

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

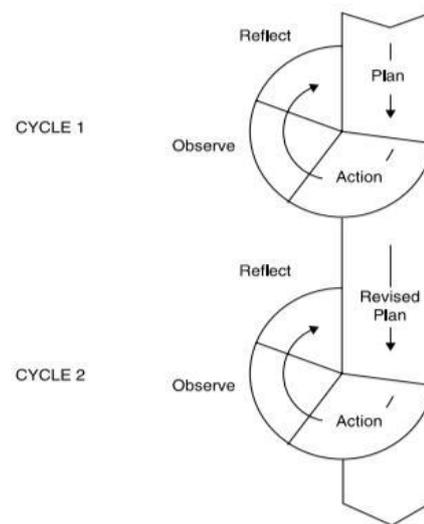
This chapter presents the description of the research methodology used in this research. It consists of research design, the subject of the study, data collection technique and instrumentation, and data analysis.

#### **A. Research Design**

In this research, the writer use Classroom Action Research, choosing this design because it relates to learning activities that take place in the classroom so that it can confirm how or see the improving of students' vocabulary mastery through Total Physical Response method in the classroom. Therefore, the writer chose the Classroom Action Research design because it was in accordance with the needs of this research. Classroom Action Research is a type of research that is directly applied in the classroom. Fraenkel and Wallen (2009, p. 589) said that Classroom Action Research is conducted by one or individuals or groups for the purpose of solving a problem or obtaining information in order to inform local praactice.

Kemmis and McTaggart (cited in Burns, 2010, p. 6) defines action research is part of broard movement that has been going on in education generally for sometime. Based on the definitions above, the writer concludes that classroom action research is a research activity does to find the solution of the problems faced by English teacher in teaching learning process. Classroom Action Research also knowing

the effect of using the Total Physical Response method in students' participation in learning process vocabulary for students eighth grade at SMP Joseph Khatulistiwa.



Adapted from Kemmis and McTaggart (cited in Anne Burns, 2010, p. 9)

Figure 3.1 Classroom Action Research Model

### 1. Planning

In this step the writer prepared a lesson plan based on the curriculum and syllabus in the semester taken in that class. the writer also prepared an observation checklist, field notes, and interview guidelines.

### 2. Action

In this step the writer was designed and take the process of teaching and learning activity in the classroom. Firstly, the writer deliver the material of vocabulary through Total Physical Response method, and after that the writer give the assessment to check students' progress.

### 3. Observation

In this step the writer asked the teacher to be the collaborator.

The writer were preparing the observation checklist and field note for the collaborator check the process of teaching and learning the classroom.

### 4. Reflection

In this step the writer and collaborator doing reflection to evaluate learning process of vocabulary through Total Physical Response method. In doing reflection the writer and collaborator discuss of learning process from teaching material, lesson plan, the list of the activities, vocabulary assessment, observation cheklist, and field note. In this step the writer also would decide to end the action or continue the action.

## **B. The Subject of the Study**

In selecting the sample, the writer used a convenience sampling. This technique means that the writer take sampling from a group who are conveniently available and permitted by the school to be involved in the study (Fraenkel and Wallen, 2009. p. 98). Therefore, the writer want to prove that the research class could achieve the improvement by conducting this study. This population this research is the eight grade students of SMP Joseph Khatulistiwa. The total number of eight grade students is 25 students consisted of 15 males and 10 females. The writer choose this class because,

almost student in this class have a problems with on studnts' learning participation, students lack of vocabulary, and the students do not know how to pronouncing, and spelling the words.

## **C. Data Collection Technique And Instrumentation**

### **1. Data Collection Technique**

Data collection technique are data collection methods the use by the writer to collect the data. The data collection technique in this research were observation, interview, and measurement.

#### **a. Observation**

The writer did observations in class starting from the initial stage of the meeting until the final meeting of the implementation. This observation is carried out to monitor the teaching and learning process before, during, and after the action is carried out. So, the observation was carried out by English teacher or a collaborator. While the targets observed in this research were eight grade students. The research used this type technique, the writer observed the teaching and learning process directly. Because observation is about becoming stranger in own classroom. It is about asking to the students or self-reflective questions. For example, what is really happening here? (Burns, 2010.p. 57)

b. Interview

Interviews are conversations conducted by the writer to obtain information of teacher and students. Dawson (2009, p. 71) defines interview is the most appropriate technique for the research. Because the writer need to think what sort of recording equipment going to use. The interview was conducted by the writer who acted as a teacher during the learning activities in the classroom. The target of the interview was eight grade students who had been randomly selected, the writer choose five students. The procedures of interview is the writer asking the students before and after applying the Total Physical Response method to improve students' vocabulary mastery. This is done to find out the learning process, the situation of students in the classroom during the learning activities. In this case, the writer will conduct interviews with the aim of knowing the students' difficulties in mastering vocabulary.

c. Measurement

Marczyk et all (2005, p.95) stated that measurement is often viewed as being the basis of all scientific inquiry, and measurement technique are therefore an essential component of research methodology. In this research are measure use to determine the test results, both before and after the Total Physical Response method to apply. The writer give a test to

the students, the assessment on the test that has been given is based on the assessment of the scoring rubric. The writer aim to find out the students' score are improving in vocabulary mastery.

## **2. Data Collection Instrumentation**

Instrumentation or tools are data collection tools that use common ways to collect the data. The instrument to this research were observation checklist, filed note, interview guideline, and test.

### **a. Observation Checklist**

Observation checklist is a list of observation that contains a statement or question related to the method use by the writer. This observation checklist not only provides the writer with a structure and framework for observation but also serves as a contract of understanding with the teacher, which as a result may be more complex and elicit specific feedback on aspects during classroom teaching. The observation checklist is provided by collaborator or English teacher to the students during teaching and learning activities. And provide results regarding whether the Total Physical Response method is effective for improving students vocabulary mastery.

b. Field Note

Field note is note made by the writer in the research. Field notes are accurate, detailed, and extensive. From this research, the writer would make field notes at each meeting of cycles to get the final result, can the Total Physical Response method have an influence on student learning activities.

c. Interview Guideline

Interview guide is a guide for the writer to find out the psychological condition of students, through question and answer with a specific purpose. Therefore, the making of the interview guide must be correct so that the writer gets what is the purpose of the research. In the interview guideline the writer has prepared seven questions for the eight grade students. The interview guideline was addressed to the students, to find out more about the level of understanding of the students during this research. From the results of interviews with the students, of course the writer got specific results

d. Test

This test was used to determine the results of the effectiveness of using the Total Physical Response method in to improving students' vocabulary mastery. The test is in the form of questions that are used to determine student progress in learning vocabulary. Test is the activity which train about students' knowledge to measure about the component of students'

intellectual during classroom activity. There are two kinds of test pre-test and post test. Pre-test is the test do before the learning method implement meanwhile post test is the test do after the learning method implemented. So that the results of the comparison between after and before the use of the Total Physical Response method are obtained to improve students' vocabulary mastery. Furthermore, the writer use oral rating scale propose by Cameron. The scoring rubric of the test provide a measure of quality of performance on the basis of some criteria: pronunciation, spelling, meaning, and quantity. The writer will calculate the students' score based on the scoring rubric below:

Table 3.1 Scoring Rubric and Assessment Indicators

Aspect	Score			
	1	2	3	4
Pronunciation	Do not know the pronoun of the words	Little confuse how to pronoun the words	Know the pronoun of the words	Know and understand how to pronoun the words correctly
Spelling	The words is not spell not correctly	The words is spell incoherently	The words is spell clearly but there are some errors	The words is spell clearly and correctly
Meaning	The words is inchohpherensible	The words can not be understood clearly	The word is quite and understandable	The words can be understood clearly
Quantity	The students are able to mention 5-7 vocabularies	The students are able to mention 7-10 vocabularies	The students are able to mention 10-15 vocabularies	The students are able to mention < vocabularies

Adapted from Cameron (2001. p. 230)

Next, to calculate the means of students' between the result of pre-test and post-test score in each cycle, the writer would apply the following formula Crowl :

$$\bar{x} = \frac{\sum x}{n} \times 100$$

Where :

$\bar{x}$  : The mean of students' score

$\sum x$  : Total score

n : The number of the data

After the writer conduct the test, the writer will measure the level of vocabulary mastery which will be carried out at eight grade of SMP Joseph Khatulistiwa. The cateria for the vocabulary mastery can be find in the table below:

Table 3.2 Criteria of Students' Vocabulary Mastery

Score	Levels
80-100	Excellent
70-79,99	Good
50-69,99	Fair
<49,99	Poor

Adapted from Weigle ( cited in Alawi, 2011, p. 39)

## **D. Data Analysis**

Data analysis consists of data from this research put the data analysis includes how to work with information or data to support the work, goals, and plans to the research. And also data analysis is important part to implementation Classroom Action Research.

### **1. Data Analysis of Qualitative**

Qualitative data is find by describing the situation of the teaching learning process, and the interview before and after the implementation of Total Physical Response method. Miles and Huberman (2014, p.10) stated that the qualitative data analysis consist of three component; data reduction, data display, and conclusion drawing and verification. Those can be explain as follows:

#### **a. Data Reduction**

Data reduction is the process of selecting, focusing simplifying, abstracting, and transforming the data that appear in written up fields note or transcriptions. It means that the writer as to reducing the data before, during after the data as well as analyzing the data. The data reduced in this research were data find in the interview transcript.

#### **b. Data Display**

After the data reduction, the second step in analyzing the data is data display. It is on organized compressed assembly of information the permits conclusion drawing and action. By

displaying the data the writer use essay in displaying the data because it is most common data display is use in qualitative research.

c. Conclusion Drawing and Verification

The last step of analysis that draw conclusion and verification. From the start of the data collection, the qualitative data analysis is beginning to decide what things mean is nothing regulation, patterns, explanation, possible configuration, casual flows and preposition. The conclusion in qualitative research is a new discovery that can be an answer of the research problem. The conclusion was in the from description of the object of this research. Finally, in this step the writer get the result and conclusion of the research.

The result in qualitative data analysis the writer observes the behavior of the students in teaching and learning activity. The writer observes the students to find out is there the improvement of students learning activity through Total Physical Response method. The writer obtained from observation checklist, interview guideline, and field note. Qualitative data analysis in this research will carried out on data obtained from the result of teacher observation, and interview of the learning process with Total Physical Response method to improving students' vocabulary mastery.

## 2. Data Analysis of Quantitative

Data analysis which is by using descriptive statistics. According Crowl (cited in Suryani, 2015. p. 107) stated that quantitative is use to check that can good be answered by collecting and statistically analyzing data that are in numerical form. In this research measure the improving students' vocabulary mastery that will be stimulated by the Total Physical Response method the writer use quantitative data analysis by collecting all data from respondents. The quantitative data analysis is an activity after data from all respondents. The quantitative data analysis is an activity after data from all respondents or other sources is collected. Therefore, in quantitative research a test is given to students so that the writer can find out whether or not a goal in this research is achieved.

## 3. Indicator of Success

In this research the writer plan the Classroom Action Research in two cycles. Each cycle consist of two meeting. The writer need several criteria to determine whether a cycle is successful or not. These criteria of success are use as a guide by the writer decide whether this cycle has been successful or not and whether another cycle should be done. Therefore, the criteria of success needed to compre between cycles 1 and 2 have differences in terms of whether the learning process, especially in improving students' vocabulary mastery through Total Physical Response method is successfully

was carried out. The criteria of success are describe based on the data that will be collect by the writer in the table below:

Table 3.3 Criteria of Success

<b>Aspect</b>	<b>Description</b>
Observation	If 80 % of students follow the learning process calmly and actively, enthusiastically and enjoy in the classroom during the lesson, it can be said that the cycle is successful.
Interview	If 80% of students give a positive response and good opinion on the learning process using Total Physical Response method, it can be said that the cycle is successful.
Measurement	If 80% of students' vocabulary mastery was improve well through Total Physical Response method and their score are improve, it can be said that the cycle is successful.

In this research, a cycle will be said to be successful if 80% of students are able to obtain a minimum score in good criteria with a range of score between 70 to 80, then the cycle can be said to be successful. While other success criteria can be seen from observation sheets, interviews, field notes and documentation. The criteria for success in this study were also seen from the activeness, motivation and enthusiasm of students in the teaching and learning process. If 80% or more students respond positively to learning by using the Total Physical Response method, then this cycle can be said to be successful and the writer does not need to continue to the next cycle.