

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of the research was Classroom Action Research focusing on a particular group of students. The Classroom Action Research adapted in this study was based on Kemmis and Mc-Taggart's spiral as cited by Yuli Astuti Hasanah (2013, p14). Koshy (2005, p. 9) adds that action research is a continuous learning process in which the researcher learns and also shares the newly generated knowledge with those who may benefit from it. It means that the researcher conducted an action research not only to solve the problems in the class but also to improve the quality of teaching and learning process.

The Classroom Action Research design applied in this study was in a cyclical process adapted from model proposed by Kemmis and Mc-Taggart in Koshy (2006, p.4). This Classroom Action Research model comprised a cycle consisting of four steps: planning, action/implementation, observing and reflecting. Before conducting the research, a preliminary study was firstly done to identify and confirm the students' problems especially in improving vocabulary. Furthermore, the finding of the preliminary study was analyzed to do the next four steps. In planning, the researcher determined the problems that need to be solved and strategy in the classroom. Action, the researcher conducts action to help the students in improving vocabulary. Observing was done by collecting

the data during the implementation of the strategy in the teaching and learning process. Reflecting was done by drawing a conclusion whether the criteria of success had been achieved or not. If not, based on the conclusion, the plan was revised to begin the next cycle. Some changes in implementing the strategy were made to improve and eliminate the weaknesses of the applied strategy in the first cycle. The cycle was employed again until the criteria of success were reached.

B. Research Setting

The location of this research is in Kindergarten Raudhatul Athfal Muslimat NU Gambut. Jl. A. Yani km 12.900, subdistrict Gambut Kabupaten Banjar. This research is conducted at Kindergarten of Raudhatul Athfal Muslimat NU academic year 2014/2015.

Table 3.1 schedule for cycle 1

No	Date	Meeting/Observation	Topic
1	May 3 rd 2015	Observation	Observation
2	May 9 th 2015	Meeting I	Vocab of fruits and song
3	May 15 th 2015	Meeting II	Vocab of daily routine and song
4	June 16 th 2015	Meeting III	Vocab of part of body and song

The first meeting was about *fruits*. The teachers sang a song and showed picture about kinds of *fruits*. Second meeting was about *daily routine*, the teacher showed the video about *daily routine* and sang a song together with young learners, and the third meeting was about *part of body*, the teacher sang a song and showed picture about *part of body*.

Table 3.2 schedule for cycle 2

No	Date	Meeting	Topic
1	June 5 th 2015	Meeting I	Fruits
2	June 8 th 2015	Meeting II	Daily routine
3	June 12 th 2015	Meeting III	Part of body

The first meeting young learners studied about *fruits*. The teachers sang a song and showed picture about kinds of *fruits*. The second meeting young learners studied about *daily routine*, the teacher showed the video about *daily routine* and sang a song together with young learners, and the third meeting young learners studied about *part of body*, the teacher sang a song and showed picture about *part of body*.

C. Subject of the research

Subject of this research is an English teacher and all students of class B grade of Raudhatul Athfal Muslimat NU Gambut academic Year 2014/2015. There are 23 students, which consist of 13 females and 10 males.

Table 3.3 Distribution of Population

Class	Males	Females	Total
B grade	10	13	23

D. Object of the research

The object of this research are the implementation of total physical response method using picture and song to improve English vocabulary at the B grade of Raudhatul Athfal Muslimat NU Gambut academic year 2014/2025.

E. Research Instrument

The research instruments used in this study is observation checklist. Table 3.4 described the complete set instrument used in the study.

Table 3.4 Instrument

No	Instruments	Variables to measure	Function
1	Observation checklist	<ul style="list-style-type: none"> • Students activities • Teacher activities • The implementation of total physical response using picture and song 	As observation towards the strategy

F. Data Collection Procedure

1. Observation

This technique is used to observe the implementation of total physical response using picture and song to improve vocabulary at the kindergarten of Raudhatul Athfal Muslimat NU Gambut academic year 2014/2015. The observer could be directly the teacher and students how the implementation of total physical response using pictures and song to improve vocabulary in English class by the teacher.

2. Documentary

The documentary, this is used to see directly the condition during English teaching and learning process and to know implementation technique total physical response, picture and song to teaching English at the class. The data are about the implementation of total physical response using picture and song to improve vocabulary at the kindergarten of Raudhatul Athfal Muslimat NU Gambut academic year 2014/2015.

G. Data Analysis Procedure

1. Data Processing

Data processing is divided into four steps as follow:

a. Editing

The purpose of this technique is to re-examine all collected data and make sure whether the data have already completed or not.

b. Coding and Classification

The writer makes certain code on all collecting data to classify them into each category.

c. Interpreting

Data that has been edited and coded will be interpreted by the writer. The interpretation of the writer does not change the means of data.

H. Procedures of the study

The procedures of the study consist of four steps they are planning, action, observation and reflection. The four steps from cycle moves to form the next cycles continually, here are the procedures of the cycle:

1) Constructing the general planning

The general plan of action will contain:

- a. The revised statement of the general idea.
- b. A statement of the factors one is going to change or modify in order to improve the situation, and the actions one will undertake in this direction.
- c. A statement of negotiations one or will have to conduct with others before undertaking the proposed course of action.
- d. A statement of the resource one will need in order to undertake the purposed courses of action.

- e. A statement of ethical framework, which will govern access to and release of information.

In this step the writer will improve student's vocabulary including spelling and meaning by Total Physical Response method, pictures and song.

2) Action

The writer conducts actions to help the students in improving English vocabulary by using Total Physical Responses method, pictures and song, as stated previously, mastering vocabulary knowing the meaning and spelling.

- a. Total Physical Response method, pictures and song can improve the students understanding (meaning) of the word when the teacher gives instruction and does the instruction by using bodily action. For example: touch your head. Then the teacher touch her head, the teacher practices it many times to let the students knowing the meaning of "touch your head". If the students do not understand the meaning of the sentence, the teacher should translate into the native language.
- b. Total Physical Response method, pictures and song improve spelling when the teacher instructions on the white board and spell them by using finger or ruler. All of the words should be mastered by the students with the correct spelling. The students pay attention to the teacher's mouth in spelling the words then repeat after her.

3) Observation

The third step of procedure of study is observing. The writer's observer is English teacher, namely Mrs x, she was born on April 3rd 1985. She graduated from MI Tabat Padang, MTs Haruyan, and graduated from IAIN Antasari Banjarmasin, she took English department.

The researcher should observe the students condition, she takes notes about the student's vocabulary progress in teaching learning process. She uses a student's check list and teacher check list, the student's check list is used in order to know the student's progress and teacher check list is used in order to know the teacher progress, and also determine what treatment can be given to the student's after seeing the result of cycle. She asks two colleagues to come and observe her class and gives some suggestion make up and revises her plan.

Observation check list, containing seventeen descriptions were used by observer by giving a tick toward the implementation of the strategy for the 3 stages: warming up, performing/action, and closing. It includes the activities during the teaching learning process. The first meeting teacher sang a song by using Total Physical Response method about fruits, and invited the young learners to sing together and showed the pictures about fruits, and then asked the young learners one by one to sing in front of the class.

The second meeting, the teacher played the video about daily routine, and the teacher asked the young learners to sing along with her. After that the teacher wrote some words on the whiteboard and asked the young learners to spell the word.

The third meeting, the teacher sang a song about part of body in front class with used Total Physical Response method and the teacher asked the young learners to sing together with her. After that the teacher showed picture about part of body to young learners and wrote the words about part of body in the whiteboard.

4) Reflection

The writer reviews her action and revises from original plan whether the plan she put into operation is effective, the revision involves time and learning management. The data was needed in doing a reflection was the result of observation checklist. The data from observation checklist was analyzed by descriptive qualitative method in which the researcher described the finding gathered qualitatively to see the implementation of Total Physical Response, picture and song in order to improve the young learner's vocabulary skill.