

III. RESEARCH METHODS

A. Setting of The Research

In this research, the researcher used classroom action research method. This research was done at the fourth grade of SDN 3 Nunggalrejo. Based on the teacher's information and pre-observation, the students had low average score on vocabulary achievements after they had been taught by using explanation technique. The factors of the failure not only come from the teacher but also the students themselves. Because of those reasons, the researcher examined the cause of the problems and found the solution. The causes of the problems were inappropriateness of teaching method used by the teacher and the activity of the students. Therefore, TPR procedure was implemented as a solution for the problems in teaching vocabulary of action verbs.

The subject of this classroom action research was the students of the fourth grade of SDN 3 Nunggalrejo class which consisted of 14 students. The school only has such a little number of the students because the location of the school is not strategic. The school's location is in the border line between Lampung Tengah and Metro and people need a mile to walk to reach it. Those are the reasons why there are only a few students in the fourth and other grades of the school. The students of this school were not very active and lacked of vocabulary input when

they were taught by their teacher in the classroom. Based on this information, there was indication that the students had low vocabulary mastery.

In this classroom action research, the researcher was the observer while the teacher of SDN 3 Nunggalrejo was teaching her own students by teaching action verbs through TPR procedure. The researcher discussed with the teacher about what kind of teaching procedure that was going to be implemented in the class. So, during the research, the researcher observed everything occurred in the classroom when the students were taught action verbs through TPR procedure. The focus of the observation was not only on the students' vocabulary achievements but also on their learning activities and the teacher's teaching performance.

B. General Description of The Research

The research was a classroom action research conducted based on the problems faced by the students and the English teacher. In doing the research, the researcher did it in collaboration with the English teacher to improve the students' vocabulary through TPR procedure.

Before applying TPR procedure, the researcher and the teacher discussed every single thing about it and the way to apply TPR procedure in the classroom action research. Then, while the teacher was applying TPR procedure in the classroom, the researcher observed the students' activities and also the teacher's performance. Besides, the teacher also observed the weaknesses of the first cycle in order to make improvement for the next cycle. During the teaching learning process, the

teacher tested the students' vocabulary by giving multiple choice vocabulary tests. The test was taken objectively to measure that there was an increase between learning product before and after TPR procedure had been implemented. After that, the teacher and the researcher analyzed the test. The teacher and the researcher also did reflection after knowing the result of the analysis. Based on the analysis and reflection, the researcher and the teacher decided to hold second cycle which was focused on eradicating the weaknesses in the first cycle. After doing second cycle and doing reflection, third cycle was held to focus on eradicating the weaknesses in the second cycle. Wholly, there were three cycles in this CAR.

C. Research Procedures

In this classroom action research, the researcher held three cycles because the objectives and the indicators of the research could have been fulfilled in the third cycle. The first cycle was done based on the problem of the research, and the second cycle was conducted after the analysis and reflection from the first cycle. The third cycle was conducted after the analysis and reflection from the second cycle. The main steps of each cycle are as follows:

1. Planning.

Based on the problem of the research, the researcher prepared the lesson plan, selected the materials from textbooks which were relevant to KTSP, prepared vocabulary test for the students and also observation sheets that were filled

out when the researcher was observing the students' activities and teacher's teaching performance.

2. Action.

In this step, TPR procedure was implemented to teach vocabulary. The teacher taught action verbs in the form of imperative mood. In teaching, the teacher involved the students' participation so that the students got accustomed to hearing and performing English action verbs. The teacher let the students practice performing and guessing the action verbs in groups so that each student tried to comprehend what their friends were talking about. Then, in doing multiple choice test, the teacher asked the students to circle the correct action verbs of what the teacher would perform in front of the class. Scoring the students' written abilities was done after the teaching learning process over. In doing this, both teacher and researcher determined the score of each student.

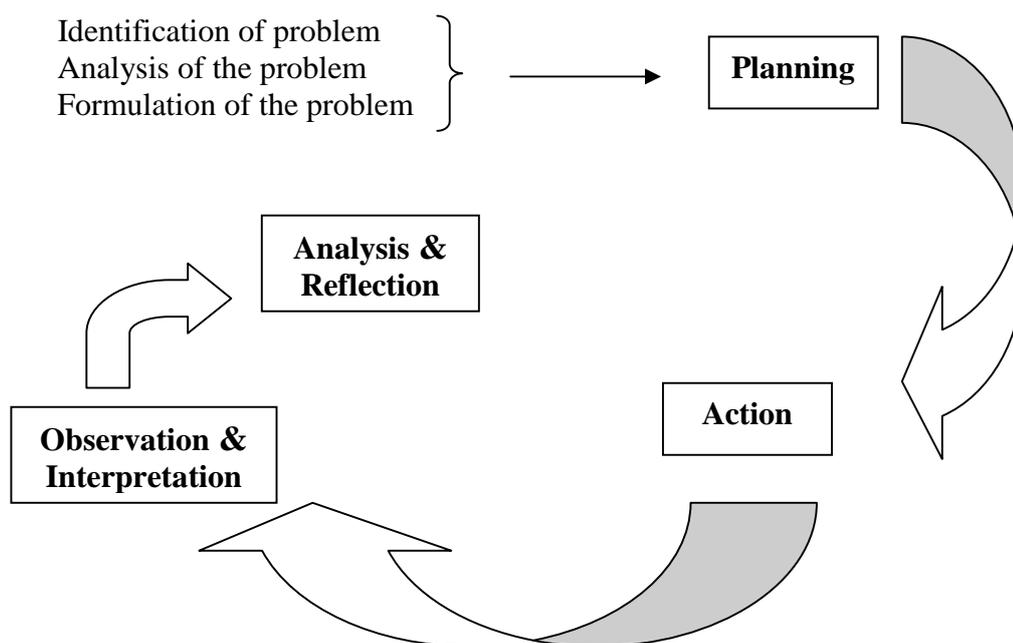
3. Observation and interpretation.

Observation was done by the researcher during the teaching learning process. The teacher observed the students' activities and also the teacher's performance. Besides observing, the researcher also interpreted the result of the observation.

4. Analysis and reflection.

In this step, the researcher and the teacher analyzed the written test as learning product and also analyzed students' activities, teacher's performance

and everything occurred in the class as learning process. It was done to find out the improvement of learning product and learning process after TPR was implemented in the class. After analyzing the learning process and learning product, the researcher together with the teacher did reflection to discover the weaknesses and strength of implementing TPR procedure and to know the problems faced by both teacher and students during teaching learning process. By doing so, the researcher and the teacher knew what should be improved for the next cycle. Since the indicators could not be fulfilled in the second cycle, third cycle was held to make betterment. Those steps in action research form a cycle. And the cycle is followed by other cycles like spiral.



The Cycle of Classroom Action Research (Suyanto in Wiliyanti, 2007:33)

After analysis and reflection in the first cycle, there would be some weaknesses to be thought and discussed to make next better planning to be applied in the second

cycle. The cycle would continue until the third cycle and TPR would be seen in the third cycle whether it was applicable or not.

D. Indicators of The Research

To find out the success of this Classroom Action Research, the researcher determined the indicators which deal with the learning product and process.

1. Learning product

The target of the learning product determined by the researcher and the teacher is 60. It was done because 60 is the standard score or KKM (*Kriteria Ketuntasan Minimal*) stated by the school for English subject. So, if at least 80% of students' scores could reach 60 for their vocabulary achievements, it means that the TPR procedure is applicable to improve the students' vocabulary achievements and this classroom action research has finished.

2. Learning process

In the learning process, there were two aspects which became the focus of this research, those are the students' learning activities and the teacher's teaching performance. The target determined by the researcher concerning the students' activities is 80%. So, if 80% of students did 80% of activities in the teaching and learning process when TPR procedure was being implemented, it means that the students' learning activities are good. The researcher decided to set 80% as the target since according since according to Arikunto in Thaib (2004:7), if more than 75% of the students are actively involved in the

teaching learning activities, it can be categorized as a good level. To set the target of the success of this CAR, the researcher also did a discussion with the English teacher of that school.

Besides observing the students' activities, the researcher also observed the teacher's teaching performance during the teaching learning process. It was expected that the teacher could get score 70 in her teaching performance after implementing the TPR procedure. So, if the teacher could reach that target, it means that the teacher's teaching performance is good. For the teaching performance, there are some aspects scored, that is, the teacher's activities in pre-activity, while-activity, and post-activity.

E. Instruments of the Research

To gain the data, the researcher applied two kinds of instruments. The instruments are the vocabulary test and observation sheet.

1. Vocabulary Test

Vocabulary test was done as the product of the teaching learning process.

There is one type of the test in this research; multiple choice written tests.

Written test would be taken as learning product which improvement could be seen before and after TPR implemented.

2. Observation Sheet

Observation was conducted in every cycle during the teaching learning process. When the process occurred, the researcher observed the process

happened in the classroom. The researcher used structured observation to know the students' activities and also the teacher's performance in the classroom. So there were two kinds of observation sheets that were filled out by the researcher, those are, the observation sheet for the students' activities and the observation sheet for the teacher's performance. The aspects of the students' activities that were observed cover their activities in pre-activity, while-activity, and post-activity. Similar to the students' activities, the aspects of the teacher's performance cover the teacher's activities in pre-activity, while-activity, and post-activity. To score the teacher's performance, the researcher used the guidelines from National Department of Education 2006.

F. Data Analysis

In analyzing the data, the researcher classified the data into two categories; those are the data of the learning product and the learning process. The data of the learning product is the result of the vocabulary test and the data of the learning process is the result of the observation. The researcher collected those two kinds of data in order to get the valid data.

The data analysis was done after the data were collected from every cycle (1st, 2nd, and 3rd). After getting the data, the researcher together with the teacher analyzed the data and did reflection based on them. From the analysis and reflection, the researcher knew the weaknesses and strengths from the first cycle. Besides, both the researcher and the teacher knew what should be improved on the next cycle.

This was so until the third cycle. The data analysis that was done for the learning product and the learning process is as follows:

1. Learning product

To know the improvement on the learning product, the researcher used vocabulary tests to collect the data. There are some steps which were used to analyze the data got from the test:

1.1 Scoring the students' vocabulary achievements

Based on the result of the test, the researcher and the teacher decided the scores for the students' vocabulary tests. In scoring the students' vocabulary achievements, the researcher and the teacher summed and discussed the result of vocabulary tests. It was done to know what action verbs those were difficult to remember that had to be improved in the next cycle.

1.2 Calculating students' total score

For calculating the students' score, especially written scores the following formulas are used:

$$X = \frac{\text{Total correct answers} \times 100}{\text{Total items in test}}$$

X : Scores from the researcher

1.3 Calculating the percentage of students who get 60.

In calculating the percentage of the students who get score of higher than 60, the following formula is used:

$$\%S = \frac{S \times 100\%}{n}$$

Note:

%S : percentage of students who got 60
 S : number of students who got 60
 n : number of students in the class

2. Learning process

To get the data from the learning process, the researcher used observation sheets.

The result of the observation sheets was analyzed after every cycle was conducted.

Since the observation done for observing the students' activities and the teacher's performance, the researcher analyzed the result of the observation separately.

2.1 Students' Learning Activities

After gathering data from observing the students' learning activities, counting the number of activities done by the students is the step that is going to be done in this activity.

2.1.1 Calculating the percentage of the students' activities

For calculating the percentage of the students' activities, the following formula is used:

$$\% A = \frac{A}{N} \times 100$$

$\% A$: percentage of students' activities
 A : number of students' activities observed
 N : number of students in the class

2.1.2 Making description for the data that have been analyzed.

2.2 Teacher's Teaching Performance

Meanwhile, in analyzing the data from observation of the teacher's performance, the researcher did the following steps:

2.2.1 Counting the total score

In this step, the researcher counted the sum of scores from all aspects. The aspects that were scored cover the teacher's activities in pre-activity, while-activity, and post-activity.

2.2.2 Making description for the data that have been analyzed.

It is similar to analyze the students' activities, to analyze the teacher's performance the researcher made description from the collected data which could enrich and support the result of the analysis.