

## CHAPTER 3

### RESEARCH PROCEDURES

This section provides an overview of the methodology employed in the research. The overview encompasses method of the research, focus of the research, setting and participants, technique of collecting the data, technique of analysing the data, steps of the research, time and place of the research.

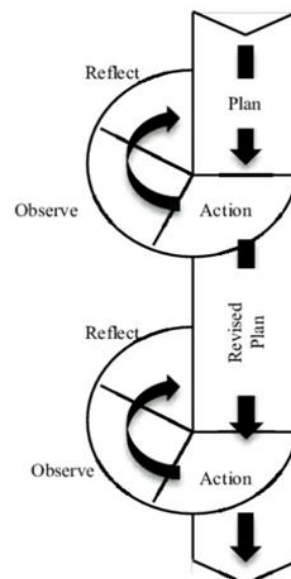
#### 3.1. Method of the Research

The research design in this research used Classroom Action Research (CAR) which included planning, acting, observing, and reflecting. The classroom action research also to solve how the audio-lingual method can enhance students' English vocabulary. According to the studies, a good strategy for bridging theory and practice in teacher development situations is classroom action research (Bissonnette and Caprino, 2014; Ratnawati & Idris, 2020). Classroom action research is one of the essential duties that instructors must perform in connection with learning management in order to consistently grow themselves and their students (Wongwanich, 2017). The researchers use this method because it is the right method to solve the students' problems in learning English vocabulary, and the audio-lingual method to enhance students' English vocabulary, so that it can produce a comprehensive data analysis.

According to Kemmis and McTaggart (1988) as cited in Burns (2010), there are four steps in classroom action research:

- 1) Planning : In this step, the researcher identified problems that occur in the field first and made a plan in the form of action to improve the problems that exist in that area in the context of the research. During this phase, the researcher was contemplated two key aspects: the feasible scope of the investigation within the practical limitations and conditions of the teaching environment and the potential enhancements that were possible.

- 2) Acting : The plan is thoughtfully devised, encompassing purposeful interventions that are implemented in teaching context over a predetermined duration. These interventions are characterized by being critically informed, as they prompt you to question your existing assumptions about the present situation and strategize new and alternative approaches.
- 3) Observing : In this phase, the researcher was carefully observed and the observer take notes on the effects of the actions. Collected information about what happened using unbiased tools. It is important to keep accurate records and analyze the data to identify patterns and areas for improvement. This was help you make informed decisions and plan actions.
- 4) Reflecting : During this phase, you carefully think about and described the impact of your actions. You assess how well your efforts have worked and gain a clearer understanding of the issue you have been studying. You can choose to continue doing more research to improve the situation or share what you have learned with others as part of your professional development.



**Figure 3.1.** Research Flow of Action Research According to Kemmis and McTaggart (1988)

### **3.2. Focus of the Research**

This research focused on the use of the audio-lingual method to enhance students' English vocabulary. Therefore, this study is to investigate how the audio-lingual method enhances students' English vocabulary using the Classroom Action Research (CAR).

### **3.3. Setting and Participants**

This study was conducted in one of the junior high schools in Tasikmalaya, West Java. The data source taken in one of the selected classes, which is 9-I to be observed, with the total number of students being 31 students, consist of 15 males and 16 females. The class was chosen based on the problems found during pilot study through classroom observations. The students in this class had problems such as had difficulty memorizing, understanding vocabulary or explaining the meaning of vocabulary, constructing sentences correctly, spelling words and pronouncing vocabulary.

### **3.4. Techniques of Collecting the Data**

In this research, it was collected through qualitative and quantitative data.

- 1) The qualitative data was collected through an observation in the form of checklist and notes. The researcher identified the situation in the research classroom based on what was obtained during the teaching and learning process in that class to obtain credible data, it means that the researcher chose peer-observer. In addition, the cycles carried out in this research totalled nine times, with corresponding observations carried out nine times. Observation is very important for offering an introduction to your research setting, particularly when beginning a new project or working in a new social situation (Hennink, Hutter, 2020).
- 2) The quantitative data was collected through pre- and post-tests, which have been measured for validity and reliability. The

researcher gave pre-tests of English vocabulary to students in class at the first teaching in the first cycle and gave post-tests at the final meeting of each cycle. Besides that, the kinds of tests given by researchers are in the form of multiple choice, matching formats, and pronunciation tests. The pronunciation test is carried out through voice notes, which are carried out through the WhatsApp application platform. Quantitative research is a systematic method of obtaining and analyzing data from several sources in order to investigate relationships, patterns, or cause-and-effect relationships between variables. It comprises research that is descriptive, comparative, or relationship-based (Li et al., 2023).

### **3.5. Techniques of Analyzing the Data**

#### **3.5.1. Qualitative Data**

The observation was analyzed to determine the process of using the audio-lingual method in the teaching and learning process. One of the techniques was using Miles and Huberman (1994) model. According to Miles and Huberman (1994), there are three steps of this analysis, including:

- 1) Data reduction

In the data reduction, the researcher was selected, summarized and simplified the result of observation. This aims to make the data produce more meaningful information, making it easier for researcher to carried out analysis and draw conclusions.

- 2) Data display

In the data display, the researcher was arranged in an organized the data to make it easier for researcher to produced conclusions. In this stage, the researcher present the data in the form of table or narrative.

- 3) Conclusion drawing and verification

In the conclusion drawing and verification, the researcher drew the conclusions but still temporarily as this study progresses. The problem can be answered or not. Otherwise, it will develop once researcher is in the field, or there will be strong evidence to support credible conclusions.

### 3.5.2. Quantitative Data

Quantitative data was analyzed by using descriptive statistics. Descriptive statistics are analyses that summarize, define, and show data in ways that make it simpler to apply. It is useful in the understanding and description of certain features of a collection of data by offering concise observations and summaries about the sample, which may be useful in recognizing patterns (Conner & Johnson, 2017). In addition, this analysis is to find mean. As follows:

Students' score:

$$\frac{B}{N} \times 100$$

Notes:

B: number of correct answers

N: number of multiple choice questions and matching questions.

In addition, The tests was calculated in descriptive statistic to find mean using SPSS.

### 3.6. Steps of the Research

From this research, the researcher did several steps of this research as follow:

**Cycle 1 :**

#### 1) Planning

- a) Understand the school curriculum and analyze it to determine basic competencies and apply it to students using the Audio-Lingual Method.

- b) Make a learning plan based on the syllabus and prepare learning planning materials and must be based on vocabulary learning.
- c) Make an observation paper to observe student and teacher activities during the teaching and learning process.
- d) Create a pre-test to measure students' English vocabulary skills.

## **2) Acting**

- a) In the first stage, The students listen to a dialogue that contains the important structures of the lesson. They repeat each line individually and together as a group. The teacher corrects any mistakes in pronunciation or grammar right away. The dialogue is gradually memorized, line by line, and then recited by the whole class.
- b) The students act out the dialogue with the mimicry-memorization technique
- c) The teacher selects specific structures from the dialogue and uses them for different practice exercises. The students practice together and individually. Some grammar explanations may be given, but they are kept short.
- d) Students can use their textbook for additional activities related to the dialogue, such as reading, writing, or vocabulary exercises.

## **3) Observing**

- a) Taking notes on all of the students' activities throughout each meeting so that the teacher can assess the students' progress.
- b) Identify and record all problems that arise during the teaching and learning process using the observation paper that has been prepared.
- c) Conducting an evaluation based on the study's findings to see how far they have progressed.

## **4) Reflecting**

In this stage, it was conducted to reflect on and evaluate it is to reflect on and evaluate actions that can be made during the teaching and

learning process that have been carried out to better understand the problems related to the problem. Besides that, the decision to carry out further action research cycles was to further improve the problems that occurred.

**Cycle 2 :**

- a) **Planning :** In this stage, the researcher made a lesson plan based on the first cycle.
- b) **Acting :** The researcher carried out teaching activities again using procedures from the audio-lingual method.
- c) **Observing :** Observing the process of the teaching and learning using the audio-lingual method.
- d) **Reflecting :** Analyzing the results of observation and the results of the test given by the researcher.

### **3.7. Time and Place of the Research**

The research was conducted in the 9th grade of one of the junior high schools in Tasikmalaya.

**Table 3.2** Time of the Research

Activities	Sept	Okt	Nov	Des	Jan	Feb	Mar	Apr	Mei
	2023		2024						
<b>Research topic approval</b>									
<b>Writing a research proposal</b>									
<b>Data collection</b>									
<b>Data analysis</b>									
<i>Seminar Hasil</i>									
<b>Final thesis examination</b>									