

## **CHAPTER III**

### **RESEARCH METHOD**

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

The design of the present research was using Classroom Action Research (CAR). In short, Classroom Action Research (CAR) is an effective way to improve student performance and instructor quality in the English language classroom while aiming to improve a novel approach that can lead to learning success (Latief, 2011). Additionally, when issues are identified and made public by teachers, students, and the classroom, Classroom Action Research is also put into practice. Therefore, in order to solve every issue as a competent teacher, you must be aware of the ones that have been discovered (Latief, 2011).

Classroom Action Research (CAR), according to Garpersz and Uktolseja (2020), is reflective research that involves taking specific steps to enhance professional learning practices in the classroom. It plays a crucial role in scientific research as it establishes the caliber of research findings.

Beside using the Classroom Action Research (CAR), the researcher also using Kemmis & McTaggart model. In this model, every cycle has four main stages. There are; planning, action, observation, and last one is reflection. This method is added to the research as it helps to solve the issues pupils are having expanding their vocabulary (Kemmis & McTaggart, 2002).

Kemmis & Mc Taggart model process of research can be seen in following figure:

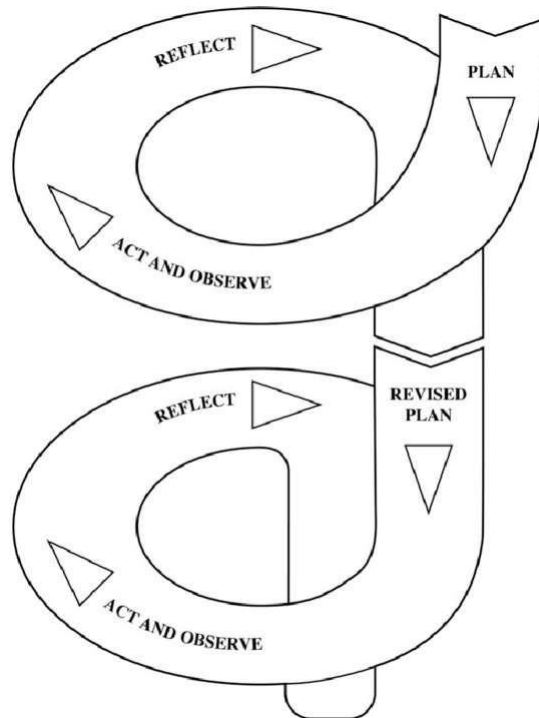


Figure 3.1: The Spiral of Classroom Action Research adapted by Kemmis and McTaggart (1988)

### 1. The Issue Recognition or Identification

Finding the field problems was the first step in the reconnaissance process. The researcher watched the lesson in order to pinpoint the issues and roadblocks. The problems that needed to be tackled cooperatively were recognized and listed by the researcher.

The second phase was choosing the issues pertaining to the motivation of the students. The problems were chosen by the researcher according to their urgency. Following that, the researcher decided to address the issues that were readily apparent.

## 2. Planning

Following the identification of the issues, the researcher devised a plan of action to raise the motivation of the pupils. The lesson plan was created by the researcher using the school's curriculum and syllabus as a guide.

In the meantime, the media that were used in the action helped pick the supplies and other tools that are required for the research. In addition, the researcher made an effort to locate pertinent resources based on the lesson plans and curriculum. Subsequently, the investigator arranged the procedures for incorporating Project-Based Learning into the educational process.

## 3. Action and Observation

Following the planning stage, the actions were put into practice in the teaching and learning process by the researcher. The steps were taken repeatedly until the desired improvement was realized. The researcher completed the two cycles of actions. The researcher took on the role of teacher by carrying out the tasks. Following the conclusion of the teaching and learning process, the researcher conducted interviews with the students.

## 4. Reflection

Following the activity, the students and the researcher had a discussion on the teaching-learning process. They provided feedback on the actions taken.

## **B. Research Setting**

The research took place at SMA IT Ukhuwah Banjarmasin, located in Komp. Bumi Handayani, Jl. Bumi Mas Raya, Pemurus Baru, Kec. Banjarmasin Selatan, Kota Banjarmasin, Kalimantan Selatan. The research is especially conducted in their extracurricular time.

The researcher chose this school because it provided an extracurricular that let students who are interested in learning English; English Conversation Club (ECC) so it was really practical to do the research. The researcher was gaining data, sample, and subject from this extracurricular as stated; ECC (English Conversation Club). This extracurricular held once in a week every Thursday.

## **C. Participants / Subject**

The data is an important tools in the research which are in the form of phenomenon in the field and number. From the data, the researcher knew the result of the research. Collecting the data must be relevant with the problem of research. The data in this research was in the form of descriptive qualitative and quantitative data and used the qualitative and quantitative data procedure for the data analysis.

In research, the entire group of individuals, objects, or occurrences that met certain criteria and grabbed the investigator's interest was referred to as the population. It stood in for the broader group that a sample was taken from or the group to whom the research findings were supposed to be applied. (Arikunto,

2006)

Population could be a generalization range comprising of objects or subjects who had a certain qualities and characteristics set by the analyst to consider and after that with draw conclusions. In this research, the researcher collected the data from 6 (six) students of SMA IT Ukhuwah Banjarmasin that joined as the member of English Conversation Club (ECC) extracurricular especially for the female students. These 6 (six) participants were chosen as they were the regular member of English Conversation Club (ECC). In this extracurricular there were 16 students. Indeed, the researcher only chose the participants based on their presence. The member of the extracurricular for the female students was 16, but unfortunately the members that were willing to learn English was only 6 (six). The researcher only chose 6 (six) of the member as they were the regular member who did not change their extracurricular every week. The other 10 member was the one who change their extracurricular every week, so these students did not count as the regular member of English Conversation Club (ECC).

#### **D. Data**

In this research the researcher used the results on observation, interview, questionnaire, and test with students who joined English Conversation Club (ECC) at SMA IT Ukhuwah Banjarmasin especially for the female students. The data in this research was about what were the main problems of the students in learning English. The reason of their lacks of vocabulary and the most important

thing was about how the implementation of the speech (monologue) was applied on the extracurricular to overcome their problems of vocabulary lacking. The data was collected from the participants of English Conversation Club (ECC) as the subject of the research.

## **E. Technique of Data Collection**

### **5. Observation**

Observation was a fundamental technique in qualitative research. The researcher conducted participant observation by attending ECC meetings and activities to gather firsthand data on students' interactions and language use. This method allowed for an in-depth understanding of the students' learning processes and challenges. Detailed field notes taken to document the context, behaviors, and interactions observed.

### **6. Interviews**

According to Syamsuddin (2011, p. 95), interviews in qualitative research serve as both a primary data collection strategy and a supplementary method to other techniques like observation and document analysis. Creswell (2008) classifies interviews into four types: one-on-one, focus group, telephone, and email interviews (p. 226). This research focused on one-on-one interviews, where the researcher asked questions and recorded answers from one participant at a time. Eight questions related to vocabulary learning strategies in English was prepared, and the researcher transcribed the interview results. The interview provided deep insights into the participants'

personal experiences and perspectives.

#### 7. Questionnaire

Questionnaires were a practical tool for collecting data from multiple participants simultaneously. The researcher designed a questionnaire with open-ended questions to gather detailed responses from ECC members about their experiences and strategies in learning English. This provided a broad perspective on the students' learning habits and challenges. The questionnaires were distributed during ECC sessions, and responses were collected and analyzed to identify common themes and variations in the students' experiences.

#### 8. Documentary

Documentation is a valuable source of information in qualitative research. According to Sugiyono (2008, p. 240), documentation included written records and other materials that provided useful information. In this study, the researcher collected various forms of documentation such as students' essays, assignments, ECC activity records, and test (pre test and post test). These documents were analyzed to understand the students' progress and the effectiveness of the ECC program. Additionally, any relevant school records or reports were reviewed to gather comprehensive data about the context and background of the ECC participants.

## **F. Research Instruments**

To ensure the comprehensive data collection, the following research instrument used :

### 9. Observation checklist

An observation checklist developed to systematically record the interactions, behaviors, and participation of ECC members during their activities. This checklist included categories such as engagement levels, types of interactions, and use of English in different contexts. According to Creswell (2014), observation checklists help in maintaining objectivity and consistency in recording observational data.

### 10. Interview guideline

An interview guideline prepared to ensure consistency and comprehensiveness during the one-on-one interviews. The guide included eight open-ended questions focused on vocabulary learning strategies and experiences with the ECC program. This structured approach helped in obtaining detailed and comparable responses from all participants. Creswell (2013) emphasizes the importance of using an interview guide to facilitate systematic and thorough data collection.

### 11. Questionnaire

The questionnaire consisted of open-ended questions designed to gather detailed information about students' experiences, strategies, and challenges in learning English. It was pilot-tested to ensure clarity and relevance before being distributed to the participants. Sugiyono (2013) notes



that questionnaires are effective tools for collecting a wide range of data from multiple respondents simultaneously, especially when designed with open-ended questions. The questionnaire was shared by sending Google Form.

## 12. Document Analysis Framework

A framework for document analysis established to systematically review and interpret the collected documents. This framework include criteria for evaluating the content of students' essays, assignments, and activity records, focusing on aspects such as vocabulary usage, language development, and engagement with the ECC program. According to Sugiyono (2013), document analysis provides valuable insights by examining existing records and materials, which complement other data collection methods. Answer papers are required for both the pre-test and post-test in this study. Before the action is taken, the pre-test was used to determine the students' vocabulary, and the post-test was used to measure the expansion or enhancement of the pupils' vocabulary following the application of the activity.