

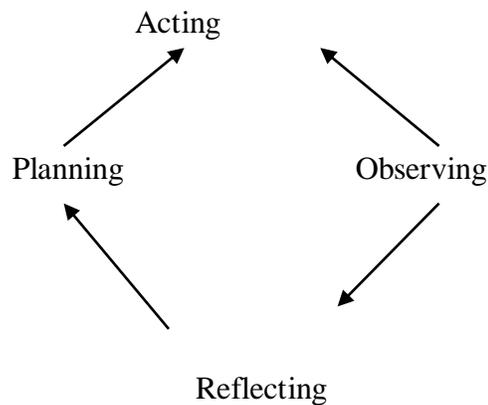
CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This study employs a qualitative research methodology. A qualitative study is a type of research that examines the characteristics and attributes of relationships, activities, events, or materials (Fraenkel, Wallen, & Hyun, 2012). The method used in this study is CAR (Classroom Action Research). According to Susilo et al. (2011:1), classroom action research involves a teacher-researcher completing a recycling investigative process to enhance the system, process, and learning condition.

The CAR idea comprises four components: planning, acting, observing, and reflecting. The relationship between these four components is perceived as a cyclical process. The design formulated by Kurt Lewin is depicted in the figure below:



a) Planning

Planning encompasses various components such as the lesson plan, instructional materials, media or teaching aids, and observation sheet. It may involve initiating a discussion with the teacher, students, valid data, or students' scores obtained from the teacher.

b) Action

Action is the implementation of planning.. During the process of activity planning, the researcher has the flexibility to modify the plan as needed. Thus, in this study, the author carried out an initial cycle, and subsequently, if the desired outcome was not attained, the author proceeded with a second cycle after modifying the plans (revised plan).

c) Observation

Observation is the systematic procedure of documenting and gathering data that occurs while carrying out operations. The researcher in this study investigated the pedagogical and cognitive processes involved in teaching and learning. He recorded observational data for later analysis and made additional notes on the events that occurred during the lecture.

d) Reflection

Reflection was employed to facilitate the formulation of subsequent action plans following the implementation of previous actions, with the aim of ensuring their successful completion. It involved evaluating and providing feedback on the actions taken in the classroom. Through reflection, the action was evaluated, the result of

data was checked to draw a conclusion, and if the criteria were successful, the action was finished and if it was not, the action was continued.

3.2. Research Subject

This Classroom Action Research was conducted in an elementary school. The participants of the study consist of third-grade pupils during the academic year of 2023/2024. The rationale behind selecting SDI Oepoi, Kupang as the research subject is the necessity to assess English vocabulary proficiency.

3.3. Research Location

The research location is the place where a study is conducted. The author conducted this research at SDI Oepoi, Kupang.

3.4. Research Instrument

The researcher herself takes roles as a designer, data collector, analyst, data interpreter, and result reporters of the research (Syafrizal & Haerudin, 2018). The instruments used in this study to collect data are the Lesson Plan, Teaching Observation, Test using bilingual songs.

1. Lesson Plan

Effective acquisition and dissemination of knowledge can be attained through collaborative efforts between educators and learners. In this scenario, the teacher assumes the primary role in assessing the achievement of learning. The foundation of achievement commences with the meticulous pre-teaching preparation undertaken by the teacher. The planning is encompassed under the Learning Implementation Plan. "Lesson Plan is a plan that describes the procedure and organization of learning to

achieve one basic competency set in the Content Standards and elaborated in the syllabus"(Zendrato, 2016). According to Zendrato, the goal of this lesson plan is to provide teachers with a blueprint to help them organize focused and efficient teaching and learning activities.

2. Teaching Observation

According to Arikunto (2006:156) "observation is an activity which concerns researching objects by the sense". During the observation step, the researcher assists the instructor in closely monitoring the events that occur in the classroom throughout the entire lesson, starting at the beginning and ending at the conclusion. Furthermore, the researcher also monitors the activities occurring within the classroom and assesses the impact of her instructional methods on enhancing students' oral comprehension abilities.

3. Test

A test is a collection of instruments or methodologies employed to ascertain or evaluate the extent of students comprehension in a given lesson. The test contains a series of tasks that must be done or questions that must be answered by students. As revealed by Sudijono in Dadang (2015, p. 48) a test is a method or procedure used in education to measure and assess performance. It involves giving tasks or questions that must be answered or completed by the test taker. The data obtained from the test results is used to assign a value that represents the test taker's behavior or achievement. This value can then be compared to the values achieved by other tests or certain standard values. Students will be administered a test where they must

complete a song text by filling in the appropriate language in the blank spaces. For this study, researchers will gather students' beginning data results through administering a pre-test, and their end data results through administering a post-test. The test is utilized to gather data on research outcomes and students engagement in the teaching-learning process. Two tests are employed in this investigation, as outlined below:

- a. Pre-test is done before implementing the CAR.
- b. Post-test is implemented after implementing the CAR.

3.5. . Data Collection Procedure

This data collection step is carried out based on CAR (Classroom Action Research) steps consisting of planning, implementation, observation, and reflection.

1. Planning Phase

During this phase, the researcher formulates a lesson plan and selects specific subjects and props to facilitate the teaching and learning process. Next, the author utilizes a student workbook, a compilation of songs to enhance student vocabulary, and other essential teaching resources. The researcher additionally devised an assessment form to ascertain student performance at completion of the cycle.

2. Acting Phase

At this step, the author furnishes students with resources derived from the previously developed lesson plan. Furthermore, the author and teacher collaborated in order to exchange thoughts and perspectives for the purpose of implementing the planned measures. The teacher employs instructional tactics while teaching, while the author carefully observes the classroom dynamics during the teaching and learning process.

3. Observing Stage

During the observation stage, the observer must visually perceive all actions taking place in the classroom. The elements under observation include the teacher's pedagogical proficiency, the state of the classroom environment, the students' reactions, and the methodology employed by the teacher in teaching vocabulary. Additionally, the observer seeks the students' perspectives on the process of vocabulary instruction and acquisition. Furthermore, the observer also gathered data from the assessment or follow-up examination.

4. Reflecting Stage

Following data collection, the researcher analyzes the data. Then, they thoroughly reflect by looking at the outcomes of the observation, and an assessment is required to enhance the next cycle, so that reflection may be determined after the action is implemented and the results of the observation are obtained. If problems are still found, it is imperative to proceed with the subsequent cycle, which entails re-planning, re-implementing, and re-observing, in order to address outstanding

problems. The last step is to sing the song by imitating the pronunciation of the singer, to improve students' speaking skills.

3.6. Procedure of Data Analysis

One of the most commonly used data analysis techniques of qualitative research, content analysis can be defined as “a research technique for making replicable and valid inferences from data to their context” Kaplan in (Fishwick & White, 2017). Data analysis in research is conducted both during the process of data collecting and after its completion, within a specified timeframe. The researcher's qualitative data in this study include watching the behaviors of students during the teaching-learning process both before and after the implementation of Classroom Action Research (CAR). In order to determine the level of achievement of the young learners in each activity, the score of each individual is calculated using the following formula:

$$\text{The score} = \frac{\text{Number of right answer}}{\text{Number of question}} \times 100\%$$

While the average of young learners' score is counted by using the following formula:

$$\text{The average of young learners' score} = \frac{\text{Number of right answer}}{\text{Number of the young learners}}$$

If the result shows improvement, it should indicate that using English songs brings some effect.

3.7. Standard of Measurement

The measurement standard used is the measurement standard made by the researcher to measure students' abilities. The standard of measurement in detail is shown below.

90- 100 : Excellent

80 – 90 : Very good

70 - 80 : Good

60 - 70 : Fairly good

50 - 60 : Average

40 - 50 : Below average

30 - 40 : Poor

20 -30 : Very poor

10 - 20 : Bad

0 - 10 : Very bad