

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the writer describes research design, research method, instruments, data collection technique and analysis.

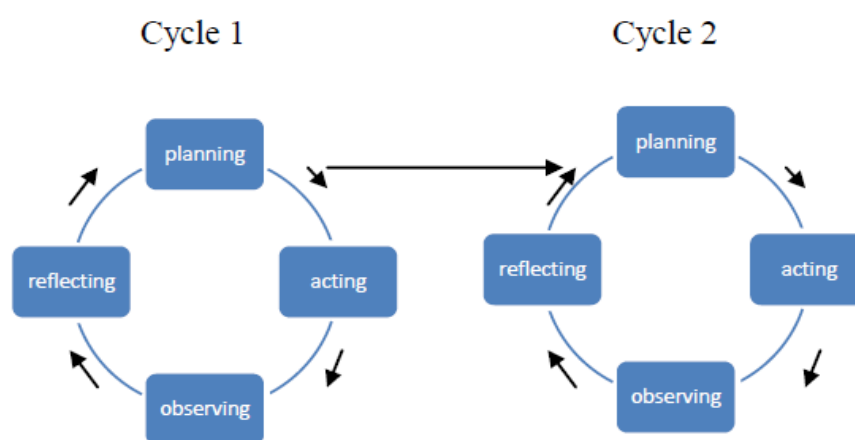
A. Research Design

The type of this research is classroom action research. Action research is a strategic way to improve educational service that must be conducted in a classroom learning context and to improve quality of a whole school program. The aim of action research is to solve and improve learning practice in a class continuously. Action research is a way for teachers to continue growing and learning by making use of their own daily teaching experiences.

According to Ferrance (2000), action research is a quest for knowledge about how to improve. It involves people working to improve their skills, techniques, and strategies. In other words, it is not about why we do certain planning, acting, observing, reflecting but rather than how we can do things better and how we can change our instruction to impact the students.

Kurt Lewin (1946) described the process of action research in form of spiral. It has four steps that form a cycle. They are planning, acting, observing, and reflecting. The design of action research according to Subyantoro (2009) is as follow:

Figure 1
Action Research Cycle



a. Planning

Planning is related to the activity planning which is going to be held by in the classroom. It is about the lesson plan, material, technique, as well as task to improve the students' achievement, both in form of process and score.

In this phase the writer identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context.

The writer designed a lesson plan from the syllabus, created the topics appropriate with the matter and prepared materials that would be used at the cycle.

b. Acting

Acting is the action after planning has been managed. It is when the technique, material and tasks are being held or applied.

The plan designed before is applied in this phase. The writer gives the material by implementing the method in order to get the target of achievement.

c. Observing

Observing is to see how the activity is running and to gather the data as the information to be assessed.

Observation in action research is a kind of process of collecting data from the implementation of action in order to investigate how far the effect of action can reach the target. In order to produce successful observation, research instruments are applied here. Observe the effect of action that had been taken.

d. Reflecting

Reflecting is the stage to reflect how the writer has been carried out from the planning to the observation stage.

At this point, the teacher reflects on, evaluates and describes the effects of the action in order to make sense of what has happened and to understand the issue the researcher have explored more clearly. Those are used to make plan for further cycles and correct with the weaknesses.

B. Research Method

The method used was a Classroom Action Research or often known as “Penelitian Tindakan Kelas” in the Indonesian language. The process was a cycle model, round or spiral. Cycle referred to a round activity that consists of several activities, namely: plan, action, observation, and reflection (Wijaya, 2009: 21). The design of intervention actions or design cycle research was using the Kemmis and Taggart model. Working procedures of action research by model Kemmis and Taggart, essentially a cycle that includes the steps of (a) plan, (b) acts, (c) observation, and (d) reflection, followed by re-planning, re-acting, re-observing, and re-reflecting for the next cycle.

C. Instruments

To collect the data, the writer used some instruments as follow:

a. Observation

In this case use the observation to get the information about the real condition in the teaching learning activities to know what the students responses toward teaching learning process through Total Physical

Response (TPR). Started from : Opening Activity, Main Activity, Post Activity.

b. Test

The writer used vocabulary test for the student. The test used in this study pre-test and post test. The pretest was done before implementing Total Physical Response (TPR) method to measure students' initial vocabulary mastery, meanwhile the post test was implemented after using Total Physical Response (TPR) method. The student test was scored by using the rating scores adapted from Thornburys' as followed.

In order to support the observation result, the teacher gave test from pre-observation until the end of this research. Vocabulary test was given to the students in the end of cycle 1 and cycle 2. It was done in order to evaluate the student's memory of the materials that had been given. The vocabulary test was based on the test proposed by Thornbury (2002). It was collocation test in which it simply tests the learner's ability to recognize the correct form (Thornbury, 2002:131).

c. Questionnaire

This questionnaire was given because the writer would like to support the data resulted from observation. The students were only asked to answer closed question. In other words, the students, which are still children, only answered *yes* or *no* from the three simple questions as follows:

- 1) Is learning English difficult?
- 2) Is memorizing English vocabulary difficult?
- 3) Is it boring learning English in the classroom?

Those questions helped the students to utter their opinion about teaching and learning process in cycle 1 and cycle 2. Moreover, the teacher got the information about students' opinion of what they felt during this research carried on.

d. Interview

The interview is a process to obtain information for research purposes by the question and answer, face to face between the interviewer and respondent.

Before implementing classroom action research, the writer interviewed the students about difficulties vocabulary mastery, students' condition in vocabulary mastery activity, and method usually implemented by the writer in teaching vocabulary, the writer also conducted the interview after accomplishing classroom action research to identify the student responds toward the idea of Total Physical Response (TPR) method.

Interviews were conducted to obtain data about the achievements, difficulties, and impressions experienced by students in the classroom.

The interview was given because the writer would like to support the data resulted from observation. The students were only asked to

answer question, and the students only answered yes or no from the three simple questions are follows :

- 1) Is learning English is difficult ?
- 2) Is memorizing English vocabulary is difficult ?
- 3) Is it boring learning English in the classroom ?

Those questions helped the students to utter their opinion about teaching and learning process in cycle 1 and cycle 2. Moreover, the teacher got the information about students' opinion of what they felt during this research carried on.

D. Data Collection Techniques and Analysis

The collected data found in this research were analyze qualitatively and quantitatively. It means that all the data collected from the observation and interview were analyzed using descriptive quantitative.

The writer tried to get the avarage of students' vocabulary mastery scored before the implementation and every cycle in order to identify the Total Physical Response (TPR) method in the classroom . The formula is :

$$X = \frac{\sum x}{n}$$

The last, the writer analyzed the students' vocabulary mastery mean score from pretest. It was used to identify whether or not student improve vocabulary mastery.