

CHAPTER III

RESEARCH METHOD

A. Research Design

This study used Classroom Action Research (CAR) to investigate the use of flashcards in teaching young learners English color names. Class action research is a research method in which a group of people or participants work together to solve a problem or address a specific challenge in a specified setting. This technique is widely utilized in education, where teachers, students, parents, and maybe other school staff collaborate to improve learning processes and outcomes.

Classroom Action Research is one of the components that must be completed in order to advance one's teaching profession, and it is backed by the government statute Ministry of Administrative and Bureaucratic Reform No. 16 of 2009. Classroom action research is a scientific effort carried out by a teacher or lecturer using a specific method to document classroom events (O'Connor et al., 2006). It is crucial in acquiring knowledge, the teaching process, and its issues (Hong & Lawrence, 2011). More specifically, teachers engage in classroom action research because prior knowledge might provide models for issue solving (Kunlasomboon et al., 2015; Narmaditya et al., 2017).

Various studies show that implementing classroom action research promotes beneficial improvements such as improved teacher competency, self-reflection, and general learning improvement, which enhances the process and outcomes of classroom learning practices (Rossouw, 2009; Hine, 2013). Numerous studies have advocated classroom action research (Dimiyati, 2009; Khasinah, 2013; Afandi, 2014; Hathorn and Dillon, 2018). Dimiyati (2009) noted that classroom action research serves two aims. First, classroom action research aims to improve teachers' professionalism. This goal can be met by reflecting and systematically providing alternative learning models that can fix the challenges. Second, it improves teachers' ability to deal with real-world difficulties. As explained by Khasinah (2013), classroom action research facilitates problem-solving in the classroom. Furthermore, through classroom action research, a teacher or lecturer might use new ways and offer novel learning. There are numerous issues that arise during the teaching and learning process of economics. Wulandari and Narmaditya (2017) said that economic concerns, particularly connected to macroeconomics data, are difficult to understand, thus teachers should try to apply appropriate approaches to overcome the issues.

In this case, classroom action research is an excellent method for investigating the use of flashcards in learning English colors for young children because it allows teachers and students to actively participate in designing,

implementing, and evaluating learning strategies that are appropriate for their developmental needs.

The steps in Classroom Action Research (CAR) research typically entail repeated action cycles with four primary stages. Below is an overview of these steps:

1. Planning:

1. Identify the Problem: Define the issue or difficulty for want to fix or enhance in the context of the classroom or learning environment.
2. Goal Setting: Set precise and quantifiable goals for research activities.
3. Action Planning: Create a thorough plan for resolving the problem or achieving goal. This strategy should include specific steps, resources, and evaluation criteria.

2. Action:

1. Action Implementation: Carry out the action plan prepared during the planning step. Implement the strategies or interventions to developed in a classroom or learning environment.

2. **Data Collection:** During implementation, gather essential data to track the progress and efficacy of actions. Observations, field notes, interviews, and other forms of assessment can all be considered data.

3. **Observation:**

1. **Analyze Data:** Analyze the data gathered to determine the impact of activities on the stated problem or the achievement of the goals.
2. **Reflection:** Consider the data analysis results and the successes, failures, and areas that can be improved or altered as a result of the actions conducted.

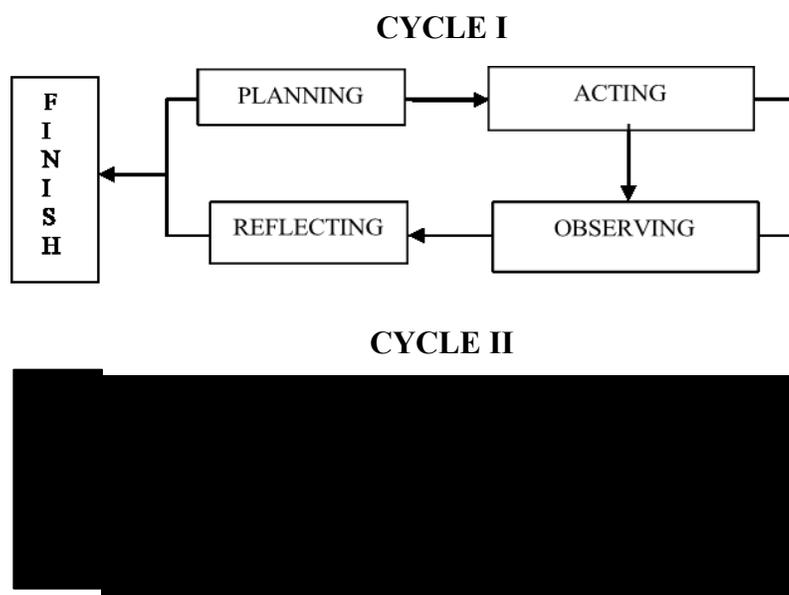
4. **Reflection:**

1. **Decision Making:** After reflecting on the data analysis, determine the next measures to be performed. Decide if the action should be adjusted, continued, or discontinued.
2. **Next Cycle Planning:** Determine the measures to be taken in the next cycle of CAR research. Update the action plan and evaluation criteria based on the lessons learned from the previous cycle.

Classroom Action Research is an appropriate method for completing this research. Classroom Action Research entails repeated cycles such as

planning, implementing, monitoring, and reflecting on the action (Kemmis and McTaggart, 1988, 2002), as cited by Latief (2011). Each cycle consists of two meetings, and each meeting is divided into four steps.

The steps are described below:



3.1 Figure 1 Data of Analysis

1. The First Cycle

During this cycle, students' ability to write descriptive material was assessed, as well as their difficulty understanding descriptive content. The stages to conclude the research were:

a. Planning

Planning is the first stage in conducting Classroom Action Research (CAR). It is the most crucial step in strategy creation. The researcher, as the instructor, and the teacher of the English subject collaborated to design everything needed to handle the students' problems in the teaching learning process.

In this step, there were certain activities were done by the writer, they were:

1. Creating lesson plans for optimizing color learning in English with flashcards at the action stage.
2. Preparing resources and media for the learning situation.
3. Preparing data analysis tools such as interview and observation sheets.
4. This cycle, we are preparing for the test.
5. Creating a pre-test to assess pupils' basic ability to learn colors in English.

b. Action

At this point, consider the scenario of teaching colors in English with flashcards in the classroom. At this time, the author engages in numerous activities, including:

Pre-activity:

1. Aisyiyah 23 Kindergarten. A instructor kept an eye on the researcher in class.
2. The teacher greeted the students.
3. The teacher calls out the names on the attendance list.
4. The teacher gives color-related material.
5. The teacher communicates the learning objectives.

Main activity:

1. Provide information about flashcards.
2. The teacher distributes flashcards to each table.
3. Students are given the same materials and tasks.
4. The teacher questions each youngster about colors.
5. The teacher provides an evaluation.
6. Expresses appreciation and rewards for what they have learned today.

Post activity:

1. Asked students to review the material
 - a. What colors do you know?
 - b. What colors do you like?
2. Asked students to name the colors they learned today as a conclusion.

c. Observing

1. The writer observes what students do during teaching and learning process.
2. Observing students' behavior in the classroom.

d. Reflecting

1. The researcher asked the children if they experienced any challenges while learning with flashcards.
2. The teacher wrote the color names on the board to see if the children understood and to solve their learning challenges.
3. The researcher evaluated the students' work to see if there was any improvement in learning the names of colors in the english language.

2. The Second Cycle

Several components of the second cycle were enhanced as a result of reflection on the first. Based on the analytical results, some students did not meet the required score. As a result, the researcher attempted to devise a more effective method for implementing this methodology during the learning process. In the second cycle, the researcher altered the plan to meet the needs of the students, both in action, by observing the process and commenting on the learning process. in action, observing the process and reflecting on the results acquired by students in preparation for the next cycle.

a. Planning

1. Developing the lesson plan.
2. Started the lesson on color names in English with flashcards.
3. Creating words of wisdom to pique kids' interest in studying English.
4. Developing questions to be used during the teaching and learning process to assess students' knowledge and comprehension.
5. Directly pointing out students who refuse to share their ideas or answer inquiries.

b. Action

1. The English instructor from Aisyiyah Kindergarten's Class A kept an eye on the researcher in class.
2. Reminded the children of several color names that they might easily recall.
3. Demonstrating the usage of flashcards to learn English color names.
4. Assessing students' comprehension by asking them questions about colors:
 - a. (What colors do you recognize?)
 - b. (What colors do you prefer?)
 - c. (Tell me about the colors we studied today.)
5. Summarize the lesson.
6. Conducting post-test II.

c. Observing

1. Observing student actions and participation during the teaching-learning process.
2. Observing student conduct in the classroom.

d. Reflecting

When the researcher examines the students' post-test II scores, it is discovered that there is a disparity between their pre-test and post-test I scores. If pupils' post-test II scores exceed their pre-test and post-test I scores. This indicates that students' ability to learn color names in English has improved.

B. Research Setting

This research was conducted for a month, from January 8 to February 8, 2024. This study was conducted at Aisyiyah 23 Banjarmasin Kindergarten, either directly or face to face. Aisyiyah Bustanul Athfal 23 Kindergarten is a private kindergarten school on Jl. Mango Rt.13 in Banjarmasin City.

This private kindergarten began providing teaching and learning opportunities in 1993. Currently, Aisyiyah Bustanul Athfal 23 Kindergarten follows the 2013 learning curriculum norms. In researcher experience, it is uncommon to learn colors there, and researcher believe this location is appropriate for research.

C. Population and Sample/Participant

The study included pupils from class A at Aisyiyah 23 Banjarmasin Kindergarten in South Kalimantan, Indonesia. The study covered one class of 20 kids, 9 boys and 11 girls. The research was carried out during the teaching and learning process in the classroom. The researcher chose this class based on student issues and excitement for learning colors in English during class.

D. Data

The data for this study were gathered through observations, interviews, and pre- and post-test scores of children who used flashcards to learn colors in English. To get existing data, researcher require data sources. The data source is the focus of the inquiry. Data for this study were collected from students in class A at Tk Aisyiyah 23 who agreed to participate.

E. Technique of Data Collection

This study's data collection techniques include both qualitative and quantitative data. The qualitative data are comprised of an observation sheet, a questionnaire sheet, and an interview. While quantitative data includes students' final writing as a pre- and post-test. The whole explanation is as follows:

1. **Observation**

The study started with an observation as the primary data collection method. In mentioned by Pamela L. Eddy and Natalie Coombs (2019), observation is a systematic data collecting approach that includes viewing and recording classroom events, student behaviors, and interactions. They emphasize the requirement for specified observation protocols or checklists to ensure consistency and focus during the observation process.

Observation is a systematic approach of gathering data that involves closely watching, recording, and analyzing events, behaviors, interactions, and phenomena that occur in a specific location or environment. It is a fundamental data collection tool used in a wide range of fields, including education, social sciences, and behavioral research.

Observation is an effective method in classroom action research because it allows instructors and researcher to directly see and gather data on student behaviors, interactions, engagement, and learning processes in the classroom. This personal information can provide insight on educational methods, classroom dynamics, and opportunities for development or intervention.

Over a two-month period, the researcher meticulously conducted a comprehensive observation, closely monitoring and

documenting the frequency with which the children in the classroom setting were actively engaged in the process of learning and being instructed on the identification and proper naming of colors in the English language by their assigned teacher, thereby allowing for a thorough examination and analysis of the pedagogical methods and emphasis placed on this crucial aspect of early childhood education.

2. **Test (Pre-Test and Post-Test)**

Tests are typically given before, during, and after a lesson. Before beginning teaching, the teacher may want to learn what prior knowledge his students have. And, as the session progresses, he may administer assessments to determine whether the students have shared any further experiences. The teacher would offer a test at the end of the lesson to measure the pupils' overall intellectual standing based on the classroom instruction he had just provided. The exam given before a lesson is "diagnostic," the one given as the class progresses is the "formative test," and the one given at the end of the course is the "summative test." The test has a purposeful nature because it is goal-oriented and is based on educational activities that have been completed. This could explain why Lawal (2009) feels that tests (such as evaluations) in education are objectively motivated.

Pre-test: Students took a pre-test before beginning the research assignments. The purpose is to assess the students' initial ability with the content or abilities to be studied. This pre-test serves as preliminary data or a baseline for establishing the students' condition before taking action. The pre-test findings will be utilized to compare with the post-test results once the research activity is implemented.

Post-test: The post-test follows the research action assigned to the pupils. The goal is to assess pupils' abilities after getting research action. This post-test evaluates the success rate of the actions taken. The post-test findings will be compared to the pre-test results to see if there has been an increase or decrease since the action was taken.

In CAR, comparing pre-test and post-test data is critical for measuring the effectiveness of actions taken. If the post-test results are significantly higher than the pre-test, it is possible to conclude that the proposed measure is effective and should be considered for wider deployment.

The researcher used a pre-test and a post-test to examine students' color name knowledge. Whether utilizing this method will improve children's color knowledge. Students were required to

color as directed throughout both the pre-test and post-test. Each test had five color directives and a time constraint of 30 minutes.

3. **Interview**

The interview allows for verbal conversation to learn about the participants' behaviors, attitudes, and experiences (Nathan et al., 2019). Geert Kelchtermans and John C. Verloop: Kelchtermans and Verloop's 2019 book, "Teachers' Career Stories as a Way to Understand Teacher Development," investigates the use of interviews to better understand teachers' professional development and experiences. They underline the need for in-depth narrative interviews to capture instructors' perspectives, feelings, and personal stories about their classroom practices.

Pamela L. Eddy and Natalie Coombs: In their study "Classroom Action Research for Teachers: An Introduction" (2019), Eddy and Coombs look at how interviews might help teachers better understand their students' perspectives, experiences, and learning processes. They emphasize the need of developing successful interview techniques and building relationships with participants to encourage open and honest responses.

An interview is a structured conversation between two or more people, typically an interviewer and an interviewee, during which the interviewer asks questions to elicit information, thoughts,

experiences, or perspectives from the interviewee on a certain topic or issue.

In the context of research, including classroom action research, interviews are a popular qualitative data collection approach that enables researchers or teachers to extract comprehensive information and viewpoints from participants. Interviews are commonly used in classroom action research to gather data from students, teachers, administrators, parents, and other educational stakeholders. Interview data can help inform teaching practices, curriculum development, and interventions aimed at improving student learning and achievement.

The extensive interview process began in response to growing concerns that the curriculum at this specific kindergarten lacked a comprehensive and thorough approach to teaching young students the fundamental concepts and vocabulary associated with identifying and distinguishing various colors in English.

F. Research Instrument

In this study, the instruments of data collection are consist of observation sheet, test and interview.

1) The observation sheet is used to record all of the factors that can influence and encourage students' motivation to learn, such as the school's amenities. The observation sheet was also used to monitor the conditions that occurred during the teaching-learning process, and it was filled out by the English instructor as the observer to provide evaluation to the researcher and all of the students' activities during that process.

2) Students are given a test that focuses on coloring. The purpose of this test is to assess students' ability to understand English color names when using flashcards. The tests employed in this study were pre-test and post-test. The pre-test was administered prior to the use of flashcards in the preliminary study to assess students' ability to recognize color names in English. After teaching coloring with flashcards, a post-test was administered. To determine the amount to which student achievement has increased. The author examined the discrepancies between the pre-test average and two test score ratings.

3) Interviews are extremely beneficial for gathering information about English instructors' experiences before doing classroom action research. This is designed to assess kids' difficulty in remembering color names and the tactics employed by teachers during coloring exercises. Following the classroom action research, interviews will be done to learn about the teacher's reaction to the idea of using flashcards as an English language learning medium.

G. Data Analysis

Teachers and researcher naturally incorporate research into their instructional and learning management strategies. That is, when a problem arises with students or learning management systems in the classroom or elsewhere. Teachers must investigate the root cause of the problem, seek guidelines, develop principles, identify problem-solving methods or techniques, develop an action plan to solve problems, carry out the plan, monitor and evaluate to make improvements until both teachers and students are satisfied. This type of research is characterized as "Classroom Research" (Ritcharoon, 2021). Classroom action research, also known as classroom research, is important in educational management because it generates a body of knowledge to assist people in developing into complete human beings, and the knowledge gained from research can be used to develop and make decisions in the educational planning and management processes. It may be argued that research is the epicenter of educational advancement.

In mentioned by Kemmis and McTaggart (1988), the action research method consists of four primary activities: planning for better change, action, observation, and reflection on the process and impact of the change to improve the operational plan.

The interaction of main research efforts that rotate during the research cycle provides a reservoir of operational knowledge and mechanisms. The use of acquired knowledge to continuously address difficulties that is a research operation that does not separate knowledge discovery from development activities (Naipipat, 2005). The research was conducted in steps that comprised planning, activity, observation, and reflection.

This is an important technique for training pupils to satisfy the school's educational standards (Erawan, 2002; Srisa-ard, 2010; Chaisriha, 2010). Based on the background and information, the researcher is interested in developing teachers who are school personnel to have knowledge, understanding, and ability to use the research process in the classroom to manage teaching and learning to solve problems or develop student learning, as well as to develop effective teaching and learning management for teachers, which will result in the management of quality education in the future.

Academics use data analysis to acquire accurate data. This study included both qualitative and quantitative data. The data are used to describe what occurs during the teaching and learning process. Qualitative data will be gathered through observation, interviews, and testing. The quantitative data will be gathered through a coloring test. This data will be evaluated by calculating the writing score. Understanding whether or whether students' knowledge grows as a result of coloring flashcards.

Additionally, the observation results must be analyzed. Observation is a step taken during the pre-study phase to assess students' ability to acquire color names in English. The researcher then determines how popular the color names are among the students. Interviews with teachers in class A will support and strengthen these findings. In addition, the classroom atmosphere, including students' enthusiasm and responses during the teaching and learning process, was monitored to help interpret the study's findings.

In addition, assessing interviews is essential; interviews were conducted at the beginning of the study. First, the researcher questioned students in the classroom to highlight their issues with remembering color names in English. Furthermore, the researcher interviewed teachers in class A to gather further information regarding students' difficulties in learning color names, as well as teachers' steps and obstacles in teaching color names.

As part of the quantitative data analysis, it is critical to examine the students' pre-test, post-test 1, and post-test 2. Furthermore, the results from the pre-test, post-test 1, and post-test 2 were calculated using a scoring guide, as shown below:

$$\text{Final Score} = \frac{\text{Correct Answer} \times 100}{\text{Total Question (8)}}$$

Furthermore, to compute the mean score, the teacher-researcher used the following formula:

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

Description:

Mx : The mean

X : The individual score

N : The number of students

Furthermore, to determine the percentage of the class that passed the Minimum Completion Criteria (KKM) 75, as many as 75% of 20 students, if the student receives a score less than 75, it indicates that he is not successful and does not grasp learning the names of colors in English. Therefore, teacher researcher utilize the formula below:

$$P = \frac{F}{N} \times 100\%$$

Description:

P : The class percentage

F : The total percentage score

N : The number of students

The scoring guidance and explanation of the criteria of the test result adopted by Harris (1969) were also utilized in this research, to characterize the students' improvements, here it is:

Table 3.1 The Level of Ability Adapted by (Harris, 1969)

NO	Test Score	Level of Ability
1.	80-100	Excellent
2.	60-79	Good
3.	50-59	Average

In this study, success criteria were also utilized to assess how effectively the method solved the problem in the classroom. This Classroom Action Research is deemed effective if it can help students memorize colors by optimizing flashcards as a medium for learning color names in English, and fails if students are unable to memorize and comprehend color names. Specifically, this research will be successful if the following requirements are met. The following are the study success criteria established by Latief (2011):

1. Students' scores improve if 75% of them satisfy the Minimal Mastery Criterion (MMC) of 75, as demonstrated by pre-test, post-test 1, and post-test.
2. Improved classroom conditions.

The first criterion of success will be determined by analyzing the pre-test, post-test 1, and post-test 2 scores to see if they improve or not. Meanwhile,

the second criterion of success will be regarded as a success if the classroom surroundings improve after each meeting through observation.

If all of the success criteria are met, the research implementation will be halted. However, if the success requirements listed above have not yet been met, it will be continued in the next cycle.