

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

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

This Research was conducted by using classroom action research. According to Moh. Toharudin (2019:3-4), classroom action research is research that is reflective and contextual on the conditions, circumstances and situations that exist in the classroom which are carried out in a planned, systematic and introspective manner to solve problems that occur in order to improve the quality of learning educators in the classroom. The benefits of classroom action research are useful for improving the quality of learning conducted by teachers, for increasing teacher professionalism, as well as improving student learning outcomes in the classroom. The steps of the Classroom Action Research procedure design above are as follow:

##### **1. Plan**

At this stage the researcher plans the things that will be taught as well as the problems that exist, and how to solve them. In this stage, the researcher will prepare learning materials according to the lesson plans and prepare instruments to be used in the learning process.

##### **2. Action**

In this stage, the researcher used planning and informed the students of the approach that would be used throughout the learning process. This phase required that every action be clearly documented. The researcher provided several open-ended questions regarding the subject that had been taught at the conclusion of the learning procedure. The outcome of this test served as a reflection for the following cycle.

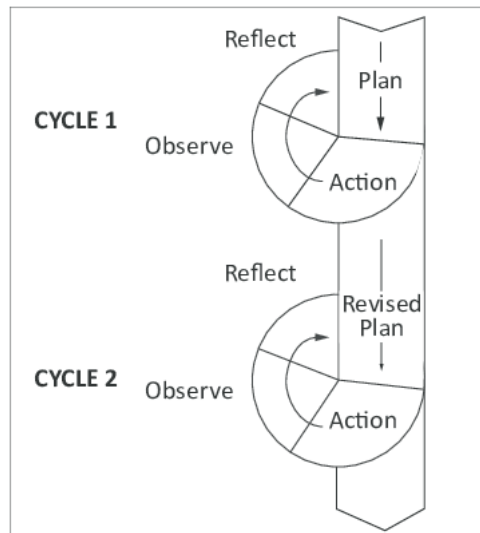
##### **3. Observe**

At this stage the researcher records student activities to obtain data from learning outcomes. Observation aims to collect data during activities carried out by tutors and students in the learning process. In this stage the researcher

will make an observation sheet which will become a reference in the next stage, namely reflection.

#### 4. Reflect

Reflection activities are carried out when the collaborator has finished observing the researcher in implementing learning. This activity can be carried out by discussing the results of observations made by the collaborator with the implementing teacher (researcher). The results of reflection can be used as a consideration in designing the next cycle. So, in essence, reflection is an activity of evaluation, analysis, meaning, explanation, conclusion, and identification of follow-up in planning the next cycle.



*Figure 1. Cyclical action research by Kemmis and Taggart model in Burns 2010*

#### B. Research Subject

The subjects in this study were students at English Village of Parit Baru in the 2022/2023 school year. Researcher chose based on teaching experience at English Village Parit Baru. The English village children in the study were students who were already in grade 3 elementary school to grade 6 elementary school, totaling 32 people.

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

### **1. Techniques of Data Collection**

#### **a. Observation**

Observation is a data collection technique that is carried out through observation, accompanied by notes on the condition or behavior of the target object (Abdurrahman Fatoni, 2011:104). The observation technique is the systematic observation and recording of the phenomena being investigated. In a broad sense, observation is actually not only limited to observations carried out either directly or indirectly (Singarimbun Masri dan Efendi Sofran, 1995:46). From the above definition, the observation method can be intended as a way of collecting data through direct observation of situations or events in the field. In this study, researcher used field note.

#### **b. Measurement**

Measurement is the assignment of numbers to individuals in a systematic way that reflects the nature or characteristics of these individuals (Allen and Yen,1979). This method is used in the learning process to obtain information about the extent of students' understanding of the learning process after using comic strips. The instrument used is a vocabulary test.

### **2. Tools of Data Collection**

#### **a. Field note**

Field notes (unprocessed) contain scribbles as needed, abbreviated, containing keywords, phrases, talking points/observations, pictures, sketches, diagrams, sociograms, etc. Field notes according to (Moleong, 2019) are written notes on what is heard, seen, experienced, and thought in the context of data collection and reflection on data in qualitative research. Therefore, in this study, various aspects will be observed, namely classroom learning, classroom atmosphere, tutor interaction with students and student interaction with students so that it can be used as a

data source to answer research problems regarding the classroom atmosphere when using comic strips media.

The field notes section contains the title, time, place, name of the observer, and the subject being observed. The researcher was also assisted by one of the tutors in the English village to record what happened in the classroom when the researcher applied comic strip media in the learning process.

b. Vocabulary Test

The test was be conducted after researchers use comic strip media in the English learning process. This is done to see the effect after using comic strip media in improving students' vocabulary skills so that it can be a benchmark for doing the next round. Vocabulary mastery assessment indicators that in the test include usage, spelling and meaning.

#### **D. Data Analysis**

The data obtained in Classroom Action Research is generally analyzed through descriptive qualitative. Data analysis was carried out on each data collected. The description of them as follow:

1. Field Note

To analyze field notes, researcher use qualitative data analysis. Based on Miles and Huberman (1994: 10-12), they define analysis as consisting of three streams of activities, namely:

a. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that appears in written field notes or transcriptions. Data reduction is useful for analyzing data from the beginning of the research. This means that researcher have reduced data before, during, and after collecting data and analyzing data. Before the data is actually collected, the researcher decides (often

without full awareness) which conceptual framework, which cases, which research questions, and which data collection techniques to choose

b. Display Data

Displaying data is describing data after the researcher has finished reducing the data. By displaying data, it will be easier for researcher to understand and analyze what is happening with the data presented and also researcher begin to make further research plans based on what researcher have experienced.

c. Conclusion Drawing and Verification

Conclusion drawing is the last step in analyzing qualitative data. Conclusions are drawn after the researcher reduces the data and displays the data that has been presented previously. Drawing conclusions involves stepping back to consider what the analyzed data means and to assess its implications for existing questions. Verification which is integrally linked to conclusions, entails revisiting the data as many times as necessary to double-check or verify emerging conclusions.

2. Vocabulary Test

In this study there are two categories of learning completeness, namely individually and classically.

a. Individual Score

Individual learning completeness is obtained from the individual score if they get score at least 60, if they get a score below it is declared incomplete.

$$X = \frac{R}{N} \times 100$$

(Taken from Franckel and Wallen 2008:192)

Note:

X = the student's individual score

R = the student's right answer

N = the total number of questions

b. Mean Score

After the researcher calculates the individual student scores then the researcher calculates the average student score to measure the success rate of student learning completeness as a whole. According to Suharsimi Arikunto (2010:284-285) the mean of the students' score of assessment was calculated by following formula:

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

Where:

$\bar{x}$ : The mean of the students' score

$\Sigma x$ : The total score of students

$N$ : The number of students

The criteria of able point:

$N > 60$ : Able

$N < 60$ : Unable

To find the students' improvement the formula as follows:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where:

$P$  = the students' improving

$X_1$  = the mean score of Cycle I

$X_2$  = the mean score of Cycle II

(Gay,2012)

