

## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter, the researcher discusses the research design, research subject, data collection, and data analysis.

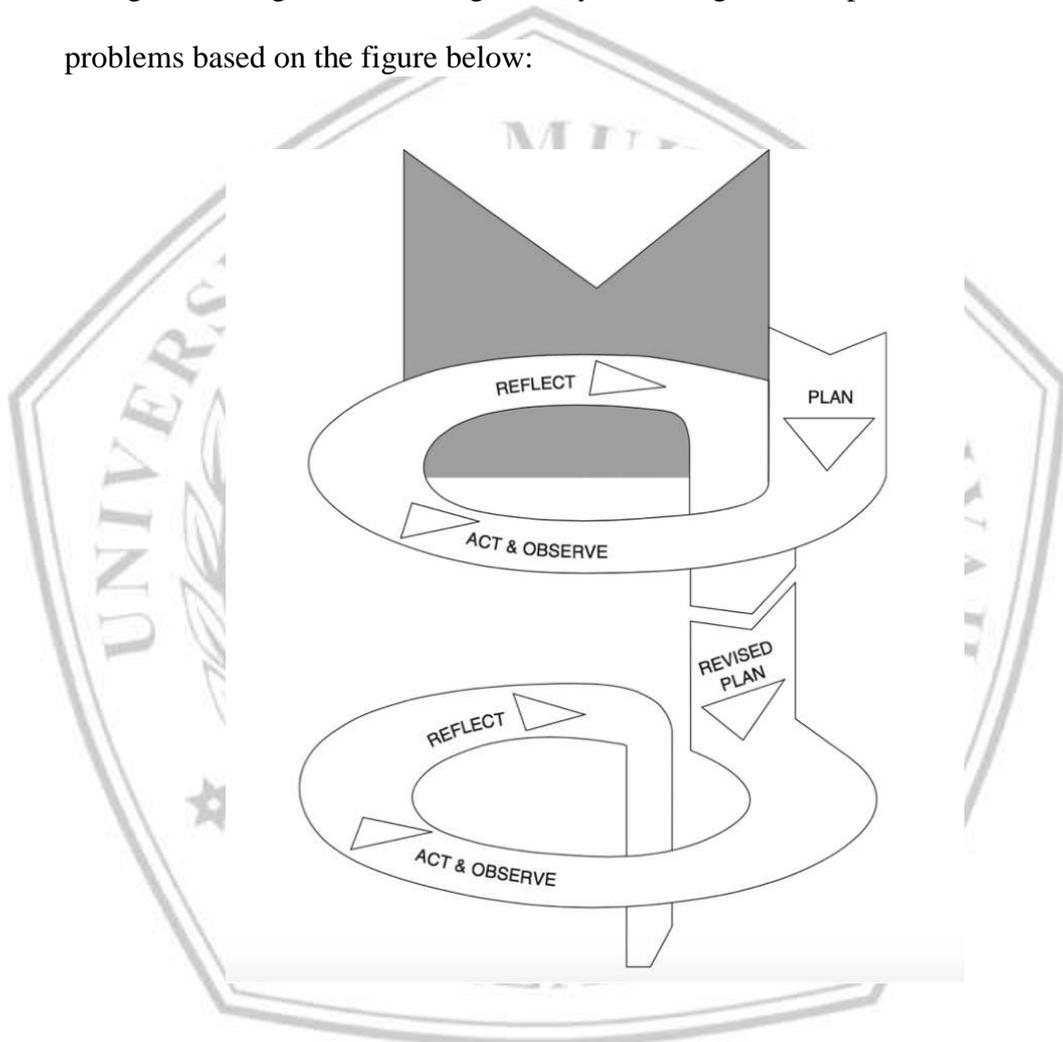
#### 3.1 Research Design

In this study, the researcher used classroom action research (CAR) with quantitative approach. This study focused on enhancing students' vocabulary as the problem of most students in SMAN 4 Balikpapan has a lack of vocabulary, especially for Eleventh Grade. Classroom Action Research will hone reserach skills in teaching with the application of simple methodological research. CAR researchers are encouraged to take action, observe and reflect. By conducting classroom action research, the reseracher can improve the learning process by studying what is happening in their classrooms. This activity benefits for reseracher, especially in encouraging them so that the learning process they present can run effectively and efficiently. Kurt Lewin, cited in Putri (2019) states that classroom action research is ia model that has been a basic reference or basis for various models of series of steps consisting of four phases: planning, action, observation, and reflection.

According to Latief (2014:161) the criteria of success for classroom action research are derived from the classroom problem to be solved and the classroom goal to be achieved. The teacher's job is to provide a meaningful experience in learning English. Therefore, the teacher should identify the

problems faced by the students and solve them. This is where action research plays an essential role in education.

The researcher uses the Classroom Action Research Kemmis and Taggart model in this study which consists of five steps: preliminary study, planning, acting, observing, and reflecting. The cycles brought the improvement of the problems based on the figure below:



**Figure 3.1 Research Procedure of CAR**

Adapted from Action Research Spiral, **Kemmis & Taggart (1998)**

### 3.2 Research Subject

The research subject is an individual who participates in the comprehensive process of the research. It also means that the individual from whom the researcher gets the data and information. Furthermore, the researcher can get descriptive data like text or picture that gives rich information in detail to the researcher (Creswell, 2014). The research subject is the person being studied to provide information or data needed by the researcher. Amirin (1986) cited in Fitrah & Luthfiah (2017) states that the research subject is someone or something that is used to provide information about the situation and condition of the research setting. In the concept of research, according to Fitrah & Luthfiah (2017), the subject refers to the respondent or informant who wants to be asked for information or to extract data, while the object refers to the problem or theme being studied. Arikunto (2016) states that subject is the thing or the person where the data for the research variable is attached or the parties who are the targets of the data collection.

In this research, the researcher decides to use senior high school students as the research subjects. The subject of this research is the eleven grade students of senior high school 4 Balikpapan in the academic 2022/2023, located in Balikpapan, East Borneo. The researcher chose XI science 5. This study involved “Excellent” class students as the researcher’s subjects because the eleventh-grade of Senior High School students are quite representative to gather sufficient data for this study. The researcher realized that they have

low motivation to learn English, which causes difficulties in learning words. Moreover, the students feel hard to memorize the word and its meaning. For that reason, the subject was chosen to help to identify the difficulties in learning vocabulary. The research subjects are the individual who follows the whole process of this study from the beginning to the end. Research subjects are usually used to gain depth information. In this research, three students were selected out of 30 students. They were selected based on how they spelled, and pronounced. Based on that, the researcher wants to help them improve their vocabulary and provide unfamiliar vocabulary through watching English movies as media to solve their problem.

### **3.3 Data Collection**

In this section, the method used to collect research data is known as data collection. This section is explained thoroughly and more clearly in two parts, namely, research instruments and data research procedures.

#### **3.3.1 Research Instruments**

Instruments are tools to gather the data. A proper instrument is vital for research in doing a studies' than collecting any data. The researcher makes use of three techniques to collect the data. The researcher wants to know that the instructional strategy can improve vocabulary mastery and the students' active engagement. Therefore, for the vocabulary mastery domain, the researcher uses test as the technique. Meanwhile, for the students' active engagement, the researcher uses observation. Furthermore, the researcher uses paper and pencil test as the instrument to collect the data for the

vocabulary mastery. The researcher also uses field notes as the instrument to collect the data of the students' active engagement. The last techniques, the researchers use Interview the aim of this technique is to learn further information about students' conditions, situations, perceptions, and others during the learning activities before

### **1. Observation**

The researcher uses observation to collect the data about the students' active engagement. As stated above, the researcher wants to measure the students' active engagement when the researcher employs watching English movies with English subtitle.

There are four kinds of researcher roles in observation (Ary, et. al.: 2010). They are complete observer, participant as observer, observer as participant, and complete observer. The researcher chooses to be an observer as participant. Because, as an observer as participant, the researcher may interact with the subject to establish rapport but do not really involve in the activity. The researcher has a help from the teacher to do the observation. The teacher's role in the observation is as a collaborative partner.

The researcher employs field notes as the instrument to gather the data in the observation. The researcher may make a brief note in the observation and then expands the notes into a field notes. There are two important parts of field notes. First, it is the descriptive parts. The descriptive part contains complete description of the setting, people,

reactions, interpersonal relationship, and events. Second, the reflective part contains the observer's personal feelings or impressions about the event, comment on the implementation of the instructional media, and decisions and problem.

## **2. Test**

The test carried out meant to determine the objectivity of students' improvement using watching English movies with subtitles in improving their vocabulary ability. The test consists of pre-test, then post-test for each cycle. The researcher given pre-test is to know the vocabulary ability of students before watching English movies is applied. The post-test was given after the students watching English movies in the last classroom activity. Subsequently, after being given a pre-test and researcher knowing the initial scores of students, students will get treatment in the form of applying the English.

## **3. Interview**

This research used the interview to learn further information about students' conditions, situations, perceptions, and others during the learning activities before. The researcher interviewed 5 students. According to (Alshenqeeti 2014), interviewers can ask for thorough and clear responses and pursue emergent subjects because the interview is interactive. Considering interviews are a more realistic and less structured data-gathering approach, they are believed to extend the spectrum of understanding of the examined topic. The interview section is semi-

structured because this type of interview can allow a researcher to clarify answers from less detailed respondents to obtain more data.

### **3.3.2 Procedure**

In doing action research, the researcher should do several steps. It is different from any other research method. Quantitative research starts from theory. Meanwhile, qualitative research starts from phenomena. On the other hand, action research starts from problem existed in the classroom setting. A classroom problem refers to a classroom practice that can be still improved to result in better learning achievement (Latief, 2016). Below, there is an action research spiral taken from Kemmis and McTaggart (1988).

From the figure 1, action research consists of cycle or repeated cycles (Latief, 2016). Each cycle consists of four steps, planning, acting, observing, and reflecting. Preliminary study means to know the students' problems in the reading activities, the researcher give the students a vocabulary test. Planning means the steps to prepare the classroom instructional strategy to be developed in the study to solve the instructional problem. Action means to implement the instructional strategy that has been planned. Observation means the process of collecting data indicating the criteria of success in solving the problem in the classroom. Finally, reflection means the process of analyzing data showing how far the instructional strategy solves the problem in the classroom. From the reflection also the researcher decides that she should conduct another cycle or not.

The researcher identified that the students have difficulties in vocabulary. The students seemed to have limited vocabulary. As a result, the students cannot speak fluently because of limited vocabulary. The Planning Plan the treatment and set the criteria of success Reflecting Comparing the results to the criteria of success Observing Collect the data from instrument (Vocabulary test mastery and Students' active participation). The results do not meet the criteria of success because some of students prefer to use Bahasa Indonesia to speak while for speak in English they do not understand. Furthermore, the students are not motivated to follow English lesson because they cannot speak properly. The students also are too passive and silent when the teacher explains in English.

### **1. Planning**

Before conducting the research, preliminary study is carried out as the initial step. The purpose was to obtain the real condition about the setting and the subjects of the research. The researcher collects the data related to the problems encountered by the students and the technique or strategy applied by the teacher in teaching and learning process. The researcher gives the students a vocabulary test. The test was consisting of 15 questions. 5 questions are about correcting the sentences, and 10 about antonym and synonym.

At this stage, the researcher needs to prepare the instrument, which is an endorsement in the learning process; these are:

- a. Arranging the lesson plan

- b. Determining the lesson plan is about vocabulary through watching English movies with English subtitles.
- c. Designing the measures watching English movies with English subtitles in teaching vocabulary.
- d. Preparing the first test.
- e. Preparing notes book to write field notes.

## **2. Action**

In action phase the researcher executes the lesson plan, instructional strategy and evaluation. The researcher uses watching English movies with English subtitles to improve the students' vocabulary. It focuses on the description of the implementation of the instructional strategy. This is the process of implementing the strategy to test how much the strategy can solve the classroom problems.

At this stage, the researcher needs to prepare the instrument, which is an endorsement in the learning process; these are:

- a. Coming to the class with the English teacher.
- b. Giving a greet and introduce the researcher to the students.
- c. Clarifying importance the research.
- d. Explaining the material is about vocabulary mastery through watching English Movies with Subtitles. .
- e. Telling the point of learning vocabulary by watching English movies.
- f. Discussing together about the material.
- g. Giving the students test.

- h. Collecting their test sheet.
- i. Concluding the material.

### **3. Observation**

Observation is part of data collecting; in this research, observation is to know students' conditions, situations, and improvements. From the observation, students are observed by the researcher during the learning activity, hopefully, the better significance of progress in vocabulary mastery after implementing all the cycles.

At this stage, the researcher needs to prepare the instrument, which is an endorsement in the learning process; these are:

- a. Observing the field notes of students' activity in teaching-learning process.
- b. Observing the scores of tasks and test.

### **4. Reflection**

Finally, in reflection the researcher analyzes the data. The data can be in a form of quantitative and qualitative. The researcher analyzes the data to identify whether the data obtained meets the criteria of success. If the data analyzed meets the criteria of success, the researcher does not need to do another cycle. However, if the data does not meet the criteria of success, the researcher needs to revise the plan and does another cycle of the action research.

The researcher sets several indicators as to signify that every cycle is successful. In cycle I, the researcher sets the indicators as:

1. All the students should pass the minimum mastery criterion, which is a score of 85 in the vocabulary paper and pencil test.
2. The students should demonstrate an active engagement in teaching learning process.

However, if cycle I could not improve the students' vocabulary, the researcher comes up with a revised plan that are going to be implemented in the cycle II. The researcher just observe and answer some students' questions in cycle I, the researcher will actively engage in the cycle II. The researcher will ask questions to some students related to the vocabulary. The indicators in the cycle II are as follows.

1. 85% of total students in the class should pass the minimum mastery criterion, which is a score of 85 in the vocabulary paper and pencil test.
2. The students should demonstrate an active engagement in teaching learning process.

### **3.4 Data Analysis**

The technique of analyzing data used is quantitative analysis data. After that, to find out whether the students' vocabulary skills developed or not after the watching English movies with English subtitles were applied, the researchers conducted pre-test and post-test. Completeness of student vocabulary data obtained from student test results at the first and second meetings. The vocabulary test in cycle I is done by giving students a 25 items of questions such as 10 questions of multiple choices, 5 questions of essay,

and 10-word search puzzle, while in cycle II giving students a 20 items of questions of the vocabulary test that consisted of 5 questions of matching the job, 10 questions of multiple choices, and 5 questions of essay. After the scores had been collected, the researcher analyzed them using the Paired T-test, which became analyzed with SPSS version 27.0 program. The success of the implementation of watching English movies with English subtitles technique will be visible whether students can pass the minimum mastery (85) that has been set. If there is an improvement from the result of the test, watching English movies with English subtitles technique is suitable to improve students' vocabulary ability.

