

## CHAPTER 3

### RESEARCH PROCEDURES

This chapter provided the methodology utilized to conduct the study. This chapter outlines seven parts of the research procedure, namely research method, research focus, setting and participant, data collection technique, data analysis technique, research steps, place and time of research. More details are described below.

#### A. Method of the Research

This research utilized Classroom Action Research (CAR) model by Kemmis and Mc Taggart (1988) cited in Supriyono (2016). CAR is a systematic inquiry with the purpose of gathering information about how teacher teach and how their students learn (Supriyono, 2016). Additionally Burns (2010) stated that classroom action research is based on democratic principles, as those conducting the research are the ones who take ownership of the changes. This indicates that classroom action research is a reflective process aimed at improving teaching practices by allowing teachers to explore and assess the teaching and learning process. As a result, it is suitable for this research which employed a CAR method to explore the process of cooperative learning using baamboozle games as medium to boosting students' intrinsic motivation in learning English. Anyway, this CAR model by Kemmis and Mc Taggart (1988) was conducted in four steps: (1) Planning, (2) Acting, (3) Observing, and (4) Reflecting.

**Table 3.1** Stages of CAR (Cycle 1)

| Stages  | Activity   |
|---------|--|
| Planing | this initial stage, clear goals and objectives were set, and a detailed action plan was developed to address the identified issue. Essentially, the researcher undertook the following tasks: creating a lesson plan (RPP), preparing and making the Baamboozle games, designing the pre- and post-questionnaires, creating the observation and validation sheets, discussing with the peer observer the process of conducting the teaching and learning using the Baamboozle games as the medium in cooperative learning. |

## Acting

In this stage, the researcher as a teacher implemented the plan of action that had been prepared. Throughout this phase, data were systematically collected to monitor progress and evaluate the effectiveness of the implemented plan. The implementation of this acting stage was using TGT steps. Class presentation, formation of teams, discussion group about material, tournament games.

### **Doing Baamboozle Games as Tournament steps in TGT**

- a) Early
  - 1) The teacher displayed the Bamboozle game on the screen.
  - 2) Each team took turns answering questions.
  - 3) The order of teams was determined randomly.
- b) Answering Process:
  - 1) Teams had 30 seconds to discuss and collaboratively with their team to answer.
  - 2) A team representative provided the final answer.
  - 3) Once given, the final answer could not be changed.

### **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 | <ol style="list-style-type: none"><li>a) The peer observer monitors the cooperative learning process and the use of bamboozle games by filling out the observation sheet provided by the researcher.</li><li>b) Conducting analysis procedures by reviewing all the collected data from the observations, Reflection Journal, and verifying the data.</li><li>c) Analyzing the data gathered from the questionnaire results.</li></ol> |
|-----------|--|
- 
- |            |  |
|------------|--|
| Reflecting | <ol style="list-style-type: none"><li>a) The post questionnaire conducted to evaluate their effectiveness.</li><li>b) The peer observer and the researcher discuss the necessary actions to address any challenges.</li><li>c) The gathered data is analyzed to guide the planning and execution of future cycles.</li></ol> |
|------------|--|
- 
- d) A preliminary conclusion is drawn regarding the classroom action research conducted in the first cycle.

- e) If the data from Cycle I shows that students have not met the success criteria for students intrinsic motivation , the researcher will proceed to the next cycle. A new cycle will be terminated if the students intrinsic motivation achieve to “Fair” category.

**Table 3.2** Stages of CAR (Cycle 2)

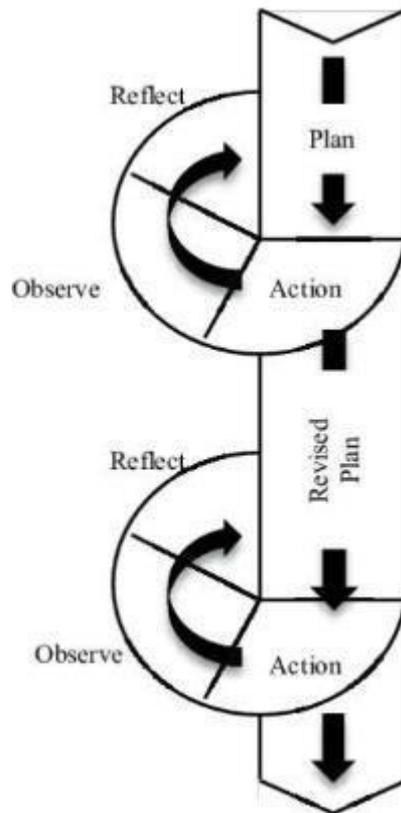
| Stages   | Activity  |
|----------|---|
| Planning | In this initial stage, clear goals and objectives were set, and a detailed revised action plan was made. Essentially, the researcher undertook the following tasks: creating a lesson plan (RPP), preparing and making the Baamboozle games with increased levels, designing the post-questionnaires, creating the observation and validation sheets, and discussing with the peer observer the process of conducting the teaching and learning using the Baamboozle games as a medium in cooperative learning. |
| Acting   | In this stage, the researcher as a teacher implemented the revised plan of action that had been prepared. Throughout this phase, data were systematically collected to monitor progress and evaluate the effectiveness of the implemented plan. In other words, the students used the Baamboozle games as a medium of cooperative learning based on the lesson plan that had been made in the planning stage.   |

**Doing Baamboozle Games as Tournament in TGT steps**

- a) Early
  - 1) The teacher displays the Bamboozle game on the screen.
  - 2) Each team takes turns answering questions.
  - 3) The order of teams is determined randomly.
- b) Answering Process:
  - 1) Teams have 30 seconds to discuss and collaboratively with their team to answer.
  - 2) A team representative provides the final answer.
  - 3) Once given, the final answer cannot be changed.
- c) Giving appreciation and small reward for the group who won.

| <b>Collecting data</b> |  |
|------------------------|--|
|                        | <ul style="list-style-type: none"> <li>c) Observing teaching and learning process, students' attitudes and interactions.</li> <li>d) Giving the questionnaire to the students for collecting the data.</li> </ul>  |
| Observing              | <ul style="list-style-type: none"> <li>a) The peer observer monitors the cooperative learning process and the use of bamboozle games by filling out the observation sheet provided by the researcher.</li> <li>b) Conducting analysis procedures by reviewing all the collected data from the observations, Reflection Journal, and verifying the data.</li> <li>c) Analyzing the data gathered from the questionnaire results.</li> </ul>   |
| Reflecting             | <ul style="list-style-type: none"> <li>a) The post questionnaire conducted to evaluate their effectiveness.</li> <li>b) The peer observer and the researcher discuss the necessary actions to address any challenges.</li> <li>c) The gathered data is analyzed to guide the planning and execution of future cycles.</li> <li>d) A preliminary conclusion is drawn regarding the classroom action research conducted in the first cycle.</li> <li>e) If the data from cycle II shows that students have not met the success criteria for students intrinsic motivation, the researcher will proceed to the next cycle. A new cycle will be terminated if the students intrinsic motivation achieve to "Fair" category.</li> </ul> |

Figure 3.1 depicts the spiral model of action research proposed by Kemmis and Taggart (1988). This model highlights the cyclical nature of the process, which extends beyond the original plan for change. It also emphasizes the importance of revisiting and refining the initial plan based on the findings from the first 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 investigation carried out by an educator or researcher, which involves identifying a problem and finding solutions to improve outcomes by introducing and applying alternative approaches, methods, or strategies that depart from traditional practices.

## **B. Focus of the Research**

The focus of this research is to improving and to see the improvement of the students intrinsic motivation of the cooperative learning using Baamboozle as media

## **C. Setting and Participants**

This study took place in one of the high schools in Tasikmalaya, because the researcher accessed it and the participants were students in this school. The data source was taken from students in the eleventh 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 October 10th until November 29th, 2024. The first cycle included five meetings and the second consisted of two meetings. The second cycle was conducted in two meetings because it was already reached the objective of the research. Along with the research location, it is located in Tasikmalaya City, West Java. The researcher got the 11-1 grade to be observed, and the total number of students in the class is 29.

#### **D. Data Collection**

In collecting data for this research, researchers used two types of data collecting, qualitative data with using observation and reflection journal to answer the process of using cooperative learning for students increasing student motivation, and quantitative data with using questionnaire to answer to what extent using the Baamboozle Games can increase students' intrinsic motivation in learning English.

##### **1. Qualitative Data**

###### **a) Observation Sheets**

Observation is used to monitor students' activities during teaching and learning process. Peer observation is one of the observation methods used in this research. Peer observation, as a reflection tool, is considered an effective approach to enhancing a teacher's professional development (Cholifah et al, 2020), the researcher asked a colleague to monitor the classroom environment while learning lessons, observing students' reactions and behavior when receiving explanations, and when they collaboratively work together to play Baamboozle Games, and gather information about the challenges they face. As stated by Cholifah et al. (2020), peer observation involves two teachers working together to observe each other's teaching practices with the primary aim of enhancing

teaching quality. In brief, peer observation is a reciprocal process that benefits both the observer and the teacher by contributing to the improvement of teaching and learning.

However, in this research, The researcher decided to use an observation form based on Intrinsic Motivation elements (interest, enjoyment, inherent satisfaction).

#### **b) Reflective Journal**

Reflective journals, also known as teacher logs or diaries, are effective tools for professional reflection because they provide “a place for teachers to experiment, criticize, doubt, express frustration, and raise questions” (Cirocki & Widodo, 2019, p. 21). Through this medium, teachers can freely express their thoughts and emotions regarding classroom experiences without the constraints of formal evaluation. Such freedom allows them to document not only what happens in the classroom but also why certain decisions are made, what challenges arise, and how they respond to those challenges. As a result, reflective journals become valuable instruments for developing self-awareness and pedagogical insight. In the context of classroom action research, reflective journals serve not only as a personal record but also as a source of qualitative data. They capture the teacher’s perceptions, observations, and emotional responses throughout each cycle of the intervention. This makes them particularly useful for triangulating data from other instruments, such as observation sheets and questionnaires, thereby providing a more comprehensive understanding of the teaching-learning process and its impact on students. This reflective journal was adapted from *Cirocki and Widodo (2019)*, about reflecting journals during lessons, and the reflective journal that was used in this research is 7 reflective journals during lessons.

## 2. Quantitative Data

### a) Questionnaire

Quantitative data was conducted in a form of questionnaire. Based on Danang (2012), cited on Risanty & Sopiyan (2017), a questionnaire was a data collection technique that was carried out by communicating with the data source. Considering that, this study conducted a pre and post questionnaire to measure the students' intrinsic motivation. This researcher created the Likert scale, a popular and easily adaptable tool depending on the nature of the questions. This study employed closed-ended questions, where participants chose their answers from a predefined set of options. The questions were adopted from the previous study conducted by Giordano (2019). The questionnaire was based on the intrinsic motivation SDT Taxonomy of Motivation by Ryan and Deci (2020): interest, enjoyment, inherent satisfaction. As seen in the table:

**Table 3.3** Likert Scale

| The Indicator of Answers | Point |
|--------------------------|-------|
| Strongly Disagree        | 1     |
| Disagree                 | 2     |
| Hesitate                 | 3     |
| Agree                    | 4     |
| Strongly Agree           | 5     |

**Table 3.4** The Indicators of Intrinsic Motivation Questionnaire (Giordano, 2019)

| Item | Item Description |
|------|------------------|
|------|------------------|

|    |   |
|----|---|
| 1  | I study English languages to improve myself because of Baamboozle                             |
| 2  | I enjoy learning new things in English language using bamboozle                               |
| 3  | I get pleasure from using English because of bamboozle  |
| 4  | I enjoy the challenge of trying to learn english because of bamboozle                         |
| 5  | I want to be someone who can speak more than one language because of Baamboozle               |
| 6  | I study English in order to understand the culture better because of Baamboozle               |
| 7  | I often feel that studying English will help me in the future because of Baamboozle           |
| 8  | I feel satisfied when I complete challenging activities in learn English because of bamboozle |
| 9  | I enjoy interacting with people in English because of Baamboozle                              |
| 10 | I feel excited when I can use English I have learned recently because of Bamboozle            |

Where Interest (item 1,4,5,6,7), enjoyment (item 2,3,9,10), and inherent satisfaction (item 8)

## E. Data Analysis

The data obtained in every cycle, also consist of quantitative (pre questionnaire, post questionnaire) and qualitative data (observation, reflective journal).

### 1. Qualitative Data

This study will adopt Milles and Hubberman model (1994), This includes data obtained from observing students' behaviour, and interactions during cooperative learning sessions facilitated by the using bamboozle games as medium. Furthermore, there are three phases of the model:

**Table 3.5** Steps of Miles and Huberman' Model (1994)

| Steps                   | Point  |
|-------------------------|--|
| <b>Data Reduction</b>   | <p>In the data reduction process, the researcher engaged in several activities to accomplish this, such as identifying and selecting the most relevant data and converting it into a detailed written report. Specifically, the researcher decided which categories of data found in the observation notes should be emphasized, minimized, or completely excluded, based on the alignment with the research objectives. For example, In the first step, the researcher focused the observation strictly on the three predetermined indicators: interest, enjoyment, and inherent satisfaction. Any classroom behaviors that did not relate to these three aspects were intentionally ignored. During this stage, the researcher examined only the actions and reactions of students that reflected these indicators.</p>  |
| <b>Data Display</b>     | <p>To facilitate understanding of the findings, the researcher presented the reduced data in a table format with brief descriptions. The table featured key categories, such as factors that contribute to enhancing students' motivation, which were identified during the data reduction process. This presentation allowed the researcher to quickly grasp and analyze the data, making it easier to draw conclusions or move on to the next stage of analysis based on the insights obtained from the display. For the example, when after reducing the data, of the observations, the researcher organized the observations into a structured display to make the findings easier to interpret. The data were presented by categorizing student behaviors under each of the three indicators: interest, enjoyment, and inherent satisfaction. For example, the evidence related to interest included students' immediate attention toward the screen when the Baamboozle game appeared and their questions about the upcoming activity. The information for each indicator was arranged in a clear table and supported by descriptive notes, allowing the researcher to visually identify patterns and compare the students' responses across the three aspects</p> |
| <b>Draw Conclusions</b> | <p>At this stage, the researcher meticulously verified the data and formulated meaningful conclusions. It was important to treat these conclusions as tentative until all the data had been thoroughly examined and validated. Furthermore, as an action researcher, the researcher continuously refined and revised these conclusions as the project advanced, ensuring that the findings stayed relevant and accurate. The researcher then</p>   |

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consulted with supervisors to gain guidance, ensuring the conclusions were credible and improved upon.

During this phase, the researcher became acquainted with the data by carefully reviewing the interview transcripts multiple times.

## 2. Quantitative Data

The analysis of quantitative data was carried out using descriptive statistics, which involved calculating the percentage and the mean/average from both the pre-questionnaire and post-questionnaire. To know students' intrinsic motivation improvement, the researcher adopted the percentage formula from (Riduwan, 2007:95) cited on Ismiyanti (2013).

- 1) The percentage formula

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

Where:

P = the percentage of item questionnaire score

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

$\sum N$  = the total of score

- 2) And then the researcher will find the mean from the total percentage with :

$$M = \frac{\sum \text{item}}{\dots}$$

$$\Sigma N$$

Where:

M = the average of item questionnaire score

$\Sigma$  item = total percentage item

$\Sigma N$  = the number of item

In addition, the students' motivation was analyzed using questionnaires, which were divided into five categories based on the Hidayati (2016) framework. The stages of student motivation can be observed in the table below:

**Table 3.6** Score Classification of Motivation

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

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

This research conducted at a one of Islamic high school in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research conducted in the period from October 10<sup>th</sup>, until November 29<sup>th</sup> 2024.

**Table 3.7** Research Timeline

| Activities | Month |
|------------|-------|
|------------|-------|

|            | <b>A</b>  | <b>S</b> | <b>Oct</b> | <b>N</b>  | <b>D</b> | <b>J</b> | <b>F</b> | <b>M</b> | <b>A</b> | <b>M</b>  | <b>J</b> | <b>J</b> | <b>A</b>  | <b>S</b> |
|------------|-----------|----------|------------|-----------|----------|----------|----------|----------|----------|-----------|----------|----------|-----------|----------|
|            | <b>g</b>  | <b>e</b> | <b>202</b> | <b>o</b>  | <b>e</b> | <b>a</b> | <b>e</b> | <b>a</b> | <b>p</b> | <b>a</b>  | <b>u</b> | <b>u</b> | <b>g</b>  | <b>e</b> |
|            | <b>t</b>  | <b>p</b> | <b>4</b>   | <b>v</b>  | <b>c</b> | <b>n</b> | <b>b</b> | <b>r</b> | <b>r</b> | <b>y</b>  | <b>n</b> | <b>l</b> | <b>t</b>  | <b>p</b> |
|            | <b>2</b>  | <b>2</b> |            | <b>2</b>  | <b>2</b> | <b>2</b> | <b>2</b> | <b>2</b> | <b>2</b> | <b>2</b>  | <b>2</b> | <b>2</b> | <b>2</b>  | <b>2</b> |
|            | <b>0</b>  | <b>0</b> |            | <b>0</b>  | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b>  | <b>0</b> | <b>0</b> | <b>0</b>  | <b>0</b> |
|            | <b>24</b> | <b>2</b> |            | <b>24</b> | <b>2</b> | <b>2</b> | <b>2</b> | <b>2</b> | <b>2</b> | <b>25</b> | <b>2</b> | <b>2</b> | <b>25</b> | <b>2</b> |
|            |           | <b>4</b> |            |           | <b>4</b> | <b>5</b> | <b>5</b> | <b>5</b> | <b>5</b> |           | <b>5</b> | <b>5</b> |           | <b>5</b> |
| Resear     |           |          |            |           |          |          |          |          |          |           |          |          |           |          |
| ch         |           |          |            |           |          |          |          |          |          |           |          |          |           |          |
| Propo      |           |          |            |           |          |          |          |          |          |           |          |          |           |          |
| sal        |           |          |            |           |          |          |          |          |          |           |          |          |           |          |
| Writin     |           |          |            |           |          |          |          |          |          |           |          |          |           |          |
| g          |           |          |            |           |          |          |          |          |          |           |          |          |           |          |
| Research   |           |          |            |           |          |          |          |          |          |           |          |          |           |          |
| Proposal   |           |          |            |           |          |          |          |          |          |           |          |          |           |          |
| Examinatio |           |          |            |           |          |          |          |          |          |           |          |          |           |          |
| n          |           |          |            |           |          |          |          |          |          |           |          |          |           |          |
| Data       |           |          |            |           |          |          |          |          |          |           |          |          |           |          |
| Collection |           |          |            |           |          |          |          |          |          |           |          |          |           |          |
| Data       |           |          |            |           |          |          |          |          |          |           |          |          |           |          |
| Analy      |           |          |            |           |          |          |          |          |          |           |          |          |           |          |
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