

CHAPTER III

RESEARCH METHODOLOGY

A. RESEARCH METHODOLOGY

1. Research Design

The design of this research is Classroom Action Research (CAR). Classroom Action Research is used to help teachers know what is happening in the classroom and can improve teacher performance to become professional. Teachers can improve the learning process and learn what happens in the classroom by conducting the stages of classroom action research.

Action research design is a systematic process by teachers (or others in the educational environment) to gather information and improve how the educational environment works, teaches, and students learn (Mills, 2011, cited in Cresswell, 2012: 577). In addition, action research is a mechanism that teachers can use to improve their practice individually and implement school-wide reforms (Thomas, 2005, cited in Ary et al., 2010: 538).

From the explanation above, classroom action research is conducted to solve problems that arise during teaching and learning. By knowing the problems that occur during the teaching and learning process, changes can be made to improve educational practices.

2. The Procedures of Classroom Action Research (CAR)

This research procedure is very important because it is to know step by step the implementation of research. In this study, the researcher used classroom action research. The implementation of classroom action research involves several steps and models. This research is based on the model developed by Kemmis and McTaggart cited by Burns (2009: 8), there are classroom action research procedures, namely: planning, acting, observation and reflection.

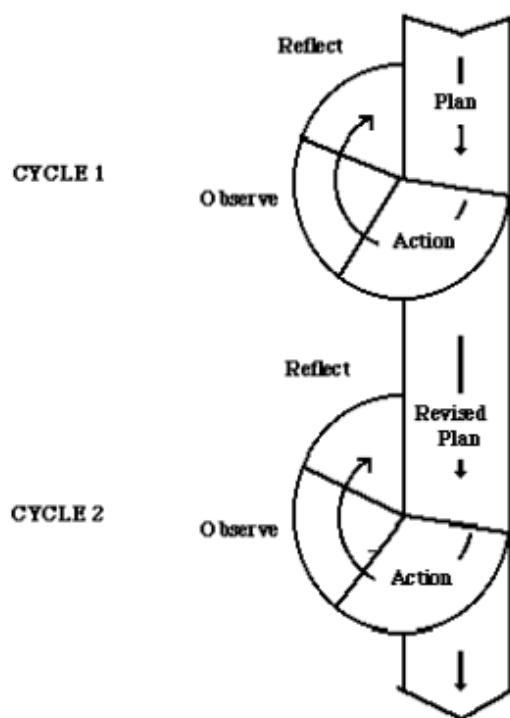


Figure 1 Cyclical Action Research Model based on Kemmis and McTaggart (1988, in Burns, 2010:9) as quoted in Syah (2016:6)

Based on this, the classroom action research procedure is described below:

Cycle 1:

a. Plann

Planning is the first step in conducting classroom action research. Planning includes what the researcher wants to improve, how the researcher will conduct the research, and how the researcher will evaluate the research. The researcher identifies problems, develops lesson plans, and reviews action steps such as observation checklists and field notes. In this stage of the preparation of the research, the researcher determines the point or the center of the event to be specifically presented and conducts an instrumental analysis to help record the facts in this research session.

The first cycle was carried out on October 10 2023. Before using the list-group-label strategy in teaching and learning activities, the researcher created a lesson plan that contained a learning scenario using the list-group-label strategy. The researcher also made an observation

checklist as data analysis material during the teaching and learning process.

b. Action

At this stage, in the classroom, the researcher used two meetings related to applying list-group-label in teaching students vocabulary mastery. Action refers to the activities to be carried out by the researcher in the classroom related to applying the list-group-list strategy in teaching vocabulary mastery in recount texts.

The first meeting in cycle 1 was held on October 11 2023. The researcher introduced students to the list-group-label strategy and used this strategy to teach vocabulary learning. The second meeting was held on October 18 2023, and the researcher explained again how to use the list-group-label strategy to teach vocabulary at this meeting.

c. Observation

In the third step, the researcher makes notes on the classroom action research process by observing student activities and the classroom situation. Data will be collected through observation techniques.

On October 11, 2023, both the researcher and the collaborator witnessed the entire process and attempted to determine the student's strengths and weaknesses. The kids did not pay attention when the teacher explained the content, as observed. Students are less engaged in the learning process. The researcher acting as teachers are still not confident in explaining, the teachers tend to be awkward and unable to explain well, the teacher explains quickly and lacks the ability to control the students in the classroom in an orderly manner. There were also students who did not pay attention while the teacher was explaining, they were more likely to talk to their neighbours, some were daydreaming and there were some students who were very diligent in asking permission to go to the toilet. During the lesson, the pupils were also more quiet and did not ask many questions. The teacher did not

understand whether they had understood the teacher's explanation or not.

d. Reflection

In this section, researchers will see and consider the impact of the results of the actions taken, in the form of changes due to the actions taken. This step is the process of analysing the use of the group label strategy in learning. Researchers evaluate and describe the impact that occurs in the action. Through reflection, researchers identify the strengths and weaknesses of the strategy. In this reflection activity, researchers and collaborators review what needs to be done for self-improvement at the next meeting. This is also done so that the implementation of vocabulary acquisition with the list-group-label strategy can be successful in the next cycle. From the results of Cycle 1, the researchers and collaborators identified the reasons for the failure of this strategy in Cycle 1 and looked for strategies that would be more effective in the next cycle.

The actions that occur when researchers use the list-group-label strategy during the learning process are included in cycle 1. This is done so that before continuing to the next cycle, researchers and collaborators prepare themselves. In this reflection activity, researchers and collaborators review what needs to be done to improve themselves at the next meeting. This is also done so that the implementation of vocabulary acquisition using the list-group-label strategy can be successful in the next cycle. From the results of cycle 1, researchers and collaborators identified the causes of failure of this strategy in cycle 1 and looked for strategies to make it more effective in the next cycle. Researchers and collaborators changed the learning plan because the learning plan in the first cycle was the cause of this strategy's failure and was ineffective.

Cycle 2:

a. Revised Plan

The final step in classroom action research is reflection. At this stage, researchers reflect, evaluate, and describe the influence of actions to better understand what happened and the problem that has been researched.

b. Action

The first meeting of cycle 2 was held on Wednesday, October 25 2023. The researcher taught the same material by developing vocabulary using the list-group-label strategy. The difference between cycle 1 and cycle 2 is that before using the list-group-label strategy in the specified material, the teacher asks students to guess the words in the text in the form of recount text. The second meeting was held on Wednesday, November 01 2023. To increase students' vocabulary, researchers still use the list-group-label strategy in the learning system. Previously, researchers asked students to remember the vocabulary so they could guess it. Researchers and collaborators said that students had learned the list-group-label strategy after using it in the session. Teachers make suggestions based on what they have learned. Finally, students take a test given by the teacher.

c. Observation

This observation cycle collects data about problem solving efforts and learning strategies that are being developed. What is seen is an event that indicates the success of the problem solving and learning process that is being carried out. Observations focused on the fact that the proposed solution successfully resolved the difficulties outlined in the planning stage.

On Wednesday 25 October 2023, the researchers and staff witnessed the whole process of assessing students' strengths and weaknesses. Observations showed that students paid attention when the teacher

explained the material well. Pupils already looked enthusiastic while learning. They also started to understand the material they were learning.

d. Reflection

The second cycle of reflection aims to assess which criteria are not met and why these criteria are not met. Criteria that are not met and influencing factors will be included in the next cycle. In the second cycle, the researcher and collaborators discussed the activities that occurred when the researcher used the list-group-label strategy during the learning process. Cycle 2 showed a significant increase compared to cycle 1, so the researchers stopped the cycle.

B. The Subject of Research

The researcher conducted research at SMA Negeri 04 Sungai Kakap Pontianak. This research included 24 students in class VIII A, consisting of 9 female and 15 male students. The participants in this research were considered to be representative of this research. Most of the students in this class need help with mastering vocabulary. They still need to gain more knowledge of vocabulary. Apart from that, many of them still need to learn the meaning of English words, even at an easy level. Not only that, they are also less enthusiastic about learning English. This shows that they are not focused during lessons and lack interest in the teaching and learning process during class.

C. Research Setting

1. Research Place

SMP Negeri 04 Sungai Kakap is a junior high school. With accreditation B, this school is good and favorite. SMP Negeri 04 Sungai Kakap has its address at JL.Sungai Kakap, Desa Tanjung Saleh, Pontianak.

2. Research Time

The first meeting was held on Wednesday, October 11 2023, the researcher introduced students to the list-group-label strategy and how to use the list-group-label strategy to teach vocabulary learning. The second

meeting was held on Tuesday 11 October 2023, the researcher again explained the use of the list-group-label strategy and ended by giving a test to students. At the third meeting held on Tuesday 17 September 2023, researchers taught the same subject and how to develop vocabulary using the list-group-label strategy. The fourth meeting was held on Wednesday 18 October 2023. The researcher re-implemented the list-group-label strategy in the learning system to increase students' vocabulary and ended by giving a test to students

D. The Technique of Data Collection

Data collection is the procedure of gathering, measuring, and analyzing various types of information using standardized techniques. Taherdoost states (2021: 11) Data collection as the main stage in research can overshadow the quality of achieving results by reducing the possibility of errors that may occur during the study. Therefore, the primary purpose of data collection is to collect as much information and data as possible.

The researcher used observation and measurement as data collection techniques in this study. The observation technique as qualitative data is used to observe what happens in the classroom, including in the classroom during the teaching and learning process and the measurement technique as quantitative data is used to measure the improvement of students' vocabulary mastery, especially in recount text. Both of these will be explained further in the following explanation.

1. Observation Technique

Observation is a way of collecting data in a research process to become qualitative research. Observation is a basic method of collecting data in qualitative research. Patton 1990 in Cohen (2007: 397) states that observation data must allow researchers to enter and understand the situation at hand. This activity is a data collection process, so the researcher observes the activities in the classroom. In this research, the researcher uses

field notes to observe students' activities while using the list-group-label strategy in vocabulary mastery.

2. Measurement Technique

In this study, the researcher used measurement techniques to collect quantitative data. Measurement is one of the techniques in the research process with instruments in quantitative research. Stevens in Ary et al. (2010: 101) defines measurement as assigning a number to an object or event according to a rule. The use of measurement techniques is to measure student achievement in vocabulary mastery. This is to determine students' vocabulary mastery by using the tests given to determine how well students' vocabulary increases.

In this research, the researcher used measurement techniques to collect quantitative data. Measurement is one of the techniques in the research process using instruments in quantitative research. Stevens in Ary et al. (2010: 101) defines measurement as giving numbers to an object or event according to a rule. The measurement techniques measure the improvement of students' vocabulary mastery. Knowing whether students' vocabulary mastery has improved or not by using a test. The test determines how well the students' vocabulary has improved.

E. Tools of Data Collection

1. Observation Checklist

Observation is used to check the process of activities in the classroom. According to Ary et al. (2010: 217), the checklist presents a list of observed behaviors, and then the observer puts a check mark on each behavior. The researcher will use an observation checklist to observe teacher activities and behaviors during classroom learning in this research. The observation checklist consists of teacher and student activities during the teaching and learning process in the classroom using the list-group-label strategy.

2. Field Notes

Field notes are a common tool used to record data during observation. The researcher takes notes during the observation and then develops the observation findings as field notes (Ary et al., 2010: 435). During the teaching and learning process, field notes contain notes about the facts. This tool records facts that cannot be included in the observation checklist. The researcher used field notes to observe student activities, teacher activities, and strategies used in the classroom.

All events not included in the classroom observation checklist are recorded in the field notes. In this study, the researcher observed teacher performance, student performance, and classroom conditions when the teacher used the list-group-label strategy.

3. Vocabulary Test

Tests are procedures in the form of questions used for measurement or assessment in education. Tests can be used to assess the knowledge, skills, intelligence and talents of individuals or groups. The tests used consisted of Cycle I and Cycle II. In this research, the researcher used several options to measure the improvement of the student's vocabulary mastery. Measurement tests are a form of test used for measuring.

F. The Technique of Data Analysis

The researcher analyzed the data using qualitative and quantitative data after the data was collected. For analyzing the data, the researcher used three data that needed analysis: an observation checklist, field notes, and a measuring test. Observation checklists and field notes are qualitative data, and measurement tests are quantitative.

1. Qualitative Data

Qualitative data means analyzing qualitative data with explanatory words and reporting it descriptively. In qualitative data, the researcher uses observation checklists and field notes to observe teachers and students learning in class.

a. Observation Checklist

The researcher used the observation checklist as data to observe teacher and student behavior during class. According to Ary et al. (2010: 217), the checklist presents a list of observed behaviors, and the observer then ticks whether each behavior is present or not. The observation checklist focuses on an activity related to students' and teachers' behavior, attitude, and participation during the teaching and learning process. At each meeting, the collaborator prepares an observation checklist from the beginning to the end of the teaching and learning process. Collaborators observe the activities and behaviors of teachers and students during the teaching and learning process. In the observation checklist, the collaborator gives a check mark (√) with a yes or no answer based on a student's and teacher's activities during the lesson.

b. Field Notes

Field notes record teacher and student activities during the teaching and learning process. Field notes will record the facts that occur during the research. According to Miles and Huberman (1994:10), there are three activities during the field note process, namely:

1) Data reduction

Data reduction refers to selecting, focusing, simplifying, abstracting, and transforming the raw data appearing in written field notes.

2) Data View

The second step in the analysis activity is displaying the data. Display data is an organized and compressed collection of information that makes it possible to draw conclusions and take action. At this stage, it can help researchers to understand what happened and take action based on that understanding. Researchers display data simply in tables or graphs to make it easier to conclude.

3) Conclusion Drawing and Verification

The third flow of analytical activities is conclusion drawing and verification. The researcher makes conclusions and verifications based on data reduction and data presentation. The goal is to integrate what has been done with the data. From these three analysis activities, to analyze the data, the researcher must follow the above steps to obtain accurate data.

2. Quantitative Data

For quantitative data, the researcher used two types of assessments: Individual and average scores, which measure students' improvement in mastering vocabulary in recount texts.

a. Individual Score

The researcher used the individual score to find the individual score of students' vocabulary mastery, especially on recount text. Individual formula:

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

Note : X : The students individual score

A : The students total score

N : The total number of scoring items

(Adopted from cohen et al 2007: 324)

b. Mean score

After the researcher calculated the individual score of the students, the researcher calculated the mean score by using the formula as follow:

$$M = \frac{\sum x}{N}$$

Note:

M = The mean score

$\sum x$ = Total score of students

N = The number of students

Adopted from Heaton (1988 : 176)

Table 3.1
The classification of students score

Qualification		Total Score
A	Excellent	80-100
B	Good	61-80
C	Average	41-60
D	Poor	20-40

(Adopted from Heaton (1988: 96))