# CHAPTER 3

RESEARCH PROCEDURES

3.1. Method of the Research

This study used Action Research (AR), which was popularized by a social psychologist, Kurt Lewin. "It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. AR involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts" (Burns, 2009, p. 2). The type of AR in this study was Classroom Action Research (CAR). It focuses on the issues with learning that occur in the classroom in order to enhance learning and create a better, more effective teaching and learning environment (Banegas & Villacañas de Castro, 2019; Harahap & Zulfitri, 2022). This Method involved three steps in each cycle, including: 1) Plan, which was creating a strategy for taking action to acquire the data. 2) Act and Observe, implement the plan and observe the data. 3) Reflect was a process to identify the issue based on experience.
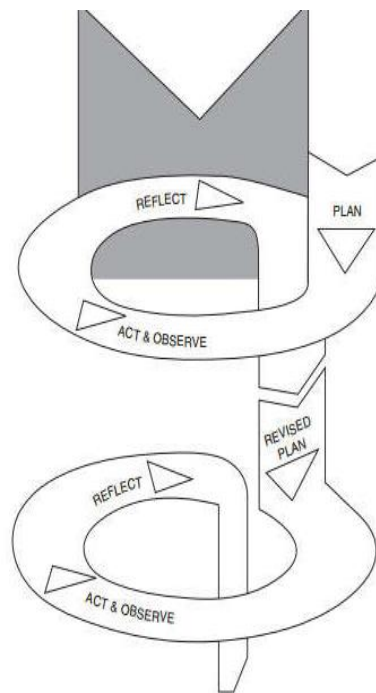
Figure 3.1 Model of Action Research based on Kemmis and McTaggart (1988)

3.2. Focus of the Research

This study focused on enhancing students' vocabulary mastery by using the TPRS method to solve the problem of lacking vocabulary including meaning and pronunciation.

3.3. Setting and Participants

The researcher conducted Classroom Action Research in SMP Negeri 6 Tasikmalaya, West Java, Indonesia. It aims to enhance students' vocabulary mastery. The participants in the study were 9th-grade students. They are 5 of 32 students including 2 males and 3 females, in the age range 14-15 years old and they are identified as having difficulty with the meaning and pronunciation of the words when the teacher asks several questions about English vocabulary. The participants chosen are based on the result of pre-test while doing pre-observation before conducting the action. The CAR was conducted in 2 cycles. Each cycle included 4 meetings. It was conducted from 29th August 2023 until 3rd October 2023. In doing this action, the researcher was accompanied by an English teacher as an observer to observe the teaching learning process. While doing this action, the teacher taught vocabulary using the TPRS method and had storytelling emphasizing the verb vocabulary using body gesture. Then, the students tried to understand the story and wrote the new vocabulary that they learned. Then, wrote the story using it.

3.4. Technique of Collecting the Data

In this study, the researcher used tests and observations to collect the data.

3.4.1. Test

The test was used to measure the enhancement of students' vocabulary mastery after learning vocabulary using the TPRS method. In accordance with Ary et al., (2010), the test is for educational research and it is a useful measuring tool. The test is an indicator of the degree to which the subject possesses the indicator being tested and is based on a representative sample of the subjects' behavior. This study adopted a vocabulary test format from

Coombe (2015), that is synonym recognition, definition, and meaning in context.

The instruments used in this research were an objective test. The test consisted of 15 multiple choice items. In order to measure the validity and reliability of the test items, the test was given to the non-sample class first. Test validation took into account both how well the test samples the entire domain and how well the test material was appropriate for the entire content area to be measured (Ary et al., 2010). The validity test's result revealed that from 30 items tested obtained 16 valid items.

Table 3.1 The Result of Validity Test

No	Item Number	Coefficient Validity	r-Table	Interpretation
1.	3	0.481	0.355	Valid
2.	4	0.405	0.355	Valid
3.	6	0.405	0.355	Valid
4.	7	0.364	0.355	Valid
5.	8	0.608	0.355	Valid
6.	10	0.516	0.355	Valid
7.	13	0.671	0.355	Valid
8.	16	0.515	0.355	Valid
9.	17	0.417	0.355	Valid
10.	21	0.384	0.355	Valid
11.	22	0.400	0.355	Valid
12.	23	0.435	0.355	Valid
13.	25	0.415	0.355	Valid
14.	26	0.609	0.355	Valid
15.	27	0.473	0.355	Valid
16.	30	0.632	0.355	Valid

The reliability was examined after the validity of the test items had been determined. It was used to measure the level of consistency of the

instrument in measuring whatever is being measured (Ary et al., 2010). With a total of 16 items, the reliability score of = 0.776 > 0.355 indicates that the reliability value is sufficient.

3.4.2. Observation

To collect the data about the learning process, which generally included the attitudes of students during the learning process. The researcher used observation techniques. Observations in qualitative research are done to try to get a complete view of a topic, and the results from those observations are notes or descriptions (Ary et al., 2010). In this study, the researcher used observation sheets filled by the English teacher as an observer and video recordings in order to observe the participants' attitudes including response and interest in learning. Also, observing the teachers' accuracy in learning activities included accuracy in learning steps and gesture when telling stories.

3.5. Technique Analyzing the Data

The researcher collected two types of data there are quantitative data from the result of a vocabulary test and qualitative data from the result of an observation sheet. To measure the success of enhancement of students' vocabulary mastery after using the TPRS method. The researcher analyzed the result of the vocabulary test in the aspect of meaning using the formula, as follows:

$$\frac{\text{Jumlah Soal Betul}}{\text{Jumlah Soal}} \text{ X } 100$$

To analyze the result of vocabulary test in the aspect of pronunciation, the researcher used the pronunciation assessment criteria. Then the researcher combined the result of a vocabulary test in the aspect of meaning and the result in the aspect of pronunciation into a vocabulary mastery score. Teaching and learning process that utilizes the TPRS method can be considered successful, if the achievement of students' vocabulary scores show improvement.

Meanwhile, to analyze qualitative data, the researcher was used three concurrent flows of activity by Miles et al (2014), including:

a) Data Condensation

Data condensation is the process of choosing, concentrating, compressing, and/or re-arranging the data that is included in the document set of written-up field notes, interview transcripts, paper, and other empirical material (Miles et al., 2014). The researcher chose and concentrated the data from the observation sheet based on the research focus in order to condense the data.

b) Data display

Information is structured using the data display. It is used to analyze the observation sheet that was utilized in the observation. As stated by Miles et al (2014), a display is a reduced, structured collection of data that enables action and conclusion-making. Viewing displays enables us to comprehend what is happening and to act, either by conducting additional research or by acting based on that comprehension. The researcher displayed the data in the form of a table of results.

c) Conclusion drawing/verification

The conclusion implies inferences about the information obtained from observations. This step is done by the researcher at the end of the analysis. In accordance with Miles et al (2014), a "final conclusion may not appear until data collection is over" (p. 32). After concentrating and displaying the data, the researcher drew the conclusion based on the data.

3.6. Steps of the Research

In this study, the researchers followed these steps, including:

1) Doing pre-observation.

2) Formulating the problem and aim of the research.

3) Formulating the action hypothesis.

4) Doing cycles.

a) Planning Cycle I

In this step, the researcher does the following things:

(1) Preparing a lesson plan (RPP).

(2) Preparing for a vocabulary test.

(3) Preparing an observation sheet.

(4) Discussing with the observer.

b) Action and Observation Cycle I

In this part, the researcher taught English vocabulary by using the TPRS method, and then gave a test to the students at the end of each cycle. Also, the observer (an English teacher of SMP Negeri 6 Tasikmalaya) observed the teaching-learning process using the observation sheet provided by the researcher.

c) Reflection Cycle I

In this step, the researcher does the following things:

(1) Analyzing the students' vocabulary test results.

(2) Analyzing the observation result.

d) Planning Cycle II

Re-planning the action by revising the lesson plan based on the reflection on cycle I.

e) Action and Observation Cycle II

Implemented the action in cycle II with some improvements as the reflection results in cycle I and gave a test to the students after the teaching-learning process. Also, observing the teaching-learning process by the observer (an English teacher of SMP Negeri 6 Tasikmalaya) by using the observation sheet provided by the researcher.

f) Reflection Cycle II

In this step, the researcher does the following things:

(1) Analyzing the students' vocabulary test results.

(2) Analyzing the observation result

5) Making conclusions.

6) Making a report.

3.7. Time and Place of the Research

The study was conducted from January 2023 until December 2023.

Table 3.2 Research Planning

Activities	Jan	Feb	Mar	April	May 2023	Sep	Oct	Nov	Dec
Submission of Research Topic Research Topic Approval	■								
Writing Research Proposal		■	■	■					
Seminar Proposal Examination					■				
Conducting the Research						■	■		
Writing the Report							■		
Comprehensive Examination								■	
Final Thesis Examination									■