proven that when editing has been completed, a conclusion is presented systematically. Coding is not a very total way of analyzing data; however, it is one of the methods used to organize the data so that the underlying message depicted by the data can be clearer to the researcher.

Data that has been collected from students 'reflections containing students' answers about what their perceptions are about the application of the TPR method in Foreign Language Teaching will be highlighted, arranged and analyzed through coding and categorization in the same sense.

Data coding is to determine the quality of research results when conducting an analysis of behavior, attitudes, feelings and actions depending on what they experience. In data coding, coding is applied to the transcript of focus in student perceptions (Blair, 2015). Students' reflections are read and underlined to group different topics into columns and even reduce the categories associated with each other by reading forward and back to the data. Then, data is collected to

present the main analysis. The display of students' reflections in paragraphs is then interpreted to describe what is meant by the findings.

