CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses research design, setting and subject of the research, research instruments, data collection, data analysis, and research procedure.

3.1 Research Design

The research design of this research was Classroom Action Research (CAR). Because the researcher would like to solve the problem in teaching which happens in the classroom. Richards and Farrell (2005:171) state that action research is conducted to clarify and resolve practical teaching issue and problems. Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve students’ learning (Hermida, 2001). Furthermore, action research takes place in the classroom and involves a cycle of activities centering on identifying a problem or issue, collecting information about the issue, devising a strategy to address the issue, trying out the strategy, and observing its effects.

Classroom action research activities involved repeated cycles. Each cycle consists of planning, acting, observing, and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problem gets solved by the strategy stated by Kemmis and McTaggart, (1988, in Hafid: 2016).

Figure 3.1
3.2 Setting and Subject of research

This research was conducted at SDI Daarul Fikri Dau Malang. The subjects of this research was 5th grade which consisted of 17 students in the class.
3.3 Research Procedure

The research procedure was started with a preliminary study, then followed by the cycle. The cycle consisted of four steps, they are: planning, acting, observing, and reflecting.

3.3.1 Preliminary Study

This was conducted to discover the problems or the issues which occurred in the classroom during teaching and learning process. Therefore, researcher collected data related to the problems faced by the students and the teaching methods which is applied by teachers in the learning process. To know the result, the researcher carried out two steps. Firstly, the researcher conducted observation to the teaching and learning process, especially in teaching English. Next, the researcher gave the students the test, which is called pre-test. The test of course was given in order to know the students’ comprehension about English vocabulary. From the result of the pre-test and observation, the researcher found that there were 5 students who gained criteria of success where the criteria of success were 75. Then, 8 students obtained 70-60. However, 4 students obtained under 60 for their vocabulary test score. It means that 5 grades are still low in mastering English especially in vocabulary mastery.

3.3.2 CYCLE I

1. Planning
After discovering the problem, the researcher planned the action. The steps of planning included preparing lesson plan, preparing the media, preparing the vocabulary, and preparing the criteria of success.

a. Preparing the Lesson Plan

Before implementing TPR method in teaching and learning activities, the researcher made the lesson plan to decide the materials which would be taught to the students in the next phase. The lesson plan was made based on the Curriculum and Syllabus. There were at least two lesson plans prepared for four meeting in this cycle I.

b. Preparing the Media

This study used the TPR method as a teaching method to teach English vocabulary. Teaching by using TPR methods, teacher did not require complex media because TPR method worked by using instruction and physical responses. This method only required a marker and whiteboard as in the teaching and learning process in general as a means of supporting activities. Teacher provided some vocabulary by using a physical instruction to students, and students followed using physical responses repeatedly.

c. Preparing the vocabulary test

Vocabulary test was made for the students in order to know their understanding about the materials which had been taught. The test was given at the end of the activity of each cycle. The result of the test was calculated and it was compared between the result of first cycle and second cycle.
d. Preparing the criteria of success

The researcher made the criteria of success in order to know students’ understanding of vocabulary based on their score. The scores were divided into two types; first type was from their participations during teaching and learning process and the second type was from their result of vocabulary test. The scores should above the standard minimum of completeness (KKM) 75. The researcher declared successful if students have 75 or more in their scores. Otherwise, the students who got scores below the KKM automatically they fail.

2. Action

In this phase, the researcher taught the students based on the lesson plan which had been made in the previous phase. Here, the researcher used TPR method as strategy or technique to teach vocabulary. This action was implemented in two cycles; each cycle was conducted in four meetings. After implementing the method, the researcher gave students vocabulary tests at the end of the activity in each cycle. The result measured their comprehension of the vocabulary.

3. Observation

The observation was done by the researcher during teaching and learning process. This observation was conducted to know whether the students give their attentions in the activity or not, and to know the students’ responses on the activity. In this phase, the researcher took a note during the teaching and learning process to record the activities. This helped the researcher to know the whole process. At the end of the activity, there would be a test given by the researcher to the students to measure their understanding on the materials which just had been taught to them.
4. Reflection

Reflection was an evaluation to know the process of implementation and the result of the actions which have been done by the researcher. It aimed to identify the flaw either in the process or the result. It was focused on the method which was implemented namely Total Physical Response. This research was declared successful if there was an improvement in students’ ability in vocabulary mastery. The result of the reflection in the cycle one would be helpful to be used in the next cycle.

3.3.3 CYCLE II

By knowing the results of cycle 1, the researcher tried to improve the implementation of TPR method in cycle II and avoided the mistake in doing the activity. In this cycle, the researcher still did the same activities with the previous cycle, such as; planning, action, observation and reflection.

Re planning

There was a little difference strategy in this cycle 2 with the previous cycle which had been redesignated by the researcher. in the cycle I, teacher did not use any media to support the activity in learning process. Teacher only used physical instruction repeatedly, so in this cycle II the teacher tried to add a media to support the activity. The media which were selected were image and power point. Teacher gave some pictures to the students and explained the picture by using a physical instruction, then asked the students to see the picture and derived what they saw on the picture physically. Afterward, the students had to remember all
the contents of the pictures. The pictures were about vocabulary which was given to the students.

3.4 Research Instrument

Research instrument was a tool used in the study to collect the data. Maslihah (2012). To collect the data that are needed, the researcher used test and observation as instrument to measure students’ achievement and students’ responses during the activities.

3.4.1 Test

As an educational research, test was an obligation that must be carried out by the researcher in order to identify students' achievement in vocabulary. Based on Ary et al (2010:201), tests were valuable measuring instruments for educational research. The test also must be given before and after implementation the Total Physical Response method.

However, there were two types of test here. Those were; pre-test and post-test. The vocabulary test which was given before the researcher implemented Total Physical Response method was called pre-test. The pre-test was done after the researcher observed the activity in the class during teaching and learning process. The next vocabulary test was given after the researcher implemented Total Physical Response method, and the test was measured the students’ comprehension of the vocabulary. Pre-test and post-test were used to know the differences of students’ ability before and after the method was given to the students.
3.4.2 Observation (Field Notes)

Observation had to be done during the teaching and learning process. It was a step for collecting data. Something that should be clear here was that the collected data were the result of applying the TPR method, not the process of the implementation of TPR method. The process of observation was to tell how well the TPR method could achieve the results to satisfy the criteria of success. The researcher took field notes during doing the observation in the classroom. Field notes were also needed to write the students’ progress in vocabulary. According to Ary et al (2010), field notes provide a record of what was going on during the observation.

3.5 Data Collection

In this study, the researcher collected the data through several steps, namely:

1. Observing the classroom activity
2. Giving pre-test to the students before implementing “Total Physical Respond (TPR) method” in order to know their vocabulary mastery
3. Implementing “Total Physical Respond (TPR) method”.
4. Giving vocabulary test in each cycle in order to know the improvement of students’ achievement

3.6 Data Analysis

In analyzing the data, the researcher identified the score from all students by comparing the result of pre-test and post-test to know students’ vocabulary
mastery. The results of both tests were analyzed by using mean score in order to know the students’ average score. The students were able to be declared successful if they reach the minimum criteria of completeness (KKM) 75, or more. To calculate the students’ scores, the researcher used the following formula:

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\text{Sc} = \left( \frac{\text{CA}}{\text{TA}} \right) \times 100
\]

\(\text{Sc} = \) Score

\(\text{CA} = \) Correct Answer

\(\text{TA} = \) Total Answers