

CHAPTER III

RESEARCH METHOD

This chapter discusses the research methodology applied in this study. It presents the Research design, Setting and Subject of the study, Procedures of the Research, Role of the writer, Method of Collecting Data, Observation, Interview and Method of Data Analysis.

3.1 Research Design

The writer used Classroom Action Research as the design of the method to get data in this study. According to Burns (2010) she explained that Action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts. In Action Research, a teacher becomes an ‘investigator’ or ‘explorer’ of their personal teaching context, while at the same time being one of the participants in it. This research design is suitable for this study. So, the researcher will observe the teacher in the classroom who did Teaching Proficiency through Reading and Storytelling method in Young Learner classroom.

3.2. Setting and subject of study

The setting of the study was at Kindergarten 1 Class in JAC School Surabaya, which is located at Jl. Puncak Permai Utara III/9 Surabaya. There were 18 students; 9 boys and 9 girls. As National Plus School, JAC School used English Language to deliver the lessons except for Bahasa Indonesia Lesson. The class that used as an object of observation was Kindergarten 1 A class or teacher usually called it as K1A. The writer chose one of the Class Teacher as the subject to teaches English using TPRS method. This study conducted on 18th May 2017 until 8th June 2017.

3.3 Procedures of the Research

The action research proposed in two cycles, each cycle consists of four steps. But, before the writer conducted the first cycle, the writer did pre-activity in the class.

Pre-Activity

The pre-activity conducted on 18th May 2017. Before the writer did the pre-activity, the writer had observing the class a week earlier. Pre-activity is needed to compare the story telling in the class which only teach students the moral value with Teaching Proficiency through Reading and Storytelling method that promotes students vocabulary mastery and ability in retelling story. Then, the writer prepares the retelling story rubric for the students to know their retelling story ability after following story telling activity.

First Cycle

The objective of cycle 1 is to know how far the students increase their vocabulary and their ability in retelling story. Cycle 1 consists of four steps. The steps of doing Action Research based on Anne Burns book (2010), they are:

1. Plan – Planning the Action

In order to get the result, the writer made a plan to identify which is find a school to do a research and conducting prior observation in the class that investigated. After that, the writer makes a lesson plan, student worksheets and rubric for story retelling. In planning the action, the writer will describe the three steps of TPRS also prepare exercises for the students during the activity using TPRS method.

2. Act – putting the plan into action

In this step called act, the writer see implements the lesson plan into an action in the class. The writer chooses Kindergarten 1A classroom in JAC School Surabaya consisted of eighteen students. The writer detailed the lesson plan become an

activity in the class. the teacher presenting the three steps of TPRS based on the lesson plan.

3. Observe – observing the results of the plan

The step of observing is together during action. The writer collects data of TPRS process such as: teacher observation checklist, class observation checklist, field note, and rubric for story retelling. The writer is observing the way teacher teaches using TPRS and the student reaction following this activity.

4. Reflect – reflecting and planning for further action

In reflect step, the writer had done with the first cycle. Then, the writer looks into the observation checklist and field note to find out any step that need to improve and teacher might be miss some activity that need to be done in the first cycle. After the writer thought all of those considerations, she wants to make an improvement by planning the second cycle.

Table 3.1 The First Cycle Timeline

| | | |
|---------|---|--|
| Plan | <ol style="list-style-type: none"> 1. Making the lesson plan 2. Making the students worksheet 3. Making the rubric of retelling story | 24 th – 26 th May 2017 |
| Act | <ol style="list-style-type: none"> 1. Execute the lesson plan which is implementation of TPRS method 2. Distribute the worksheet to the students | 1 st June 2017 |
| Observe | <ol style="list-style-type: none"> 1. Check the teacher observation checklist 2. Check the class observation checklist 3. Write a field note 4. Record a video during the process of TPRS | 1 st June 2017 |
| | <ol style="list-style-type: none"> 1. Asked students to retelling the story 2. Scoring the rubric of students retelling story | 2 nd June 2017 |
| Reflect | <ol style="list-style-type: none"> 1. Looking for the weaknesses in cycle 1 2. Planning the next cycle | 3 rd June 2017 |

Second Cycle

The activities in this step actually similar to in Cycle 1, but those were some developmental activities in order to improve the students' ability in retelling story. The purposes of Cycle 2 were as follows:

(1) To overcome things that need to be improve in Cycle 1

Table 3.2 The Second Cycle Timeline

| | | |
|---------------|--|---|
| Plan | <ol style="list-style-type: none">1. Making the lesson plan2. Making the students worksheet3. Making the rubric of retelling story | 3 rd – 4 th June 2017 |
| Act | <ol style="list-style-type: none">1. Execute the lesson plan which is implementation of TPRS method2. Distribute the worksheet to the students | 6 th June 2017 |
| Observe | <ol style="list-style-type: none">1. Check the teacher observation checklist2. Check the class observation checklist3. Write a field note4. Record a video during the process of TPRS | 6 th June 2017 |
| Post-activity | <ol style="list-style-type: none">1. Asked students to retelling the story2. Scoring the rubric of students retelling story | 7 th June 2017 |
| Reflect | <ol style="list-style-type: none">1. Looking for the weaknesses in cycle 22. Analyzing the result of first and second cycle | 8 th June 2017 |

3.4 Role of the Writer

In this study, the researcher as an active participant that taken a part actively and made a checklist of note during teacher do story telling using TPRS method, observe the students during storytelling, taking a score of student's retelling story.

3.5 Method of Collecting Data

The writer asks to the teacher to do TPR Storytelling to the class to see the process of TPRS, researcher do observation and use story retelling rubric. Writer also do video recording during the teacher do TPRS. The story retelling rubric is

needed to know how far the students understand the story and memorize the vocabularies. The story retelling of the students presented at the end of the study.

3.6 Observation

In this observation, the writer is as the nonparticipant. Freankel,Wallen (2009;441) States that In a nonparticipant observation study, researchers do not participate in the activity being observed but rather “sit on the sidelines” and watch; they are not directly involved.. The position of the writer was at the back.

The writer checked the teacher and class observation checklist, wrote the important information into field note and also the video recording to observe the class activity during story telling time until finish. Video record used to record during learning proses to get the information which forgotten. Then, the writer analyzed them to get data about the process of teaching vocabulary using TPRS method and to know how the teacher and the students reaction.

3.7 Interview

The writer needs to interview the teacher who teaches using TPRS method to gain the information for this study. Freankel, Wallen (2009;445) states that interview is an important way for a researcher to check the accuracy of the data source to verify or refute the impressions he or she has gained through observation. The writer use one-on-one interview in this study. Based on Creswell (2012:218) one-on-one interview is a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time. The writer used interview technique to collect data or information about the teaching process using TPRS method in JAC School Kindergarten. In this interview, the writer used an interview worksheet.

3.8 Method of Data Analysis

The writer analyzed the data from observation checklist and rubric of storytelling. First, the writer analyzed the data obtained through observation and rubric of retelling story. The analysis was done by describing the process of teaching English using TPRS in the classroom. The data which analyzed

contained what the material was liked, how the teacher taught English using TPRS to Kindergarten students, and how the students understood in the story when the teacher applied the TPRS method including their responses in the teaching process.

The second, the writer presented the rubric of story retelling based on Brown (2001: 172-174) that she made by describing. The data contained to what extent the student's skill in retelling story improved by using TPRS method.