

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

This chapter discusses the description of the method employed in this study. In this stage, it covers seven parts of research namely method of research, focus of the study, setting and participants, techniques of collecting the data, techniques of analysing the data, steps of the research, time and research schedule.

#### **3.1 Method of the Research**

Classroom Action Research (CAR) was used under the quantitative-qualitative approach in conducting this study. As Bassey (1998) stated that action research is an inquiry which is carried out in order to understand, to evaluate and then to change, in order to improve educational practice. Similarly, Burns (2010) said classroom action research is underpinned by democratic principles in that ownership of change, it is invested in those who conduct the research. This signified that classroom action research is a reflective process for improving educational practice by the teacher to explore and examine the teaching and learning process. This in line with Carr and Kemmis (1986) revealed that action research is 'self-reflective enquiry' undertaken by participants in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out. As a result, it is suitable for this study which was employed a CAR method to explore the charade game process in boosting junior high school students' motivation in vocabulary learning, as well as describe in detail the implications of the charade game facilitating students' motivation vocabulary learning.

By employing CAR, it focuses on improving educational practice, addressing and solving specific issues or challenges within a classroom setting. In the same vein, the purpose of action research is to provide educational practitioners with new knowledge and understanding, enabling them to improve educational practices or resolve significant problems in classrooms and schools (Stringer, 2014). On the other words, the goal of this research is to improve the quality of learning. Therefore, this research is conducted in the classroom which has a problem to solve.

In the other hand, Kemis and Taggart (1988) stated that there were four steps to do classroom action research in accordance with the study of Burns (2010). Following the stages of CAR in the present study are drawn in table 3.1.

**Table 3.1** Stages of CAR

<b>Stages</b>	<b>Activities</b>
<b>Planning</b>	<p>During this initial phase, clear goals and objective are established, and a comprehensive action plan is formulated to address the identified problem. In essence, the writer does the following things: making lesson plan (RPP), preparing charade games, making pre- and post- questionnaire, making observation sheet, validation sheet and discussing with the peer observer about the process of conducting the teaching learning process using charade games.</p>
<b>Acting</b>	<p>In this stage, the teacher implements the plan of action that has been prepared namely, charade games. Throughout this phase, data is systematically collected to monitor progress and evaluate the effectiveness of the implemented plan. In other words, the researcher as a teacher teaches vocabulary to the students by using charade games based on the lesson plan which has been made in the planning stage.</p> <p><b><i>Doing Charade Game</i></b></p> <ol style="list-style-type: none"> <li>a) Giving narrative text to the students.</li> <li>b) Instruct the students to identify and understand the vocabulary, sentences or phrase (verb, adjective, noun and tenses) of the narrative text.</li> <li>c) Making groups.</li> <li>d) Doing charade game             <ol style="list-style-type: none"> <li>(1) The teacher needs to explain and then demonstrate how charades works. The idea is that an individual</li> </ol> </li> </ol>

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(or group) has a word that they convey to others by miming and using sound but not words.

- (2) When students have ideas, divide them into groups of five. Give one word card into one person in each group. This student then has to act-out the word as quickly as possible to the other and group members.
- (3) Once a group correctly guesses the first word, another group receives a different word card, and the activity continues until every group has had a turn.
- (4) Conduct discussion to whole-class feedback, inviting volunteers to present some of their words to everyone

#### ***Collecting Data***

- a) Observing teaching and learning process, students' attitudes and interactions.
- b) Giving the questionnaire to the students for collecting the data.

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#### **Observing**

- a) The peer observer observes the process of teaching learning vocabulary using charade games by completing the observation sheet provided by the researcher.
- b) Carrying out analysis procedures by selecting all collected data from observation results, displaying and verifying data.
- c) Analysing the data from questionnaire results.

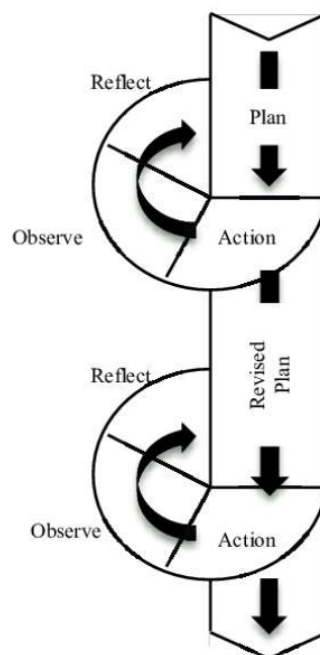
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#### **Reflecting**

- a) An evaluation of the implemented activities is conducted to gauge their effectiveness.
  - b) The peer observer and the researcher deliberate on what they should do to fix the difficulties.
  - c) The collected data is then analysed to inform the planning and implementation of subsequent cycles.
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- d) A preliminary conclusion is drawn regarding the classroom action research conducted in the first cycle.
  - e) If the data from cycle 1 the students does not meet the criteria of success in motivating learning vocabulary process, the researcher is continuing to the next cycle. A new cycle is stopped if all of the students are enthusiastic and motivated in vocabulary learning which indicators had improved.
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It can be seen from figure 3.1. Illustrates a spiral model of action research proposed by Kemmis and Taggart (1988). The spiral model emphasizes the cyclical process that moves beyond the initial plan for change. The spiral model also emphasizes revisiting the initial plan and revising based on the initial cycle of research:



**Figure 3.1** Cyclical AR model based on Kemmis and Mc Taggart (1988)

Based on the explanation above, the researcher concluded that classroom action research is an academic study conducted by an educator or researcher involving identifying a problem and seeking solutions to enhance the results by changing and

implementing alternative approaches, methods, or strategies that deviate from conventional practices.

Burns (2010) stated that there are characteristics of action research, as follows:

- 1) Action research is contextual, small-scale and localized – it identifies and investigates problems within a specific situation.
- 2) It is evaluative and reflective as it aims to bring about change and improvement in practice.
- 3) It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
- 4) Changes in practice are based on the collection of information or data which provides the impetus for change.

Briefly, the descriptions above highlight the appropriate of utilizing the classroom action research (CAR) design to address the challenges faced by students. The current study was primarily focused on solving the issues encountered within the recommended class through the implementation of a teaching technique known as charade games. In order to gather objective data, a collaborative effort was undertaken with a colleague serving as the observer, who conducted observations and recorded its findings. Thus, the researcher acted as a teacher.

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

Seeing the existing problem of a lack of students' motivation in vocabulary learning, this research focused on exploring students' motivation in vocabulary learning through the utilization of charade games. Therefore, this study deeply investigated the implementation and improvement of charade games in boosting junior high school students' motivation during their vocabulary learning.

### **3.3 Setting and Participants**

This study took place in one of the SMPN Tasikmalaya schools, because the researcher accessed it and the participants were students in this school. The data source was taken from students in the ninth grade because this class has shown problems based on the results of the pre-questionnaire and pre-observation before conducting the action. The CAR was conducted in two cycles. It began from September 11<sup>th</sup> until November 20<sup>th</sup>, 2023. The first cycle included six meetings,

and the second consisted of three meetings. Along with the research location, it is located in Tasikmalaya City, West Java. The researcher got the 9-K grade to be observed, and the total number of students in the class is 32. However, the students who participated in this research were only 31 because one student got sick, so she did not join until this research was finished.

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

In collecting the data of this research, the researcher employs two kinds of data collection from qualitative data for answering how the process of charade game in boosting students' motivation, and quantitative data for answering to what extent the use of charade game can boost students' motivation in vocabulary learning.

#### **3.4.1 Qualitative Data**

There are two data collection from qualitative:

##### **1) Observation Sheet**

The observation was used to monitor the students' activities during the teaching learning process. One of the most important methods for collecting behaviour in particular contexts for qualitative research is an observation (Ary, et al., 2010). The types of observation used in this study was peer observation. Peer observation was one of the methods of observation employed in this study. The researcher asked a colleague to observe the classroom environment during a lesson, note students' reactions and attitudes when they received explanations, have them play charade games, and gather information about their challenges. According to Cholifah et al. (2020), peer observation is the act of two teachers collaborating and observing each other's teaching to improve the quality of teaching as the main goal. Shortly, peer observation is a two-way process that can benefit both the observer and the teacher by improving learning and teaching.

Furthermore, Bell (2012) stated that the main goal of peer observation is to help peers develop their quality of teaching. This process is often done as a reciprocal exercise by observing each other. In conducting this classroom action research, the researcher decided to use an observation form of checklist that consists of several indicators based on lesson plan: procedures of charade games

and students' motivation adapted from the framework of Dornyei's motivation L2 theory: language level, learner level and learning situation level. Nonetheless, in observation sheet, there was field notes that were notes made by the peer observer when the researcher applied the technique to the students. Hence, these notes serve as a valuable resource for understanding the context and dynamics of the research setting.

## 2) Documentation

Documents, according to Ary et al. (2010), refer to a wide variety of textual, physical, and visual items, such as public records, personal, or instructional materials. In this study, documentation is employed as a proof to prove the research's findings. Therefore, the researcher used documentation which relates with this research such as the score of vocabulary and photos of teaching and learning process using a charade game. They were used for supporting the findings from observations and questionnaires data.

### 3.4.2 Quantitative Data

#### Questionnaire

For collecting quantitative data, this study utilized a questionnaire. A questionnaire is a form of research instrument comprised of a list of questions or other forms of prompts designed to elicit information from a respondent (Bhat, 2023). In this case, a questionnaire is the way of getting data on students' motivation towards the implementation before and after the process of the charade game during the teaching and learning of vocabulary. The questionnaire used in this study was a Likert scale, which was widely used and easy to modify based on the nature of the question statements. Particularly, this study used closed-ended questions where individuals simply selected their responses from a set of options provided to them. It was designed in the form of a 5-point Likert scale based on answers to strongly agree, agree, hesitate, disagree, and strongly disagree with 20 questions, as seen in Table 3.2.

**Table 3.2** The Scale Used in Questionnaire from Sugiyono (2017)

<b>The Indicators of Answers</b>	<b>Points</b>
Strongly disagree	1

Disagree	2
Hesitate	3
Agree	4
Strongly agree	5

Thus, the questionnaires adapted from Dornyei's motivation framework (1994) in terms of language level, learners' level, and learning situation level were guided by my supervisors and looked up from the questionnaire examples. These are the components of indicators of students' motivation in learning vocabulary used in this research:

**Table 3.3** The Indicator of Motivation Questionnaire

Aspect	Indicator	Description	Item Numbers	
			Pre	Post
Language Level	Ideal L2 Self (Instrumental and Integrative Motivation)	This indicator describes the ideal L2 users want to achieve, combining hopes, aspirations, or desires. This aspect is further realized through two overarching motivational subsystems: the integrative motivation subsystem (related to the charade game method in vocabulary learning can help students develop a positive attitude towards the target language and culture) and instrumental (related to the use of charades in vocabulary learning can help students see the use of practice of the vocabulary).	2,3,5,6,7,9	2,4,9,18,20
Learner's Level	a) Need for Achievement	This indicator represents students' desire to succeed and attain goals in learning vocabulary, as well as the drive to study and work hard to achieve them. It requires a strong desire to succeed in	12,16,17,18,19,20	3,8,10,14,15,19



Aspect	Indicator	Description	Item Numbers
	b) Self-Confidence	reaching goals, both attainable and challenging.  This indicator is related to students' belief in their ability to succeed in learning vocabulary through charade games to understand and use new vocabulary by actively participating in the game, and responding to tasks or challenges, which can lead to improved learning outcomes and a more positive attitude toward learning English.	
Learning Situation Level	Interest on course, teacher, and groups	This indicator is related to the interest and satisfaction on course (method, materials and tasks through charade games), teacher (teacher's ability, feedback and enthusiasm towards charade), and groups (the interaction and relationship among students within groups).	1,4,8,10,11,13,14,15 1,5,6,7,11,12,13,16,17

### 3.5 Techniques of Analysing the Data

The data obtained from every cycle consist of quantitative and qualitative data.

#### 3.5.1 Qualitative Data

The Miles and Huberman (1994) model was employed to analyse the observation data gathered during the research process. This includes data obtained from observing students' motivation, behaviour, and interactions during vocabulary learning sessions facilitated by the charade game method. Furthermore, there are three phases of the model:

**Table 3.4** Steps of Miles and Huberman' Model (1994)

<b>Steps</b>	<b>Points</b>
<b>Data Reduction</b>	In reducing data, the researcher performed various activities to achieve this, including identifying and selecting the most important data and then transforming it into a comprehensive written report. Specifically, the researcher determined whether the categories of the data appeared in the observation notes should be prioritize, downplay, or exclude entirely, in alignment with the research objectives.
<b>Data Display</b>	To aid in the comprehension of the findings, the researcher presented the reduced data in the form of a table with short description. The table included an essential category, such as factors contributing to boost students' motivation, which had been identified during the data reducing process. This allows researcher to quickly comprehend and analyse the data, enabling to draw conclusions or proceed to the next stage of analysis based on the insights gained from the display.
<b>Draw Conclusions</b>	At this stage, the researcher carefully verified the data and drew meaningful conclusions. It is important to hold these conclusions tentative until all the data is thoroughly examined and grounded. Additionally, as an action researcher, the researcher continuously draws conclusions and refine them as the project progresses, ensuring that the findings remain relevant and accurate. Then, the researcher conducted guidance with supervisors to obtain credible and better conclusions.

### 3.5.2 Quantitative Data

Data analysis for quantitative data was conducted by descriptive statistics that taking from the average/mean and the percentage of the pre questionnaire and post questionnaire. This is to know students' motivation improvement in learning vocabulary. Ngadiso (2006) demonstrated how to calculate the mean of a set of data. In addition, Arikunto (2002) revealed how to find the percentage of item questionnaire. Hence, the formulas for analysing quantitative data are as follows:

**1) The formula of the average:**

$$M = \frac{\sum X}{\sum N}$$

Where:

$M$  = the average of item questionnaire score

$\sum X$  = total score

$\sum N$  = the number of students

**2) The formula of the percentage:**

$$P = \frac{\sum X}{\sum N} \times 100\%$$

Where:

$P$  = the percentage of item questionnaire score

$\sum X$  = the sum of score per item

$\sum N$  = the total of score

Furthermore, the students' motivation from questionnaires interpreted in five categories adapted from Hidayati (2016). Thus, the stage of students' motivation categories could be seen from the table below:

**Table 3.5** Score Classification of Motivation

<b>Percentage of Motivation Score (%)</b>	<b>Classification</b>
86% - 100%	Very High
76% - 85%	High
66% - 75%	Fair
56% - 65%	Poor
0% - 55%	Very Poor

### 3.6 Criteria of Success

The criteria of success in this study are to know whether the implementation of charade games in boosting students' motivation in vocabulary was successful or not. The criteria were determined by the researcher based on the value of questionnaires percentage at least passed 75% after implementation. Additionally, it also supported by observation sheet that all students motivated with the

characteristics is that they respond positively and actively participated in the teaching and learning vocabulary process using charade games. If the cycle 1 has not achieved the criteria yet, the process of instruction is continued to the next cycle until the whole students have already boosted the passing criteria.

### **3.7 Steps of the Research**

Before conducting the cycles in action, the researcher did an initial observation at first. Then the researcher does some procedures and steps as seen below:

#### **3.7.1 Initial Research**

In initial observation at preliminary study, the researcher intended to find out:

- 1) Data collected such as documentation includes the number of the students, students' list, and pre-questionnaire.
- 2) The researcher observes the class that was conducted and interviews an English teacher related to teaching method, learning process, and the attitudes of students in English subject, specifically learning vocabulary.
- 3) Identify the problems.
- 4) Formulating the problems and aims of the research.

Based on the pre-observation, pre-questionnaire and pre-interview with the English teacher of the ninth grade, the researcher can identify the problems of the teaching learning process at SMPN Tasikmalaya. The problem of this research in one of ninth grades that have been mentioned by the English teacher is students' lack of motivation in learning activity in which the problem may come from teaching learning process which is not satisfying (boring), lack of students' active and responsiveness during teaching learning process, and low of students' confidence in vocabulary.

#### **3.7.2 Cycle 1**

##### **1) Planning**

- a) Designing lesson plan that will be used. Summarization by guiding and consideration from the English Teacher at the ninth grade at one of SMPN Tasikmalaya.
- b) Preparing the materials: worksheet, pictures and card about the material.

- c) Making the research instrument such as; lesson plan, observation sheet, pre- and post-questionnaire and validation sheet.
- d) The researcher prepares the students' task by the English teacher's consideration.

## **2) Acting**

- a) Giving narrative text to the students.
- b) Instruct the students to identify and understand the vocabulary, sentences or phrase (verb, adjective, noun and tenses) of the narrative text.
- c) Making groups.
- d) Doing charade game
  - (1) Giving the rules: The teacher will need to explain and then demonstrate how charades works. The idea is that an individual (or group) has a word that they convey to others by miming and using sound but not words.
  - (2) Acting-out words: Give one word card into one person in each group. This student then has to act-out the word as quickly as possible to the other and group members.
  - (3) Guessing words: Once a group correctly guesses the first word, another group receives a different word card, and the activity continues until every group has had a turn.
  - (4) Discussion: Conduct whole-class feedback, inviting volunteers to present some of their words to everyone.
- e) Giving the questionnaire to the students for collecting the data.

## **3) Observing**

- 1) Observing the teaching and learning process done by the researcher and the attitudes of the students during teaching learning process.
- 2) Analysing the observation results and post-questionnaire.

## **4) Reflecting**

- 1) The researcher collects data from questionnaires and observations throughout the first cycle.

- 2) Subsequently, an evaluation of the implemented activities is conducted to gauge their effectiveness.
- 3) The peer observer and the researcher deliberate on what they should do to fix the difficulties.
- 4) The collected data is then analysed to inform the planning and implementation of subsequent cycles.
- 5) A preliminary conclusion is drawn regarding the classroom action research conducted in the first cycle.

### **3.7.3 Cycle 2**

The second cycle is undertaken based on the insights gained from the reflective analysis of the first cycle. If the observations indicate a persistently low quality, another action is required to increase the quality for the following cycle. The steps are as follows:

- 1) Doing the re-planning for the cycle 2 based on the reflection on cycle 1 in teaching learning process.
- 2) The researcher proceeds with the implementation of the second cycle, aligning it with the lesson plan that serves as a continuation of the evaluation conducted during cycle 1. Within this cycle, the teacher introduces new vocabulary terms to the learners. The following is the procedure for teaching and learning: giving the rules and doing charade games for vocabulary learning. Then giving the questionnaire to the students.
- 3) Observing the teaching learning process and students' attitude and analysing the observation results and post-questionnaire.
- 4) Doing reflection on cycle 2, involving the evaluation of the cycle.
- 5) Making a conclusion.
- 6) Making a report.

### **3.8 Time and Place of the Research**

The study was carried out at one of the SMPN Tasikmalaya schools in West Java. This study has done over four months, from September to December 2023, to ensure a valid outcome. This study began with pre-study and ended with reporting. The research was carried out in two cycles, the first of which included six meetings

and the second of which had three meetings. The research schedule is detailed in Table 3.6.

**Table 3.6** Research Schedule

Activities	Month									
	Sept	Oct	Nov	Des	Jan	Feb	March	Apr	May	
	2023-2024									
Research topic approval										
Writing a research proposal										
Research proposal examination										
Data collection										
Data analysis										
<i>Seminar Hasil</i>										
Final thesis examination										