

III. RESEARCH METHODS

This chapter presents setting of classroom action research, research procedure (planning, action, observation and interpretation, analysis and reflection), material and teaching procedure, indicator of research, instrument of the research, data analysis, and schedule of research.

3.1 Setting of Classroom Action Research

This Classroom Action Research was implemented to see whether there was increase on students' vocabulary achievement taught through TPR technique. The subjects of the research were students of class VIIC of SMP Negeri 1 Tegineneng. The researcher took the class after discussing with the other English teacher. This was done because according to KTSP 2006 SMP curriculum, the subject had already studied vocabulary, in particular material of imperative sentences consisted of verbs, nouns, adjectives, and adverbs. In addition, the researcher chose one class in which the students had lower average score compared to the other classes in preliminary vocabulary test. He also observed the class in which the students did not participate actively when they were joining English lesson, especially in mastering vocabularies, had low motivation, looked unenthusiastic in following the lesson, and students' achievement was unsatisfactory.

The researcher conducted the preliminary test in order to see the problem faced by the students and teacher in mastering vocabulary. For more information of vocabulary preliminary test, see Appendix 1. After that, he found out the solution for the problem. The solution for the problem was teaching vocabulary mastery through TPR technique. Then he asked the English teacher who had been previously trained by the researcher, to teach vocabulary mastery through TPR. Next, the researcher analyzed and discussed the observation result during teaching learning process. He analyzed the strength and weakness of the teacher's performance and students' activities in teaching learning process using TPR technique and learning result by giving vocabulary test. Based on the result of learning process analysis and reflection, it was decided to conduct the next cycle by focusing on the weakness of the previous cycle.

3.2 Research Procedure

Mettetal (2002: 1) states that classroom action research (CAR) is systematic inquiry with the goal of improving practice in particular situation. In addition, he says that classroom action research is a way for instructor to discover what works best in their own classroom situation. Referring to the statement, the following paragraphs informed about how to teach well.

Based on the problem faced by the students in mastering vocabulary from the result of preliminary test, the researcher conducted the first cycle. The English teacher taught vocabulary through TPR based on the lesson plan. After that, the

students were given vocabulary test, then the test result was analyzed and discussed both of vocabulary test and observation. He conducted the next cycle based on the weakness comes up in the previous cycle. Furthermore, if the result had met the indicator of learning achievement, he would stop in the second cycle only. On the other hand, if the result did not fulfil indicator of the research yet, he would conduct the next cycle. It would be focused on the weakness of previous cycle and so on. Each cycle of classroom action research consisted of: 1. planning, 2. action, 3. observation and interpretation 4. analysis and reflection, as the following scheme :

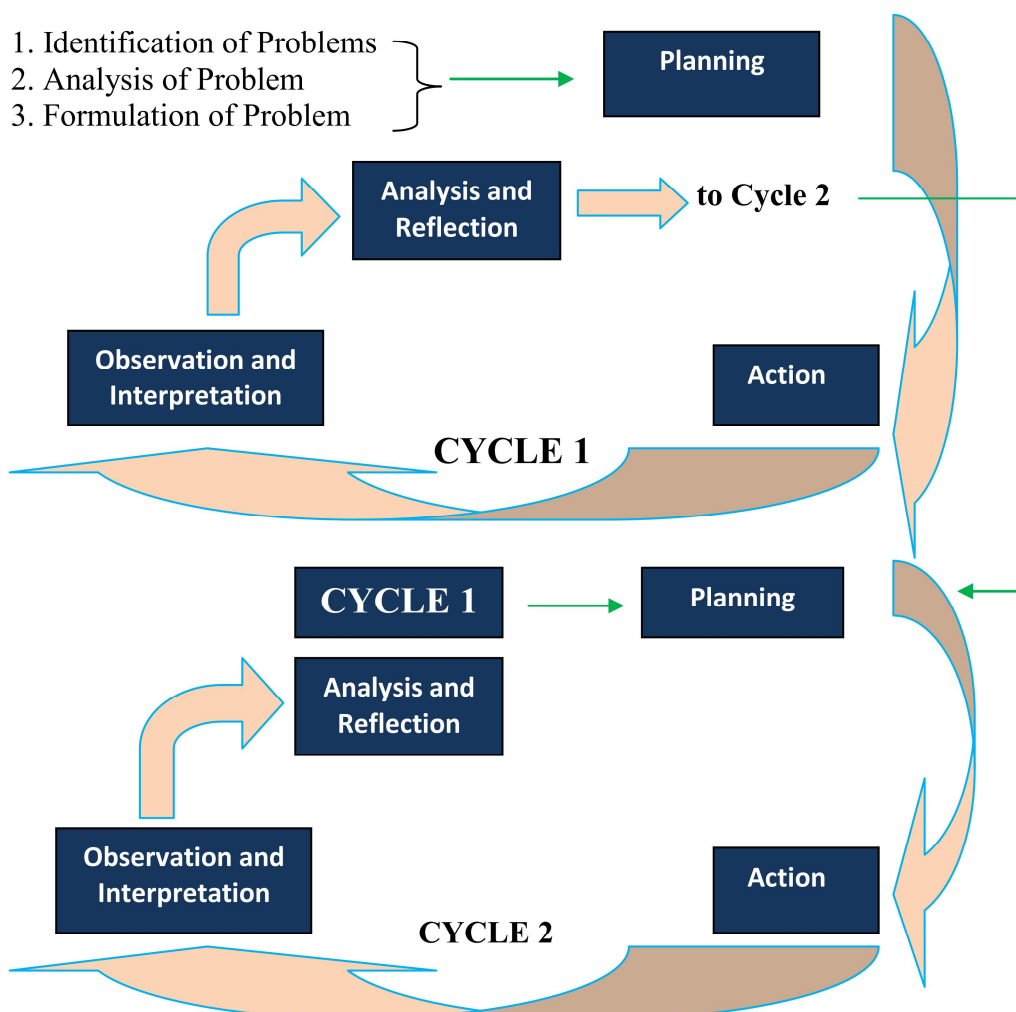


Figure 1 : The cycle of classroom action research (Suyanto:2003)

The steps in this Classroom Action Research are described as follows

1. Planning

Based on the writer's pre-observation when he carried out the preliminary test, the researcher formulated the problems. After deciding the problems, he chose appropriate technique in teaching learning process to overcome the problems. In this phase, the researcher selected the material and teaching aids while preparing lesson plan, type of vocabulary test, and observation sheet.

2. Action

The researcher asked the English teacher to teach his class by using TPR technique based on lesson plan. During the teaching learning process, the researcher not only observed teacher's performance, students' activities but also made necessary notes.

3. Observation and Interpretation

Observation and interpretation toward the action in the class was done by researcher/writer toward English teacher who had been trained to teach vocabulary by implementing TPR technique in every cycle. The observation and interpretation were started when teaching learning process was occurring. In other words, the observation was done at the same time with the action using observation sheet for both students' activities and teacher's performance.

4. Analysis and Reflection

The analysis and reflection were done after teaching learning process. In this step, the researcher and the English teacher analyzed the result of the vocabulary test as

the learning product. In analyzing the result of the vocabulary test, the researcher used percentage table of students' score. He also observed everything happened in the teaching learning process carried out by the English teacher, by using the observation sheet, both for teacher's performance and for students' activity. In this analysis, the researcher together with the English teacher also did reflection to find out the weakness and the strenght in each cycle.

3.3 Material and Teaching Procedure

It is also necessary for the researcher to train the English teacher how to teach vocabulary through TPR. This teacher's training procedure consisted of three steps, they are preparation, implementation, and evaluation.

1. Preparation

In teaching vocabulary, the researcher asked the English teacher to teach the material based on the lesson plan. There were four types of vocabulary in utterances form (imperatives/commands) presented in this research. The topic was "Vocabulary in Action" or "Learning by Doing". Before conducting the research, the researcher trained the English teacher first. He demonstrated how to teach vocabulary through TPR technique.

2. Implementation

The following steps were the training procedure toward the English teacher :

Firstly, The teacher explained the objectives of the teaching learning process, so the students were aware of the learning target that should be achieved. Then the

teacher motivated the students by asking them about vocabulary, for instance, “*How many vocabulary do you have?*”, “*What types/class of vocabulary do you know?*”, “*Can you classify vocabularies you have?*” It functioned to activate their basic knowledge of vocabulary.

Before discussing vocabulary deeply, the teacher explained about what vocabulary was and the types of vocabulary. The teacher gave the students examples of imperatives/commands in which contained types of vocabulary, for example: “*Open the door!*” It consisted of verb (open) and noun (door); “*Point the brown window!*” It consisted of verb (point), the noun (window), and adjective (brown); “*Close the wooden door slowly!*” It consisted of verb (close), noun (door), adjective (wooden), and adverb (slowly). At the end of explanation, the teacher checked whether the students have understood his explanation or not. If there were any students who still did not understand about the explanation, the teacher should explain more clearly. After that, the teacher asked four students to stand up and two students to sit on other side, in front of class. The teacher gave models for the two students to stand up and the four students to sit down by saying “*Stand up!*” and “*Sit down!*” (The teacher and the students performed the actions).

Modeling was also done toward other groups, consisted of six students until all of them respond confidently, without hesitation. After the groups practiced giving the commands among them, the teacher introduced new vocabularies (verbs). For the next actions, the teacher gave an expansion of utterances (combination of

verbs, nouns, adjectives, and adverbs), and performed the action together. A game was also given to the students in order to make the students pleasant. It was aimed at enriching the students' vocabularies.

The last step was guessing meaning of words. The meaning of words can be understood by making associations between the utterance they (learners) hear and the actions they are observing. The meaning of the words they may guess will be internalized by performing the actions in accordance with the commands. (Larsen-Freeman, in Setiyadi (1986 :114)

3. Evaluation

In this phase, the researcher evaluated the teacher's performance in the class by using teacher's observation form adapted from Alat Pengukur Kemampuan Guru/APKG (Depdiknas : 2006). The researcher classified each aspect into four categories, they were :

1. : Poor
2. : Enough/Sufficient
3. : Good
4. : Very Good

3.4 Indicator of the Research

To see whether TPR technique could increase students' vocabulary achievement or not, the researcher determined the indicator dealing with learning process and learning product.

3.4.1 Learning Product

The indicator was that if 80% of students who got score at least 65 or higher in vocabulary test, the Classroom Action Research is ended. The target of 65 was the standard score or KKM (Kriteria Ketuntasan Minimum) stated by the school for English subject. So, if at least 80% of students could reach score 65 or higher for vocabulary test, it meant that TPR technique could be used to increase the students' vocabulary achievement.

3.4.2 Learning Process

In the learning process, the researcher focused on two aspects. They were students' activities and teacher's performance.

1. Students' Activities

Concerning the students' activities, the researcher observed students' activities and filled the observation sheet of students' activities. The target determined by the researcher concerning the students' activities was 80%. So, if 80% of students actively participated in teaching learning process, it means that the students could be active in teaching learning process by implementing TPR technique. The researcher decided to set 80% as the target since according to Arikunto (1993: 210), if more than 75% of students are actively involved in teaching learning activities, it can be categorized as a good level.

2. Teacher's Performance

Besides observing the students' activities, the researcher also observed the whole teacher's activities in the classroom during learning process and completed the

observation form. The indicator was that if the teacher got score 80 in his teaching performance after implementing TPR technique, it means that the teacher's teaching performance had fulfilled the target of indicator. There were some aspects observed in teacher's performance, like pre-activity, while activity, and post-activity.

3.5 Instrument of the Research

In gaining the data, the researcher used two kinds of instruments. The instruments were vocabulary test and observation sheet.

3.5.1 Vocabulary Test

The first instrument used in getting the data was objective vocabulary test or multiple choices test and it was exact answers. The number of test items were 40 with four alternative answers for each item (a, b, c, d), one is the correct answer and the rest are the distracters. The test was conducted for 90 minutes. It was given in order to see the increase of students' vocabulary achievement. In this research, the teacher asked the students to answer the test by choosing a correct option out of four options given. Since the test is objective, so in the test, the researcher used individual-rater. The researcher acted as a judge or rater. The test was determined according to the material that had been taught to the students. In other words, the researcher made the test based on content validity and material in the KTSP 2006 SMP English curriculum for the first year of Junior High School students. The items of test evaluated the students' ability in finding out the

meaning of vocabulary including the action verbs, concrete nouns, adjectives, and adverbs, as the following table:

Table 2. Table of Specification (Vocabulary Test)

Words Class/ Types of Voc.	Test Items Number		Total	Percentage
	Tes I	Tes II		
Verbs	1., 2., 3., 4., 5., 6., 7., 8., 9., 10., 11., 12., 13., 14., and 15.	16., 17., 18., 19., 20., 21., 22., 23., 24., 25., 26., 27., 28., 29., and 30.	15	37,5%
Noun	16., 17., 18., 19., 20., 21., 22., 23., 24., 25., 26., 27., 28., 29., and 30.	11., 12., 13., 14., 15., 31., 32., 33., 34., 35., 36., 37., 38., 39., and 40.	15	37,5%
Adjectives	31., 32., 33., 34., and 35.	1., 2., 3., 4., and 5.	5	12,5%
Adverbs	36., 37., 38., 39., and 40.	6., 7., 8., 9., and 10.	5	12,5%
Total	40	40	40	100%

In giving the students' score, the researcher used scoring criteria formulated by Arikunto (1997: 212) as follows

$$S = \frac{R}{N} \times 100$$

Where:

- S refers to the score of the test
- R relates to the total of right answer
- N is the total items.

5.2 Observation Sheet

In the research, the researcher observed directly what was occurring during teaching learning process when the teacher implemented TPR technique in

teaching vocabulary and filled observation sheet by using checklist sign (✓) based on real situation. He observed the aspects of students' activities and teacher's performance. The aspects of students's activities included: Pre-activities, While-activities, and Post-activities. In observing the aspects of students' activities, the researcher used observation sheet for students' activities (See appendix 10). Meanwhile, for the aspects of teacher's performance, the researcher used observation sheet for teacher's performance adapted from Alat Pengukur Kemampuan Guru/APKG (Depdiknas: 2006) (See appendix 12).

3.6 Data Analysis

Analyzing the data is a very necessary step in this research. Setiyadi (2006: 255) said that data analysis is the process of organizing the data in order to gain regularity of the pattern and form of the research. The term interpretation can be defined as procedure of giving meaning on the result of the analytic process.

In this research, the researcher validated the data by using vocabulary test and observation toward students' activities and teacher's performance. He analyzed the data based on the limitation of problems and objectives of the research. To determine the subjects' vocabulary test score, the researcher directly acted as judge or rater since the test was objective form. After validating the data, the researcher determined average score by using the formula proposed by Hatch and Farhady (1982: 55) as follows

$$\bar{X} = \frac{\sum X}{N}$$

Where \bar{X} : mean

$\sum X$: students' Score

N : total number of students

After that, the average score of Test I (Cycle I) was compared with the average score of Test II (Cycle II) .

To calculate the number and the percentage of the students who got ≥ 65 , the researcher used the following formula :

$$\frac{\text{Number of students who get } \geq 65}{\text{Total Number of Students}} \times 100\%$$

The data of learning process was from observation toward the students' activities and teacher's performance. In analyzing the data got from observing the students' activities, the following steps were done :

- a. Counting the number of activities done by the students.
- b. Calculating the percentage of the students' activities, by using the following formula:

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

Where :

$\%A$ = percentage of students' activities

A = Number of students who follow $\geq 80\%$ of activities.

n = number of students in the class.

- c. Making a description of the result of data analysis.

Meanwhile, the analysis of data toward teacher's performance was done by using the following steps:

a. 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-activities.

b. Making description from the data that had been analyzed.

After getting and analyzing the data, the researcher tried not only to interpret all collected data but also to describe them in a detail report.

3.7 Schedule of the Research

The research was conducted on February 15th, 20th, 29th, and March 5th, 2012. The following activities was carried out:

- a. Pre-Observation, including preliminary vocabulary test, on Sunday, December 12th, 2012 – Wednesday, December 14th, 2012.
- b. Proposal Seminar, on Friday, February 10th, 2012.
- c. The first treatment (Cycle I), on Wednesday, February 15th, 2012.
- d. Vocabulary Test I, on Monday, February 20th, 2012.
- e. The second treatment (Cycle II), on Wednesday, February 29th, 2012.
- f. Vocabulary Test II, on Monday, March 5th, 2012.
- g. Result Seminar, on Friday, May 25th, 2012.