The Use of Various Stimulating Strategies in Promoting Students' English Proficiency: An Action Research of Grade X Students of SMK Kartika XIX-1 Bandung

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Abstract. The aim of this research is to examine the result of classroom action research (CAR) in one vocational school in Bandung in enhancing students' English proficiency by using various stimulating teaching strategies. Through the program of Penugasan Dosen ke Sekolah (PDS), two educators (teacher and lecturer) were involved collaboratively. They cooperated in planning, acting, observing and reflecting the teaching learning process using specific teaching strategies. One class of Teknik Sepeda Motor (TSM) grade X which consists of 36 students became the participants. The CAR was conducted in three cycles, in which each cycle consisted of four to five meetings. The teaching strategies used were: mind-mapping technique, snakes and ladders games and role play. Mind mapping strategy was used in cycle one to help students in practicing self-introduction. Games strategy (snakes and ladders) was used in cycle two to help students in understanding the concept of pronouns in self-introduction. While role play technique was used in cycle three to help students practicing expressions of complimenting and congratulating. The result of the CAR revealed that students' proficiency was developed in each cycle after the treatment given. So, it can be concluded that this CAR is successful in enhancing students' proficiency in English.

Keywords: action research, vocational school, stimulating strategies, language proficiency.

1 Introduction

Language proficiency has been defined variously by language experts. Chomsky elaborates two aspects of language proficiency, namely: competence and performance [1]. Competence is defined by Chomsky as "the monolingual speaker-listener's knowledge of language" while performance is defined as "the actual use of the language in real situations" [2]. Another definition of language proficiency was elaborated Hymes which refer to both knowing the grammatical systems of a language as well as to the ability to apply that knowledge in language interactions [2].

In addition, Canale and Swain claim that language proficiency consists of three elements: grammatical or linguistic, socio-cultural and strategic competencies [3]. Grammar competence refers to understanding of the correct use of language in terms of lexicon, semantics, syntax

and phonology, and so on. Sociolinguistic competence refers to knowing how of using language in social interactions. And strategic competence refers to the use of communication strategies, non-verbal and verbal, when comprehension compromising problems in the other competencies occur.

The most recent definition about language proficiency is from Council of Europe in the form of the Common European Framework of Reference (CEFR). According to [4], language competency is defined as knowledge, skills and characteristics which an individual has developed to communicate with others.

Based on the discussion about the definitions of language proficiency above, it can be concluded that language proficiency is not only about linguistic correctness. However, language proficiency also covers the ability to understand the contexts of language use. The ability to use appropriate functions of language plays an important role in determining whether a user of a language is communicating proficiently.

In the context of vocational schools in Indonesia, language proficiency is seen as the most crucial target in learning English since students of vocational schools are prepared for work, entrepreneurship and forward [5]. This aim of this paper is to shed lights on the result of 3-cycle Classroom Action Research (CAR) conducted in one vocational school in Bandung in promoting students' proficiency. This CAR was done collaboratively by one English teacher of SMK Kartika Siliwangi XIX-1 and one English lecturer of IKIP Siliwangi to improve students' language proficiencies by using various teaching strategies. In the first cycle of CAR, mind mapping strategy was used to improve students' skills in writing a short text about self-introduction. In the second cycle of CAR, games strategy was used to explain the concept of pronouns in writing a text about self-introduction. And in the last cycle of the CAR, role play strategy was used to promote students' speaking skills about expressions of complimenting and congratulating. Based on the background stated above, the aim of this study can be formulated in one research question: "How is the implementation of Class Action Research (CAR) in SMK Kartika Siliwangi Bandung in promoting students' language proficiency?"

2 Literature Review

2.1. Mind Mapping Strategy

Mind-mapping strategy is one of strategies which can be used to help writing process. According to [6], a mind map is a powerful graphic technique which provides universal key to unlock the potential of the brain. Through a mind map, students can make a diagram which represents words, ideas, tasks or other items linked to and arranged around a central keyword or idea. A mind map is used to generate, visualize, structure, and classify ideas. It is also used an aid to study and organize information, to solve problems, to make decision and to write. The example of mind mapping:

Fig. 1. Mind mapping [7]

2.2. Game Strategy

Game is one of popular strategies in teaching English. Many experts have defined the terminology of "game" [8] [9] [10]. According to Hadfield (1998) game is a fun activity which has goal and rules. [9] also classifies games into linguistic games and communicative games. Moreover, he also mentions some examples of language games: sorting, ordering or arranging games, information gap games, guessing games, search games, find someone who games, matching games, labeling games, exchanging games, board games, and role play games.

There are several advantages of using games in language learning, namely: 1) games get students involved in their learning; they motivate them; 2) games encourage creative and spontaneous use of language; 3) games introduce a change in formal learning situations; 4) games create a pleasant stress-free and relaxing atmosphere in a language class; 5) games unconsciously promote and practice all four basic language skills, such as listening, reading, speaking and writing; 6) games help the teacher to create contexts in which the language is useful and meaningful [10] 7) games decrease students' anxiety to speak in front of the other students; they feel less intimidated in this, less formal learning situation; 8) games are student-centred; 9) games can promote collaboration among students; and 10) games can connect to a variety of intelligences [11].

2.3. Role Play Strategy

Role play activity is one of games in language teaching. Role-play is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment [12]. There are some aspects of role behavior when performing role play: formality, register, function, attitude, para linguistic features, extra-linguistic features, acceptability and appropriateness, and immediate oral interaction [13]. Using role play strategy in language learning has several advantages: 1) maximum students activity, 2) relevance, interest and discipline, 3) mixed ability groups. However, sometimes using games in language learning has several disadvantages like difficult organization and time consuming.

3 Methodology

3.1. Research Design

This research was designed in the form of classroom action research (CAR). CAR is an inquiry about certain phenomena in teachers' own classrooms which is carried out by teachers. CAR is conducted to improve the quality of teaching process. [14] define CAR as a systematic collection of information that is designed to bring about social change. Also, [15] adds that CAR as a study which is carried out by practitioners with a view to improve their professional practice and understand it better. In line with the above definition, [16] also elaborate that CAR is conducted to investigate what actually happens inside the classroom during teaching and learning process. Based on the above definitions, action research can be concluded as a process in which educators examine their own practice systematically and carefully using certain techniques.

3.2. Research Site

This research was conducted in SMK Kartika Siliwangi XIX-1 which is located on Jalan Aceh No.108 (BLK). This school was assigned to be involved in this research since it is one of schools which is possessed by Yayasan Kartika Jaya Siliwangi (Kodam Siliwangi). This vocational school opens five majors: Computer and Network Engineering (Teknik Komputer Jaringan), Mechanical Engineering (Teknik Permesinan), Electrical Power Installation Engineering (Teknik Instalasi Tenaga Listrik), Vehicle Engineering (Teknik Kendaraan Ringan), dan Motorcycle Engineering (Teknik Sepeda Motor).

3.3. Participant

This study was carried out in collaboration with Mr. Aflahul Aulia, S.Pd, the English teachers of SMK Kartika Siliwangi XIX-1. The selected participants for the present study were 36 students of Motorcycle Engineering (Teknik Sepeda Motor) program. The class consists of 35 male students and 1 female student. Table 1 below shows the gender frequency distribution of the participants in this study:

Table 1. Gender frequency distribution

Gender	Frequency	Percentage
Male	35	97%
Female	1	3%

3.4. Instruments

The data in this research was collected by three instrumentations. The first instrumentation is classroom observation. The classroom observation was done 17 times (3 cycles). The second instrumentation is test. In each cycle, tests were given twice. Once is at the beginning of every cycle and the other is at the end of every cycle. And the last instrumentation is interview. The interview was done to gain students' opinions about the implementation of three different techniques in learning English.

3.5. Procedure

As mentioned in the introduction, a classroom action research is done through a cycle and is designed into four steps. [17] state that the research is started by planning for an action. Then the plan is implemented as an action in classroom and the action is then observed. The reflection is done to analyze the data obtained during the action. The following diagram displays a model of an action research cycle:
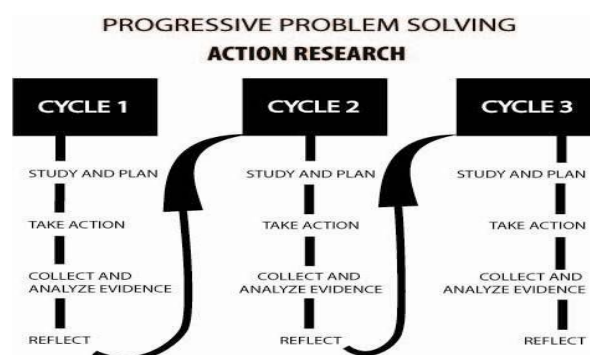

Fig. 2. Classroom Action Research Model

Specifically, this classroom action research (CAR) followed a series of repeated steps within 3 cycles. In the first cycle, pretest was given to know the students' ability in writing a text of introduction. Then students' works were analyzed and compared to the value of Kriteria Ketuntasan Minimal (KKM) which is 76. In the next two meetings, students were taught to write a text about self-introduction using mind-mapping strategy. At the end of the first cycle, post test was given. Students were asked to make a text of self-introduction. Then, students' works were assessed and compared to the scores of pretest. The students' works were assessed using rubrics of writing assessment by [18] which covers: content, organization, grammar, vocabulary and mechanics

In the second cycle, the objective of the lesson is to comprehend the grammatical concept of pronouns in writing text about self-introduction. As in the first cycle, pretest was given in the first meeting. Students were given a set of question about pronouns, including subject, object, adjective and possessive pronouns. In the next two meetings, students were taught about pronouns using snakes and ladders game. In the last session of the second cycle, students were given a post test. Then the scores of pretest and post test were compared.

The learning objective of the third cycle is students are expected to be able to use the expressions of complementing and congratulating in the right contexts. In the first meeting, students were given pretest. The test consisted of incomplete dialogs about expressions of complementing and congratulating. In the next two meetings, students were taught the expressions of complementing and congratulating using role play technique. At the end of the cycle, students' speaking skills were assessed using speaking rubrics by [19], which covers: pronunciation, grammar, fluency, comprehension and vocabulary. Table below displays the schedule of classroom action research (CAR):

Table 2. Schedule of CAR

Cycle	Day and date	Learning materials	Treatment
Cycle 1 Meeting 1	Mon, 30 July 2018	Pretest: writing a text about self-introduction	Test
Cycle 1 Meeting 2	Tue, 31 July 2018	Making *a mind map*	*Mind Mapping*
Cycle 1 Meeting 3	Mon, 6 Aug 2018	Writing a text of self-introduction based on the *mind map*	*Mind Mapping*
Cycle 1 Meeting 4	Tue, 7 Aug 2018	Quiz (evaluation of cycle 1)	-
Cycle 2 Meeting 1	Mon, 13 Aug 2018	Understanding *subject* and *object pronoun* (pretest)	-
Cycle 2 Meeting 2	Tue, 14 Aug 2018	Understanding *subject* and *object pronoun* through *Snakes and Ladders* game	*Snakes and Ladders Game*
Cycle 2 Meeting 3	Mon, 27 Aug 2018	Understanding *adjective* and *possessive pronoun* melalui permainan *Snakes and Ladders* game	*Snakes and Ladders Game*
Cycle 2 Meeting 4	Tue, 28 Aug 2018	Quiz (evaluation of cycle 2)	-
Cycle 3 Meeting 1	Mon, 3 Sept 2018	Expressions of *congratulating* and *complementing (*pretest)	-
Cycle 3 Meeting 2	Tue, 4 Sept 2018	Role play: Expressions of *congratulating* and *complementing (*pretest)	*Roleplay*
Cycle 3 Meeting 3	Mon, 10 Sept 2018	Role play: Expressions of *congratulating* and *complementing (*pretest)	*Roleplay*
Cycle 3 Meeting 4	Mon, 17 Sept 2018	Quiz (evaluation of cycle 3)	-
Cycle 3 Meeting 5	Tue, 18 Sept 2018	Wrap Up	Discussion/ Interview

4 Result And Discussion

4.1. Cycle 1

This cycle consisted of four meetings. One meeting was for pretest, two meetings were for treatment and one more meeting was for post test (quiz or evaluation of cycle 1).

**Cycle 1 Meeting 1: Planning (Monday, 30 July 2018 at 10.15-11.45)**

English teacher of SMK Kartika Siliwangi XIX-1, Mr. Aflahul Aulia became the teacher, and the writer became the observer. The aim of the lesson was based on Basic Competence (Kompetensi Dasar): "Siswa mampu menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar sesuai konteks". Students were asked to write a text about self-introduction. Then students' works were analyzed based on the writing rubrics by [18], based on five aspects: content, organization, grammar, vocabulary and mechanics. After analyzing the students' texts, it was found that the majority of students found difficulties in writing text about self-introduction. So the planning for the next meeting is teaching writing using mind mapping strategy.

Fig. 3. Documentation of Cycle 1 Meeting 1

**Cycle 1 Meeting 2: Acting and Observing (Tuesday, 31 July 2018 at 13.35-14.55)**

In this session, students were taught how to write a text of self-introduction using mind mapping strategy. The lecturer gave the example of mind mapping of introduction about Upin and Ipin. Then students were asked to make a mind map to introduce themselves. During the learning process, it can be found that students seemed enjoy the learning process. They also found it is easier to organize ideas of self-introduction using mind map.
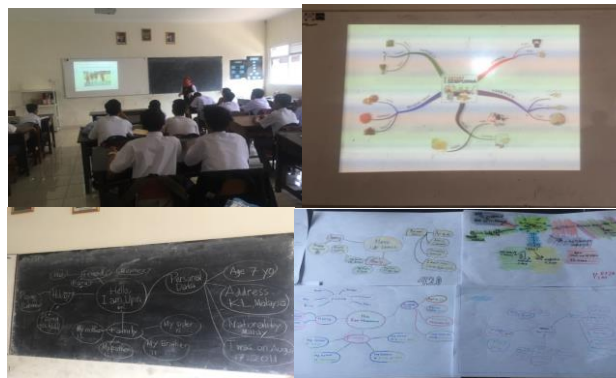
Fig. 4. Documentation of Cycle 1 Meeting 2

Cycle 1 Meeting 3: Acting and Observing (Monday, 6 August 2018 at 10.15-11.45)

In this session, students were asked to write a text about self-introduction using mind map they made. Based on the result of observation, students looked enjoying the process of writing using mind map.
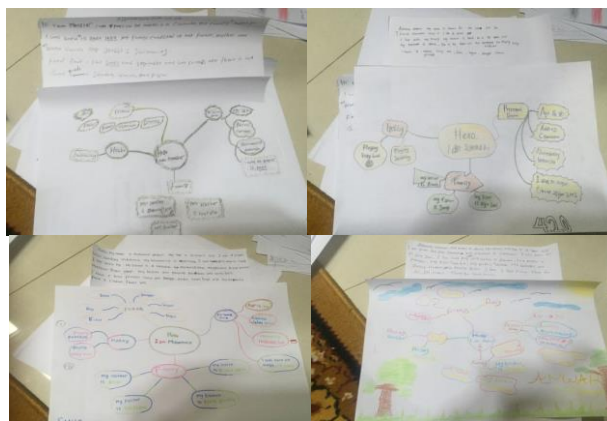
Fig. 5. Documentation of Cycle 1 Meeting 3

Cycle 1 Meeting 4: Reflecting (Tuesday, 7 August 2018 at 13.35-14.55)

This was the evaluation session of cycle 1. Students were asked to write a text of self-introduction Then students' works were analyzed using writing rubrics by [18] which covers five aspects: content, organization, grammar, vocabulary and mechanics. The result of analysis showed that the majority of students' writing skills were developed in the first cycle. The score of Kriteria Ketuntasan Minimal (KKM) is 76. The mean of pretest is 63.5 (standard deviation is 2.17438093) while the mean of post test is 79.6 (standard deviation is 1.869514789.

Fig. 6. Documentation of Cycle 1 Meeting 4

The result of students' pre test and post test scores is presented in the table below:

Table 3. Descriptive Statistics of Cycle 1

No	Name	Pretest	Post test	Remark
1	Student 1	61	80	Passed KKM
2	Student 2	63	77	Passed KKM
3	Student 3	64	78	Passed KKM
4	Student 4	61	79	Passed KKM
5	Student 5	66	80	Passed KKM
6	Student 6	63	81	Passed KKM
7	Student 7	64	83	Passed KKM
8	Student 8	67	79	Passed KKM
9	Student 9	62	78	Passed KKM
10	Student 10	63	77	Passed KKM
11	Student 11	61	79	Passed KKM
12	Student 12	64	78	Passed KKM
13	Student 13	63	79	Passed KKM
14	Student 14	64	80	Passed KKM
15	Student 15	62	79	Passed KKM
16	Student 16	65	80	Passed KKM
17	Student 17	64	79	Passed KKM
18	Student 18	67	78	Passed KKM
19	Student 19	68	80	Passed KKM
20	Student 20	61	83	Passed KKM
21	Student 21	62	82	Passed KKM

22	Student 22	64	81	Passed KKM
23	Student 23	63	81	Passed KKM
24	Student 24	65	85	Passed KKM
25	Student 25	68	79	Passed KKM
26	Student 26	63	78	Passed KKM
27	Student 27	61	80	Passed KKM
28	Student 28	63	80	Passed KKM
29	Student 29	61	78	Passed KKM
30	Student 30	64	79	Passed KKM
31	Student 31	62	80	Passed KKM
32	Student 32	67	79	Passed KKM
33	Student 33	62	78	Passed KKM
34	Student 34	65	80	Passed KKM
35	Student 35	61	79	Passed KKM
36	Student 36	61	79	Passed KKM
	Mean	**63.5**	**79.6**	
	Maximum Scores	**68**	**85**	
	Standard Deviation	**2.17438093**	**1.869514789**	

4.2. Cycle 2

This cycle 2 consisted of four meetings: one meeting for pretest, two meetings for treatment and one meeting for post test (evaluation of cycle 2).

Cyc1e 2 Meeting 1: Planning (Monday, 13 August 2018 at 10.15-11.45)

The first session of cycle two was used for pretest. The objective of the lesson was still about Kompetensi Dasar (KD) 1, yaitu: menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait jati diri, dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan yang benar sesuai konteks. The topic was about using the right pronouns in the right contexts. Students were given a test to know their understanding about the pronouns concept. The result of the pretest showed that students have difficulties in using the pronouns, so in the next meeting students would learn subject and object pronouns using snakes and ladders game.

Fig. 7. Documentation of Cycle 2 Meeting 1

Cycle 2 Meeting 2: Acting and Observing (Tuesday, 14 August 2018 at 13.35-14.55)

In this session, students learned the concept of subject and object pronouns using snakes and ladders game. Student seemed enjoying the activity. They played the game, practiced reading the sentences and corrected each others' mistakes. After the game, students were given worksheet and discussed subject and object pronouns.

Fig. 8. Documentation of Cycle 2 Meeting 2

Cycle 2 Meeting 3 (Monday, 27 August 2018 at 10.15-11.45)

The topic was about the concept of adjective and possessive pronouns. Like in the previous session, the strategy used was snakes and ladders game. It was also found that students seemed enjoying the game. They looked more enthusiastic learning English through games. After the game, students were give a worksheet about adjective and possessive pronouns.

Fig.9. Documentation of Cycle 2 Meeting 3

Cycle 2 Meeting 4 (Tuesday, 28 August 2018 at 13.35-14.55)

This session was intended for evaluation session of cycle 2. After two sessions of learning pronouns using snakes and ladders game, students were given a quiz about pronouns. The result of the quiz revealed that students' score increased compared to the scores of pretest. The

mean of pretest is 65 (2.54655073) and the mean of post test is 81,4 (3.026339399). The scores were about the scores of Ktiteria Ketuntasan Minimal (KKM). So in the next meeting, the learning process would be based on the next basic competence.

Fig. 10. Documentation of Cycle 2 Meeting 4

The result of pretest and post test in cycle 2 was shown in Table 4 below:

**Table 4.** Descriptive Statistics of Cycle 2

NO	STUDENT	PRETEST	POST TEST	REMARK
1	Student 1	65	84	Passed KKM
2	Student 2	63	85	Passed KKM
3	Student 3	64	82	Passed KKM
4	Student 4	67	84	Passed KKM
5	Student 5	64	85	Passed KKM
6	Student 6	68	89	Passed KKM
7	Student 7	69	81	Passed KKM
8	Student 8	62	83	Passed KKM
9	Student 9	61	85	Passed KKM
10	Student 10	63	86	Passed KKM
11	Student 11	65	82	Passed KKM
12	Student 12	67	77	Passed KKM
13	Student 13	68	78	Passed KKM
14	Student 14	62	79	Passed KKM
15	Student 15	63	80	Passed KKM
16	Student 16	65	81	Passed KKM
17	Student 17	64	83	Passed KKM
18	Student 18	68	84	Passed KKM
19	Student 19	69	85	Passed KKM
20	Student 20	61	86	Passed KKM
21	Student 21	65	78	Passed KKM
22	Student 22	63	79	Passed KKM
23	Student 23	68	80	Passed KKM
24	Student 24	68	85	Passed KKM
25	Student 25	68	79	Passed KKM
26	Student 26	65	78	Passed KKM
27	Student 27	63	80	Passed KKM
28	Student 28	64	80	Passed KKM
29	Student 29	61	78	Passed KKM

30	Student 30	62	79	Passed KKM
31	Student 31	63	80	Passed KKM
32	Student 32	67	79	Passed KKM
33	Student 33	68	78	Passed KKM
34	Student 34	69	80	Passed KKM
35	Student 35	64	79	Passed KKM
36	Student 36	65	79	Passed KKM
	Mean	**65.0**	**81.4**	
	Max	**69**	**89**	
	Standard Dev.	**2.54655073**	**3.026339399**	

4.3. Cycle 3

Cycle 3 Meeting 1 (Monday, 3 September 2018 at 10.15-11.45)

In this cyle 3, the writer and the Engish teacher of SMK Kartika Siliwangi XIX-1 were planning to improve move the focus on developing the next basic competence: "Mengidentifikasi fungsi social, struktur teks dan unsure kebahasaan pada ungkapan member ucapan selamat dan pujian serta responnya." Like in the previous cycle, each first session of the cycle is used for pretest. Students were asked to see a video downloaded from youtube and to practice dialogs about complimenting and congratulating. It was found that students still have difficulties in some aspects of speaking, like: intonation, comprehension, pronunciation, and so on. So in the next two sessions, role play technique will be used as teaching strategy.
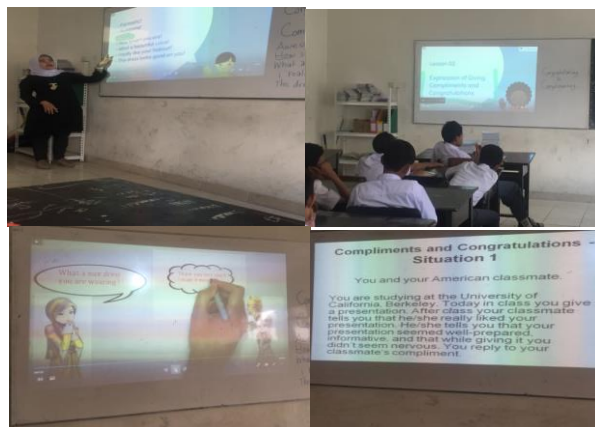
Fig. 11. Documentation of Cycle 3 Meeting 2

**Cycle 3 Meeting 3 (Monday, 10 September 2018 at 10.15-11.45)**

The topic was still about developing the basic competence: "Mengidentifikasi fungsi social, struktur teks dan unsure kebahasaan pada ungkapan member ucapan selamat dan pujian serta responnya.". As has been planned, students will learn the expressions of complementing and congratulating using roleplay technique. From the observation, students looked enjoy the role play and they learned the pronunciation, intonation and comprehension from their peers. The next meeting will be evaluation session.

Fig. 12. Documentation of Cycle 3 Meeting 3

Cycle 3 Meeting 4 (Monday, 17 September 2018 at 10.15-11.45)

This is the evaluation session of cycle 3. At first, students in pairs were asked to make 2 shorts dialogs about complimenting and congratulating. From the analysis, students' works were getting better in terms of the grammar. Few grammatical mistakes were found. Then, students In pairs were asked to perform the dialogs they made. It was also found that students' fluency in performing the dialos was getting better, in terms of intonation and pronunciation. From the analysis of students' scores, it can be seen that the scores of post test are higher than the scores of pretest. The mean of pretest is 66,8 (standard deviation is 10.9400966 and the mean scores of post test is 80,2 (standard deviation is 3.031448918).
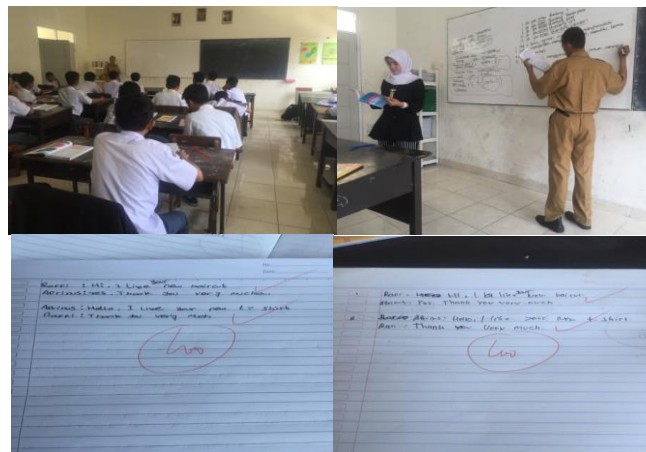
Fig. 13. Documentation of Cycle 3 Meeting 4

The result of pretest and post test in cycle 3 was shown in Table 5 below:

Table V. Descriptive Statistics of Cycle 3

NO	STUDENT	PRETEST	POST TEST	REMARK
1	Student 1	67	76	Passed KKM
2	Student 2	6	79	Passed KKM
3	Student 3	65	80	Passed KKM
4	Student 4	68	75	Passed KKM
5	Student 5	71	78	Passed KKM
6	Student 6	74	100	Passed KKM
7	Student 7	65	80	Passed KKM
8	Student 8	68	81	Passed KKM
9	Student 9	69	82	Passed KKM
10	Student 10	70	84	Passed KKM
11	Student 11	71	81	Passed KKM
12	Student 12	64	85	Passed KKM
13	Student 13	68	83	Passed KKM
14	Student 14	65	89	Passed KKM
15	Student 15	68	80	Passed KKM
16	Student 16	70	87	Passed KKM
17	Student 17	74	84	Passed KKM
18	Student 18	73	83	Passed KKM
19	Student 19	71	81	Passed KKM
20	Student 20	65	82	Passed KKM
21	Student 21	67	78	Passed KKM
22	Student 22	68	79	Passed KKM
23	Student 23	69	76	Passed KKM
24	Student 24	70	77	Passed KKM
25	Student 25	70	79	Passed KKM
26	Student 26	71	77	Passed KKM
27	Student 27	73	81	Passed KKM
28	Student 28	74	100	Passed KKM
29	Student 29	74	78	Passed KKM
30	Student 30	62	79	Passed KKM
31	Student 31	63	77	Passed KKM
32	Student 32	67	80	Passed KKM
33	Student 33	69	78	Passed KKM
34	Student 34	63	80	Passed KKM
35	Student 35	66	79	Passed KKM
36	Student 36	68	80	Passed KKM
	Mean	**66.8**	**80.2**	
	Max	**74**	**89**	
	St. Dev	**10.9400966**	**3.031448918**	

Cycle 3 Meeting 5 (Tuesday, 18 September 2018 at 13.35-14.55)

This is the evaluation session for the whole cycles. Simple and casual "interview" with the students was done to know their perceptions about the CAR during the three cycles. The majority of the students said that they enjoy the techniques used during the learning process. And the other said that mind mapping technique helped them to systematically write the text about self introduction. And the other students said that snakes and ladders game was fun and helpful in understanding the concept of pronouns. And the other students claimed that their pronunciation and intonation were improved through role play technique.

With the teacher, the students' scores (pretest and post test scores) in three cycles were compared. And the result revealed that students' post scores are bigger that students pretest

scores, therefore it can be concluded that students' language proficiency was improved. And this CAR was successful in improving students' language proficiency.

Fig. 14. Documentation of Cycle 3 Meeting 5

Table 6 below displayed the comparison of students' scores in pretest and post test during three cycles of CAR:

Table 6. Descriptive Statistics of Cycles 1-3

Cycle	N	Mean Scores		Standard Deviation	
		Pretest	Post test	Pretest	Post test
1	36	63.5	79.6	2.17438093	1.869514789
2	36	65.0	81.4	2.546550733	3.026339399
3	36	66.8	80.2	10.9400966	3.031448918

5   Conclusion

The purpose of this paper is to elaborate the implementation of Classroom Action Research (CAR) in one vocational school in Bandung to improve students' English proficiencies. Within three-cycle action research, students were taught English materials according to four basic competences using three different stimulating teaching strategies: mind-mapping, games and role play. The result showed that students' English proficiency improved significantly within the three cycles. It can be seen from the students' scores in the three post tests during the study. The scores of post test were higher that pretest score and above limit score of Kriteria Ketuntasan Minimal (KKM). The result of indicator achievement analysis (analis ketercapaian indicator) also supported the results of the test that all the learning indicators have been achieved.

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