

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter, the researcher presents the methodology in detail, including the research design, setting and participants, data collection, data analysis, criteria of success, and the research schedule. The following explanation regarding this chapter is outlined.

3.1 Research Design

The Research design used in this study is classroom action research (CAR). *Classroom action research* is research conducted in the classroom by a researcher to solve the problem. According to Burns (2009) the concepts of "reflective practice" and "teachers as researchers" are associated with action research (AR). AR entails investigating the teaching context in a methodical, critical, and reflective manner.

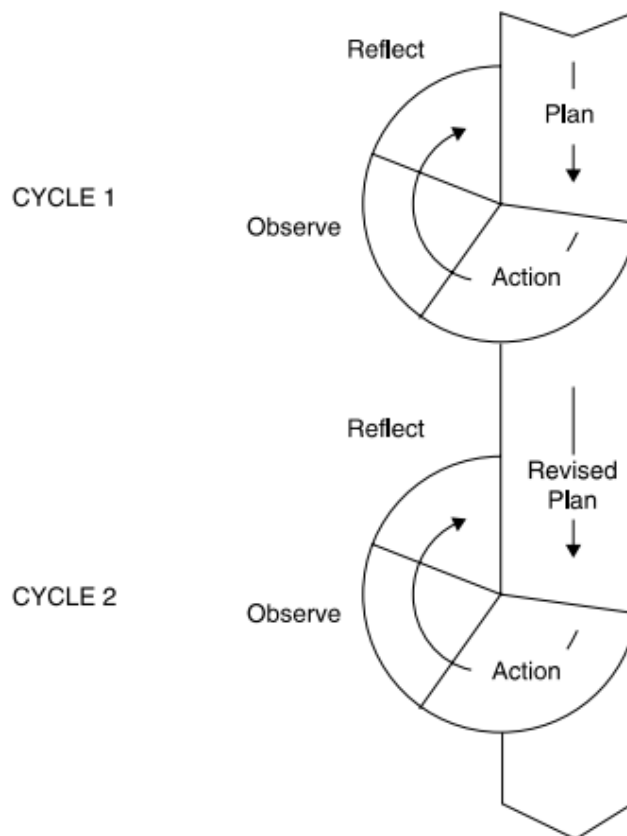


Diagram 3.1 Process of the cycle in AR based on Kemmis and McTaggart (1988)

Steps of *Action Research (AR)*:

3.1.1 Planning

In this step, a problem or issue was identified and an action plan was developed to improve a particular area of the research. This step considers: i) what types of investigations are possible within the realities and constraints of the teaching situation; and ii) what potential improvements you think are possible.

The researcher prepared everything needed to conduct research such as learning materials, media, and instruments to collect and analyze data. Based on the results of the preliminary study, the researcher tried to see how the implementation of the “Games to Learn English” website improved students' vocabulary mastery.

3.1.2 Action

This was the step where the researcher began the research plan. This step was the researcher's first step to implement learning activities using web-based games, in this case, the “Games to Learn English” website is used. The teaching strategy used by the researcher was student-centered.

3.1.3 Observation

In the observation step, the researcher observed the object to be studied, namely students and classroom conditions. Such as student behavior, responses, and changes to the current situation. Student behavior during class, when listening to directions, doing assignments, and conducting discussions must be known for research information.

3.1.4 Reflection

In this step, it was an activity to reflect, evaluate, and describe the results of the previous step. If the results had not achieved the researcher's goals, then this AR cycle was carried out again to achieve the researcher's goals.

(Adapted from Kemmis & McTaggart, 1988, pp. 11-14).

3.2 Research Setting

3.2.1 Research Location

This study took place in one of the elementary schools in Tasikmalaya Regency, West Java, Indonesia. The participants of this research were 6th-grade elementary school students. The reason the researcher chose this school is based

on the explanation of the teacher there, in the school there was no English subject. So, the student's ability in English was still lacking, especially in mastering vocabulary. Therefore, the researcher wanted to try to provide interesting English teaching with a website-based game, namely the “Games to Learn English” website.

3.2.2 Research Subject

The subjects of this study were all grade 6th students in one of the elementary schools in Tasikmalaya, totaling 12 students. Some of them had difficulty learning English, such as reading and writing activities, had a lack of motivation to learn English by showing action not interest, and had difficulty memorizing words.

3.3 Data Collection

In collecting data, the researcher collected data through three types of tests: pre-test, post-test 1, and post-test 2. The following is an explanation:

3.3.1 Vocabulary Tests

Tests serve as a formal method of assessing one's knowledge and understanding of a particular subject or topic. Tests usually consist of questions or tasks designed to measure a person's understanding of the material. Tests took various forms, such as written questions with multiple choices or practical demonstrations of your skills (Admin, 2023). The main purpose was to evaluate how well someone knows the subject, ability, or performance structured manner.

A vocabulary test was conducted to measure students' ability after vocabulary teaching using the “Games to Learn English” website. From the test results, the researcher found the average score of students and the comparison before and after teaching vocabulary using the “Games to Learn English” website. Then, the researcher used multiple-choice questions in this test. This test was a simple test for 6th-grade students in elementary school.

The steps of conducting the data are:

1. Contacted the homeroom teacher via WhatsApp chat.

2. Requested approval from the school to provide a research permit letter to the principal for signature.
3. Designing lesson plans, observation sheets, and learning materials about school equipment material for grade 6.

4. Pre-test

On the first day of class, the researcher reintroduced the students and then asked questions about English lessons, after that asked about learning English using games, students were enthusiastic. Then before entering the core material, the researcher gave a pre-test question sheet to the students to find out the extent of their knowledge before being taught material from the researcher.

5. Cycle 1

After the researcher saw the results of the pre-test, it turned out that the average score of the students was very low. Then the researcher proceeded to teaching activities. First, the researcher used props to introduce the vocabulary of school supplies. Then the researcher wrote some vocabulary on the board and asked students to write it back in their respective books. After that, the researcher introduced the “Games to Learn English” website and started exploring the website together.

On the second day: the researcher organized a “School Equipment” game using the “Games to Learn English” website which has pictures of school supplies, one by one students tried to play it to the front. After everyone tried, the researcher instructed the students to make a simple sentence with their peers about “school equipment” and then read it in front of the class. After all students read their sentence in, the researcher gave each student a question sheet to do as a cycle 1 test.

6. Cycle 2

The researcher again used property such as eraser and whiteboards to introduce school equipment vocabulary. The researcher wrote some vocabulary on the board along with its function this time. After that, the researcher prepared a game to learn English website to be explored together. Then the researcher asked the students to make a simple dialog about school equipment and read it in front of the class. After everything was done, the lesson time was over and the researcher

closed the learning activity and asked students to open the game website at home using their parents' gadgets or personal gadgets.

On day 2 of the second cycle, the researcher asked students to work on worksheets by matching pictures and vocabulary school equipment. Then, the researcher prepared the games to learn English website and gave directions with different game themes, namely guessing the picture and matching the picture. then gave students the opportunity to explore the website one by one. In this activity, the researcher gave more time for students to play the website game. After finishing, the researcher gave a question sheet for students to do as a test in cycle 2. The results of the scores in this cycle 2, the average score of students increased

3.4 Data Analysis

To analyze the results of students' vocabulary tests and see the improvement, it was analyzed using descriptive statistics and the following formula:

$$S\% = \frac{\sum n1}{\sum N} \times 100 \%$$

N = Total of the students.

$\sum n$ = Number of students who pass the test.

S % = Percentage of success.

3.5 The Criteria of Success

The researcher also prepared the criteria for success. The criteria of success were set to determine whether the learning activities in the research were successful or not. The researcher used the grading system, used by educational institutions to evaluate, record, and communicate a student's academic performance. The researcher adapted the criteria of success from the competency-based assessment by Stiggins (1998). According to Stiggins (1998), assessment should focus on the achievement of specific competencies. With rubric-based rating scales that measured relevant skills and understanding, such as:

- Very Good (91-100): Students demonstrate full understanding of the material, and can apply knowledge and skills independently.
- Good (81-90): Students understand most of the material, but still need some guidance in application.
- Fair (71-80): Students understand basic concepts, but struggle with more in-depth application.
- Poor (<70): Students have not shown adequate understanding of the material and require further guidance.

3.6 Research Schedule

Table 3.1 *Research Schedule*

Description	Oct/ 2023	Nov/ 2023	Dec/ 2023	Aug/ 2024	Sept/ 2024	Nov/ 2024	Dec/ 2024
Research Proposal writing							
Research Proposal Examination							
Data Collection							
Data Analysis							
Report							
Thesis Result Seminar							
Thesis Examination							