

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

##### **a. Classroom Action Research (CAR)**

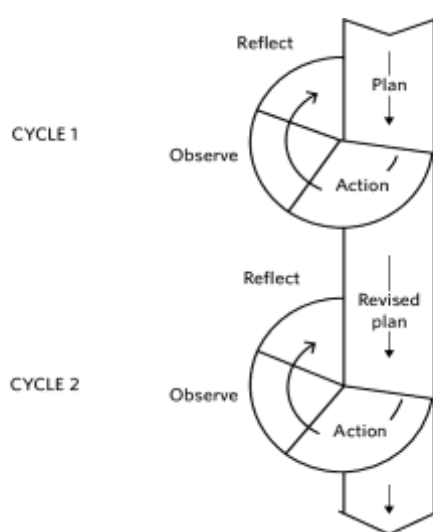
This research used the Classroom Action Research method, which is research conducted to find a practical knowledge base to improve the situation which is carried out on a limited basis in the classroom. Researcher used this method to improve the quality of learning. The researcher wants to know what are the weaknesses of students in learning vocabulary, so they can find ways to improve students' vocabulary mastery.

Classroom Action Research is repetitive research (reflective) by doing recycling actions to improve or improve learning practices in the classroom in a more professional manner. According to Khasinah (2013: 108), action research is a process in which educators examine their own practice systematically and carefully using research techniques. Classroom action research can be used in the implementation of various school programs. The trick is to examine various indicators of the success of the process and the learning outcomes of students.

Classroom action research should show a positive change toward improvement. According to Wulandari et al (2019: 314), Classroom action research is a component that needs to be carried out and fulfilled in improving and advancing teachers' careers, which is supported by government law of Ministry of Administrative and Bureaucratic Reform No.16 of 2009. The main characteristic of classroom action research is the participation and collaboration between the researcher and members of the target group. If the action brings weakness, decline, or negative change it means that it violates the character of classroom action research.

### b. Procedure of Classroom Action Research

The procedure in research is very important because it is to know the steps in conducting research. In this research, the researcher used classroom action research. Implementation of classroom action research includes several steps. This research used the model development by Kemmis and McTaggart cited in Burns (2009: 8). Classroom action research can be seen in the illustration below:



**Figure 3.1**

### **Cycling process of Classroom Action Research (CAR) Kemmis and McTaggart in Burns (2009: 9)**

Based on the figure above, the procedures of classroom action research are explained below:

Cycle 1:

a) Plan

The plan is the first step of action research. In this phase, the researcher identified problems and develops an action plan to bring about improvements in specific areas of the research context. The researcher investigated what might be done in reality and the constraints of the teaching situation that the researcher will do and the potential improvements that the researcher thinks might be made.

In the cycle 1 was held on Monday, May 23<sup>rd</sup> 2022. Before the implementation of blindfold game in the teaching and learning activity, the researcher prepared lesson plan that contained teaching scenario through blindfold game. The researcher prepared observation checklist that was used by collaborator to observe the activity, and also the researcher prepared field note to record everything during the research. The researcher prepared the test to measure their achievement. In this research, the researcher was observed by English teacher as collaborator.

b) Action

Action is the implementation of the plan that has been prepared by the researcher. The plan is a carefully considered one that involved some deliberate intervention into the researcher's teaching situation that the researcher will undertake over an agreed period. An action refers to the activities carried out by the researcher in the classroom related to the application of the blindfold game in students' vocabulary mastery.

In the cycle 1, the first meeting was conducted on May 23<sup>rd</sup> 2022. The researcher introduced blindfold game to the students and applied blindfold game to teach vocabulary mastery. The second meeting was held on May 25<sup>th</sup> 2022, at this meeting the researcher explained how to use comparison of word to teach vocabulary through blindfold game.

c) Observation

This phase involves the researcher systematically observing the effects of the actions and also documenting the context, action, and opinions of those involved. This phase is data collection where the researcher uses 'open' and 'open-minded' tools to gather information about what happened. Activities in the observation phase would be carried out by collaborators with an observation checklist and field

note when the researcher teaches students vocabulary in class through blindfold game.

In the cycle 1 (Monday, 23<sup>rd</sup> 2022), both researcher and collaborator observed about the whole process and try to identify the strength and weakness of students. The result of observation; the students did not pay attention when the teacher explained the material. The students tend to less active so the learning process well.

#### d) Reflection

Reflection is the last procedure of classroom action research. In this phase, the researcher reflects, evaluates, and describes the effect of the action to understand what has happened and to understand the problem that the researcher has explored more clearly.

In cycle 1 the researcher and collaborator discussed the activities that occurred when the researcher applied the blindfold game during the learning process. This is to prepare for the next cycle. Researcher and collaborator discussed what had to be done to go to the next cycle so that in the next cycle the implementation of vocabulary learning using the blindfold game could be successful. Therefore, the researcher and collaborator noted the cause of the failure of this method in cycle 1 and looked for ways to make this method successful in the next cycle. The researcher and collaborator revised a lesson plan, because the lesson plan in the first cycle was the cause of the failure of the method used and it was not appropriate..

#### Cycle 2:

##### a) Revised Plan

The re-planning in the second cycle departs from the problem found in the first cycle where the criteria have not been achieved and the inhibiting factors. This problem will be looked for alternative solutions that will be re-planned.

In the cycle 2 was held on Monday 30<sup>th</sup> 2022, the researcher continued the second cycle. The researcher prepared the things were needed such as lesson plan, observation checklist, field note, and also measurement test. Second cycle conducted by revising the weakness of teaching scenario in the first cycle. The researcher would do some improvement in learning process.

b) Action

Implementation in this cycle is the stage of the English learning design that has been prepared. In the implementation of this learning, researcher can modify the original action is still in accordance with the developed strategy.

In the cycle 2, the first meeting was held on Monday 30<sup>th</sup> 2022. The researcher taught the same subject and how to use blindfold game to learn vocabulary. The difference from cycle 1 is the teacher asking to the students to guess and describe the object through blindfold game. The second meeting was held on (Tuesday, 31<sup>st</sup> 2022). The researcher repeated that the students learned, and asked the students to remember comparison word to guess and describe object vocabulary through blindfold game. The teacher and the students provide a feedback about what they learned. Last, students do the test given by the teacher.

c) Observation

Observation in this cycle collects data related to problem solving efforts and learning strategies that are being developed. What is observed is an event that is an indicator of the success of problem solving and learning strategies that are being developed. The focus of the observation is that the strategies developed have succeeded in solving the problems as written in the planning stage.

In the cycle 2 (Monday, 30<sup>th</sup> 2022), both researcher and collaborator observed about the whole process and try to identify the strength and weakness of students. The result of observation; the

students gave attention when the teacher explained the material. The students looked enthusiastic in learning process.

d) Reflection

Reflection in the second cycle aims to assess which criteria have not been achieved and what causes these criteria has not been achieved. The criteria that have not been met and the contributing factors are input for the next cycle.

In the cycle 2, the researcher and collaborator discussed about the activities happen when the researcher implement of blindfold game during learning process. In the cycle 2, there was a significant improvement compare to cycle 1, so the researcher stopped the cycle.

## **B. Subject of Research**

The subject in this research was eighth grade students of SMP Negeri 2 Hulu Gurung. This class consists of 23 students consisting of 14 girls and 9 boys. Researcher conducted this research based on pre-observation. The researcher chose this class as the subject because the researcher found problems related to vocabulary mastery. Students have difficulty in vocabulary mastery. The researcher knows this problem because the researcher was done pre-observation during her internship at this school. During the pre-observation, the researcher once taught in the class and saw that the students had difficulty in mastering vocabulary and they needed an effective and efficient method to master vocabulary. The researcher also gave assignments related to vocabulary and many students got low scores, only a few students got high scores. So, the researcher was interested to find out the solution to mastering vocabulary by applying blindfold game.

### **C. Technique of Data Collection**

In completing the data, the researcher used qualitative and quantitative data. Qualitative data consist of observation, while quantitative data consist of measurement tests.

#### **a. Observation Technique.**

The researcher used the observation technique to get data. Ciesielska et al (2018: 33) stated that observation is one of the most important research methods in the social sciences and at the same time one of the most diverse. Observation is a data collection technique in which the researcher or their collaborator records information as they witness during the research. Intended a way of collecting data through direct observation of situations or events that exist in the field. Observation can be served as a technique for verifying information provided face to face. In this research, the observation technique used to investigate and observed the class condition.

#### **b. Measurement Technique**

In this research, the researcher used a measurement technique to collect quantitative data. According to Papadimitriou et al (2012: 63) measurement is a process used in a measurement procedure that has a "measurement" (measured amount) as its input, a control variable, and its output represents the "measurement result". The form of measurement technique in this study is a vocabulary test. The vocabulary test in this study used to measure individual scores and students' average scores. With this measurement technique, the researcher finds out about students' vocabulary mastery by using a test that would give to find out how well students' vocabulary mastery would improve.

### **D. Tools of Data Collection**

Tools are important as a complement to collecting the data because the tools are the instrument which is used to collect during the observation and measurement. Tools vary in complexity, interpretation, design, and

administration and each tool are suitable for gathering certain types of information (Pandey & Pandey, 2015: 57). The tools for observation and measurement are different. For the observation technique, the tool was used the observation checklist and field note. While measurement technique used a vocabulary test.

a. Observation Checklist

An observation checklist is a list of things an observer will see when observing a class. This list may have been prepared by the observer or the teacher or both. According to Ong et al (2017: 35), observation checklists can use to facilitate useful observations in a variety of ways. The observation checklist not only provides the observer with a structure and framework for observation but also serves as a contract of understanding with the teacher, who as a result may be more comfortable, and will get specific feedback on aspects of the classroom. In this research, the researcher makes an observation checklist based on the teacher's performance when starting learning and carrying out the teaching and learning process, student performance during the teaching and learning process, and class condition.

b. Field Note

In the research when conducting observation, field note is also very useful for the researcher as an intermediary tool that the researcher see, hear, and feel in the context of collecting data. Kawulich cited in Deggs & Hernandez (2018: 2555) explained that the field notes functioned as a record of the activities or ceremonies observed and informal discussions from the field. This is to facilitate the preparation of the report because the data obtained would be easily forgotten by researcher. Field note should be descriptive, dated and timed, and recorded with basic information such as where the information would obtain, who would be present, the physical setting of the environment, social interactions, activities that took place, etc.



### c. Vocabulary Test

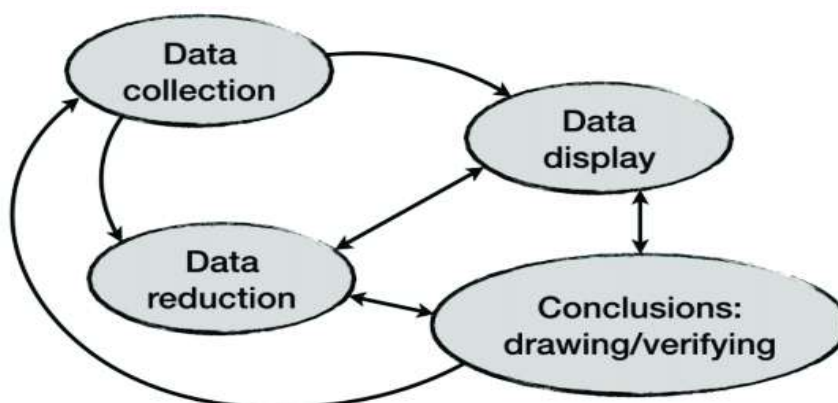
A test is a set of questions and exercises that will use to measure the achievement of the individual or group. Boopathiraj & Chellamani (2013: 191) stated that the test is conducted by the researcher himself for data collection. In this research, a test done in form of multiple-choice filling, arranging the word, matching test, and pronunciation test.

## E. Technique of Data Analysis

After the data is collected, the researcher would analyze the data using qualitative and quantitative data. Qualitative data would obtain from the observation checklist and field note. Next, the researcher would obtain quantitative data from the vocabulary test.

### a. Qualitative Data

Qualitative data is the type of data used to explain or describe information narrative manner and not numerical. Goodrick & Rogers (2015: 562) explained that qualitative data analysis often involves sorting data into a category and labeling the category. Qualitative data is a type of non-numeric data that cannot be processed in the form of numbers. In this research, there are three steps for qualitative data analysis according to Miles and Huberman (1994:10) as follow:



**Figure 3.2**

**The Components of Qualitative Data Analysis Miles and Huberman (1994:10)**

a) Data Collection

In the research, it is important to collect data. Collecting data is the main activity in any research. At this early stage, the researcher conducted a general exploration of the situation/social object under study. Then the researcher obtained a lot of data and varied after collected the data. Collected the qualitative data used the observation technique.

b) Data Reduction

Researcher does the data reduction first. Data reduction is the first step in analyzing data in qualitative analysis. Data reduction means choosing the main things, focusing on the important things, looking for patterns and themes, and discarding the unnecessary. Researcher chose things that are important to be described in qualitative data. Thus the data that had been reduced provide a clear picture and make it easier for researcher to conduct further data collection, and look for it when needed.

c) Data Display

After the researcher reduced the data, the next step that the researcher took was displaying the data. Presentation of data can be done in the form of brief descriptions, charts, relationships between categories, flow charts, and others. By displaying the data, it was easier to understand what is happening and plan further work according to that understanding. In this research, the researcher presented the data by compiling a short description or narrative text based on the results of data reduction.

d) Conclusion Drawing/Verification

The last step was drawing conclusion and verification. Researcher drew conclusion based on the data reduction and data display. Researcher provide preliminary conclusion that was still temporary and will change if no strong evidence is found to support the next stage of data collection. However, if the conclusion determined at an early stage

are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusion put forward are credible conclusion.

### **b. Quantitative Data**

Quantitative data is data that can be measured and also calculated directly. According to Ali (2021: 3), quantitative data analysis is a systematic process for collecting and evaluating measurable and verifiable data. In quantitative data, the researcher used two types of scoring, which are individual scores and mean scores used to measure the students' vocabulary mastery through blindfold game. The researcher analyzed the data by using the following formula:

#### a) Individual Score

The individual score was used by the researcher to find out the individual score of the students' vocabulary mastery through the blindfold game. The formula for individual score is as follow:

$$X = \frac{A}{N} X100$$

Note:

X : The individual's score

A : The number of correct items

N : The total number of test items

100 : Maximum score

**Taken from Cohen (2007: 423)**

#### b) Mean Score

After the researcher calculated the individual scores of students, then the researcher calculated the students' mean scores using the following formula:

$$\bar{X} = \frac{\Sigma X}{N}$$

Note:

$\bar{X}$  : Mean

$\Sigma X$  : Sum of students score

N : Number of score

**Taken from Ary et al., (2010: 108-109)**

**Table 3.1**

**The Classification of Range Score**

| <b>Range Score</b> | <b>Classification</b> |
|--------------------|-----------------------|
| 80-100             | High                  |
| 60-79              | Mid                   |
| 0-59               | Low                   |

**Take from Ary et al., (2010: 108-109)**