

CHAPTER 3 RESEARCH METHOD

This chapter presents research methodology applied in the research. It covers; setting of the research, subject of the research, research design, research hypothesis, procedures of data collection and data analysis.

3.1 Setting of the Research

The research is applied at SD Negeri 5 Suwawal. This school is located in Suwawal Timur RT 5 RW 3, Pakis Aji, Jepara. The number of students from first until sixth grade is 104 altogether.

The research is conducted from August 2017 to March 2018 as the following table:

Table 3.1 Timeline of the Research

No	Activity	Month							
		Aug	Sept	Oct	Nov	Dec	Jan	Feb	March
1	Pre Survey	□							
2	Proposal		□						
3	Review Literature			□					
4	Developing Instrument				□	□	□		
5	Collecting & Analyzing the Data							□	□
6	Report Writing								□
7	Submitting the Document								□

3.2 Subject of the Research

The subject of the research in this study is the fourth grade of SD Negeri 5 Suwawal which consists of 18 students.

3.3 Research Design

Depending on Selltiz (1962) “A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 2004:31)”. Research design is the process that includes planning and doing of research. A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevant to the research purpose with economy in procedure (C.R.Kothari, 2004:31). The design begins with the topic or problems in general statement. The researchers’ need to know about some topic or research problem in which they interest.

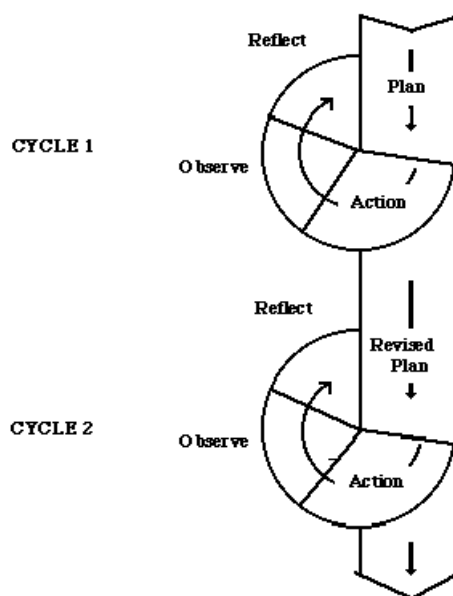
(Pelton, 2010:5) stated that, “Action research is best seen as a way you approach your work in the classroom and school setting”. That the only reason why the researcher used it. Action Research is systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives. Action research provides the means by which people in schools, business and community organizations; teachers; and health and human services may increase the effectiveness of the work in which they are engaged (Ernest T. Stringer, 2007:1).

Classroom action research applies in this research. The researchers choose this method because classroom action research is the suitable method to do this research. This research is also attempts to describe the analysis “The Use of Total Physical Response to Improve Students’ Vocabulary Achievement (A Classroom Action Research at the Fourth Grade Students of SD Negeri 5 Suwawal in the Academic Year of 2017/2018). In addition, the researchers want to know the differences before using the strategy and after using the strategy. On the other hand, classroom action research can improve the student ability in the teaching and learning process.

According to Kemmis & Mc Taggart (1988), there are four steps of action research process, there are planning, acting, observing and reflecting. Planning is the first step in doing the research. This step is doing after finding

out the student problems. In this step the researcher prepares all the material that would be used in the action. The researcher can determine topic, time, how many cycles and meetings, lesson plans, and also make the instruments. The second step is acting. In this step the researcher implements what was planned in the planning step. In this step, the researcher must remember and stay loyal to the plan from the previous step. The researcher can make some modifications as long as they do not change the principles. The next step is observing. In this step, the action is actually carried out at the time it is done. The researcher observes all the instruments that are used. In the acting step, the teacher acts as the implementer, while in this step, the teacher acts as the observer. The last step is reflecting. In this step, the researcher discusses the implementation of the action plan with the subjects of the research (students). In this case, the researcher can analyze, explain, and also conclude what was done in the observation. This result serves as the basis to increase what is needed in the learning process for the next cycle. Moreover, this research consists of 2 cycles.

Figure 3.1 The Cycle of Classroom Action Research



Simple Action Research Model
By Stephen Kemmis

3.4 Method of Data Collection

According to Mubarok (2015:43), in having the data collected, researcher can use two kinds of data collected, either it is test or non-test technique. In this study, the researcher used both of them. In collecting the data the researcher also needs instruments.

Table 3.2 Method and Instrument of Data Collection

Method of Data Collection	Instrument for Data Collection
1. Written Test	1. Test Items
2. Spoken Test	2. Guideline for Test Items
3. Questionnaire	3. a. Questionnaire b. Checklist
4. Interview	1. a. Guideline for Test Interview b. Checklist
5. Observation	2. Checklist
6. Documentation	3. a. Checklist b. Systematic Data Analysis

Depending on the explanation and the table above, the researcher wants to use quantitative approach, so the instruments that used are written test and spoken test questionnaire, observation and documentation. In this study, the researcher conducted pre-test and post-test.

a. Pre-Test

According to <https://www.merriam-webster.com/dictionary/pretest> pre-test is a test to evaluate the preparedness of students for further studies. Pre-Test used to measure a starting point or the amount of pre-existing knowledge on the learning topic. It used to compare with starting point of a post test. The result of the pre-test would be basic concept before the researcher gives some treatment for the students. In this study, the researcher gave the pre-test to know the students' achievement before using TPR.

b. Post-Test

According to <https://www.merriam-webster.com/dictionary/posttest> post-test is a test given to students after completion of an instructional program or segment and often used in conjunction with a pretest to measure their achievement and the effectiveness of the program. Post-Test used to measure the students understanding after accept some treatments from the researcher. The result of the post-test would be compare with the result of the pre-test. In this study, the researcher would give the post-test at the end of the research.

c. Questionnaire

According to Sugiyono (2017:199), questionnaire is a collection of data collected by giving a set of questions or questions written to the respondent to answer. In this study, questionnaire used to know the student's responses towards teaching vocabulary using Total Physical Response.

The researcher used questionnaire to measure the students' passion and confident learning vocabulary. There were five questions as the measurement them. It served as simple as possible, because the respondents are young learners.

d. Observation

Observation is the main point of action research. It aims to document and reflect systematically of classroom situations. The researcher used observation to get the data about classroom situation and students achievement in learning vocabulary

In this research, the researcher did only one stages of observation. That is during the action. The researcher monitored the classroom situation during the implementation of TPR method in learning vocabulary. The

researcher found that there were improvements of the students' achievement in learning vocabulary by using TPR method.

3.5 Method of Data Analysis

In collecting the data, the researcher got qualitative data and quantitative data. The qualitative data analyzed by Miles and Huberman models. Meanwhile, the quantitative data would be analyzed with description.

According to Miles and Huberman (1984), there are three steps in analyzing qualitative data; data reduction, data display, and conclusion drawing/verification.

a. Data Reduction

Absolutely, there are so many data which are collected in the step before, so in this step, the researcher would be reduction the data which are relevant with the research objective. The data which are not relevant and match with the research objective would eliminate. The data that would be reduction are questionnaire, observation and documentation.

b. Data Display

In this step, the data that have been reduction in the step before would be display. According to Miles and Huberman (1984), the most frequent form display data for qualitative research data in the past have been narrative text. Displaying the data in the form of narrative text would be better and simple, so in this study, the research would display the data in narrative text.

c. Conclusion Drawing/Verification

According the description that has been in the step before, the researcher make the conclusion drawing and verification.

In analyzing the quantitative data, the researcher used some simple calculation to compare the result of pre-test and post-test. The display of the data would be described. It can be calculated with the formula:

$$\bar{x} = \frac{\sum x}{N} \quad \bar{y} = \frac{\sum y}{N}$$

In which:

\bar{x} = mean of pre-test scores

N = number of subjects

\bar{y} = mean of post-test scores

After calculating the data, the mean of the pre-test scores \bar{x} is compared with the mean of post-test scores \bar{y} . If \bar{y} is higher than \bar{x} , it means that TPR method can improve students' vocabulary achievement. In this research, the researcher compares the mean of pre-test result and post-test result.