# CHAPTER 3
RESEARCH PROCEDURES

A. Method of the Research

This research used Classroom Action Research, which is a mixed-method design. Classroom action research is used in this research to directly find issues that occur during English lessons and also to develop solutions. Rasuan (2019) noted that the purpose of Classroom Action Research (CAR) in English learning is to create teaching strategies to solve practical problems in English classrooms. According to Kemmis and McTaggart (1988) that Classroom Action Research (CAR) was conducted in four steps:
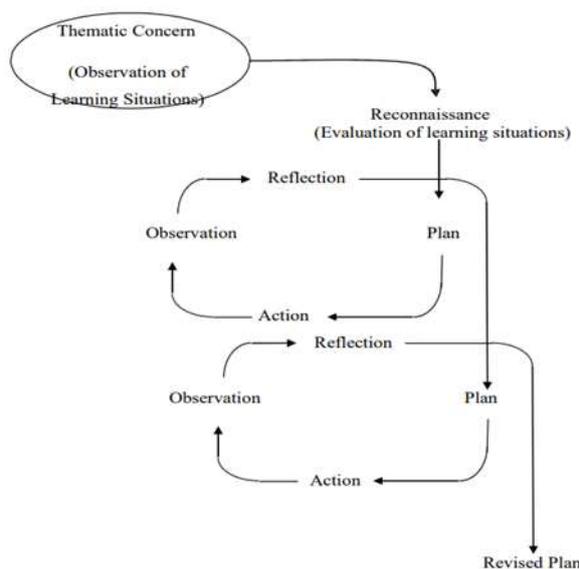
Figure 3. 1 Classroom Action Research Design

By Kemmis and McTaggart (1988)

a.   Plan

In the first step, the researcher identified problems and created an action plan to improve particular areas within the research context. In this step, the researcher identified classroom problems during pre-observations, pre-interviews,

and pre-tests. During the pre-observations and pre-interviews, it was discovered that most students had difficulty understanding and remembering grammar, also monotonous and theoretical teaching techniques make students lose focus and get bored. During the pre-test, it was found that students experienced difficulties in understanding grammar, with a mean score of 58.95.

Based on the pre-test results, which indicated that students faced difficulties in understanding grammar, the researcher looked for an effective method to address these challenges. One strategy identified to improve students' grammar skills was the use of board games as a learning tool.

After conducting pre-observation, pre-interview, and pre-test activities and analyzing the results, the researcher formulated the research questions as a reference to guide the study. To conduct this research, the researcher also developed a teaching module aligned with the school curriculum to ensure that the learning activities met the educational standards and learning objectives. The research questions are: How can board games improve students' grammar skills? and To what extent can the use of board games improve students' grammar skills?

b.   Action

The second step, the researcher used a board game as a learning tool intended to improve students' grammar skills. During the game, the researcher was observed by a peer observer to collect necessary data on the learning process and how the students used the board game. In addition to observations, the researcher also collected data through a grammar test on the students.

c.   Observation

The third step, researchers systematically observed the learning outcomes using board games and also recorded the context, activities, and student responses during the learning process. During the grammar learning using board games, peer

observers directly observed the class. The purpose of this observation was to gather information for qualitative data about student participation, enthusiasm, and interaction during the learning process. Meanwhile, quantitative data were collected through pretests before the intervention and posttests after the intervention in each learning cycle to measure feedback.

d.   Reflection

To gain a better understanding of the progress and results, the researcher conducted an evaluation and assessment of the impact of the learning activities that had been implemented. After analyzing data from the observation sheets and the results of the pretest and posttest, the researcher considered the entire research process, from the planning stage to the implementation of the activities. This reflection was useful for assessing the learning process, determining the advantages and disadvantages of using board games as a grammar learning tool, and developing improvement plans for the next cycle. If the results of the first cycle did not show adequate progress, the researcher could proceed to the second cycle by improving the results of the reflection. However, if significant changes occurred and the results were satisfactory from the first cycle, the researcher could stop the research cycle.

Additionally, Classroom Action Research (CAR) is the most appropriate method to answer the research questions. This is because CAR allows researchers to implement learning actions, directly observe their impact, and make improvements from one cycle to the next. Qualitative data, including peer observation, was used to answer the first question, " How can board games improve students' grammar skills?" This helps illustrate how the process of using board games affects students' grammar understanding from various aspects, including their interaction, engagement, and reactions to the learning activities. Meanwhile, quantitative data collection methods from pre- and post-test results from each cycle were used to answer the second question, namely, " To what extent can the use of board games improve students' grammar skills?" These values indicate that the

actions improve grammar skills. CAR, being a mixed-method approach, provides a comprehensive understanding by combining both types of data: qualitative data explains how the improvement occurred, and quantitative data shows a measurable level of improvement. Therefore, the research problem formulation is fully aligned with the chosen method and data collection methods.

B. Focus of the Research

This research focused on the use of board game as a learning tool in teaching grammar at junior high school and how this method improves students' grammar skills.

C. Setting and Participants

This research took place in a junior high school in Tasikmalaya because the issue existed there. The participants were the first-grade students who consisted of 19 female students. The age range was around 12-13 years old. The participants were willing to participate in this research. In this research, the participants experienced some challenges in grammar skills, and never used board games as a learning tool to learn grammar in English.

D. Data Collection

The data collection methods used in this study were peer observation and grammar tests. These techniques align with the Classroom Action Research (CAR) design, which collects data repeatedly in each cycle through the stages of planning, acting, observing, and reflecting. Peer Observation are used to collect the data about the learning process with the Board Game. According to Kumar and Sharma (2023) Observation method is a data collection technique in which individuals observe certain objects or events and record information about the characteristics of the observed phenomena. While peer observation is a process where a peer observer witnesses events directly at that time. This method is used to actively observe events

in the environment naturally and to record behavior. The instrument used is and observation sheet which contains indicator such as student engagement in the learning process, responses to grammar and game instruction, and changes in learning behavior from one cycle to another.

Grammar Test to collect quantitative data about students' grammatical improvement. The researcher used grammar tests, including multiple-choice questions, gap-fill tasks, essay questions, and sentence arrangement tasks, such as a pre-test and post-test. The pre-test and post-test were designed to assess changes in participants' attitudes, perceptions, or knowledge after participating in the intervention. An increase in post-test scores compared to pre-test scores indicated an improvement in knowledge and positive attitudes related to the intervention (Stratton, 2019). The pre-test was administered to the participants before using the board game. Practically, the students had to write at least two paragraphs about their daily activities to measure their grammar and comprehension. The post-test was administered after using board games as a learning tool in the last meeting of cycle 1 and cycle 2. In the first post-test, participants were paired with a friend to perform a dialogue about preferences, while the second post-test involved making a descriptive text about a person.

E. Data Analysis

1. Qualitative Data

In accordance with the Classroom Action Research (CAR) design, data analysis in this study followed the activity stages in each cycle. In this study, observations were conducted six times, four times in the first cycle and two times in the second cycle. Before the observation process was carried out, in the planning stage, the researcher developed a teaching module, created a board game, and prepared observation sheets. Then, in the acting stage, the researcher implemented the learning process using the board game according to the

developed teaching module. Furthermore, in the observation stage, several peer observers observed important aspects such as student engagement, how students responded to the learning, and changes in learning behavior from meeting to meeting. Qualitative data analysis was conducted in three main stages, according to the Miles and Huberman (1994) model: data reduction, data display, and conclusion drawing/verification.

a. Data reduction

In the data reduction stage, researchers take steps to filter and simplify the information obtained during learning activities. This process involves selecting the data most relevant to the research focus, then summarizing and categorizing this information for easier analysis. Initial data, in the form of observational field notes, is then processed into a more concise, clear, and meaningful format. In this case, a colleague observed students playing board games in class. The researcher focused on the most significant data, including student responses and their level of enthusiasm during the lesson. Next, this raw data is summarized and organized in a way that is easier to understand and analyze, thus illustrating how the use of board games as a learning tool plays a role in improving students' grammar skills.

b. Data display

In the data presentation stage, researchers organize the reduced data into a neat and systematic form for easier understanding and analysis. This stage aims to help researchers identify patterns, relationships, or trends emerging from the collected data, allowing for clearer and more precise conclusions. Data presentation is carried out in various formats, such as tables, graphs, or descriptive narratives, according to the characteristics of the data collected. Specifically in the context of peer observation in class when students use board games as a learning tool, the simplified data is presented in the form of a descriptive narrative that describes the learning process,

including student responses and levels of enthusiasm. This approach makes it easier for researchers to interpret the data and see the relationship between the use of board games as a learning tool and the improvement of students' grammar skills.

c. Conclusion drawing and verification

The final stage in data analysis is conclusion and verification, where the researcher summarizes the findings from the previously reduced and presented data. At this stage, the researcher rechecks the accuracy of the analysis results to ensure that the conclusions drawn are supported by valid and accountable evidence. Conclusions cannot be drawn until all data is collected and thoroughly analyzed, as this is influenced by the number of field notes, the coding process, data storage, and the research timeframe. In the context of using board games as a learning tool, the researcher ensured that all notes and information obtained were complete and well-organized. Factors such as the researcher's speed in processing data and the duration of the research also determined the time it took to conclude. With this approach, the results of the study on the use of board games to improve students' grammar skills became more valid and accountable.

2. Quantitative Data

To determine changes in students' grammar skills after using board games as a learning tool, descriptive statistics were used to analyze the quantitative data obtained from the pre-test before the Cycle starts and post-test in the end of every Cycle. The most basic type of statistics is descriptive statistics, which is a technique for organizing and summarizing inevitable variability in sets of real observations or scores (Dong, 2023).

Student's score:

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

Notes:

B: correct number of items

N: number of questions

SPSS was then used to determine the data's mean value. If the student's score meets the school standard score of 85, the board game was a successful learning tool for teaching grammar.

F. Time and Place of the Research

This research was conducted at a Junior High School in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research was conducted in the period from September 2024 to November 2025.

Table 3. 1 Research Timeline

Activities	Month									
	Sept 2024	Oct 2024	Nov 2024	Dec 2024	Jan-Jul 2024	Aug 2025	Sept 2025	Oct 2025	Nov 2025	Des 2025
Research Proposal Writing	■	■	■							
Research Proposal Examination				■						
Data Collection	■	■	■	■						
Data Analysis						■	■	■		
Thesis Result Seminar								■	■	
Thesis Examination										■