# CHAPTER III

RESEARCH METHOD

This chapter discusses the research methods. It discusses (1) research design, (2) setting, (3) reaserch procedures, (4) data collecting tehniqiues, (5) instrument of the data, (6) data analysis, and (7) success indicator.

3.1　　　Research Design

This research used Classroom Action Research (CAR) due to the aim of this research to improve students' vocabulary mastery using WordWall.net as a media at the 8 th grade students of SMPN 40 Surabaya. Classroom Action Research (CAR) in this study was carried out in collaboration between English teacher and researcher. Kemmis and McTaggart in Sukardi (2013) states action research is a method of organizing the conditions so that they might learn from their own experiences and share their knowledge with others. It is clear this research belongs to CAR due to classroom action research is to improve classroom teaching and learning through self-reflection carried out with planned and methodical activity, teachers or practitioners might use inquiry or research to study and evaluate their work in the classroom that is focused with issue solving.

The researcher can participate actively in the main activity, making improvements, and the subject or object of interest can profit from the results

of classroom action research. The purpose of this Classroom Action Research is to improve students vocabulary mastery using wordwall.net as a media at the eighth grade of SMP Negeri 40 Surabaya. There are four cycling process of classroom action research : planning, acting, observing, and relecting. The design is as follow :
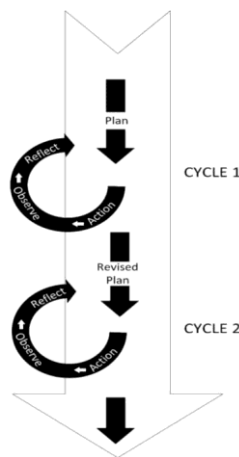
Cycling process of Classroom Action Research

(Figure 3.1 Kemmis and Mctaggart Model (1988))

3.2   Research Setting

This research was conducted at SMPN 40 Surabaya which is located at Jl. Bangkingan VIII No.8, Bangkingan, District. Lakarsantri, City of SBY, East Java 61177. This place was chosen as the research location because based on the observations at this school, students have problems in the form of low vocabulary mastery and lack of interest in learning learn English lessons. The research was held at the eighth grade Because many students still struggle with

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their vocabulary skills and students vocabulary mastery still low. The details of the schedule are as follows :

Table 3.1
Cycle Implementation Schedule

No	Cycle	Date	Time
1.	Pre Cycle	Thursday, 11th May 2023	09.40 – 11.00 (2 x 40 minute)
2.	Cycle 1	Monday, 15th May 2023	08.20 - 09.40 (2 x 40 minute)
3.	Cycle 2	Monday, 22nd May 2023	08.20- 09.40 (2 x 40 minute)

3.3   Subject

This research was at the 8th grade A of SMPN 40 Surabaya in academic year 2022-2023. Students at grade VIII A consisted of 31 students with 17 male students and 14 female students.

3.4   Research Procedures

In this study, the chosen research method was classroom action research (CAR). Kumar (2008) states action research is a type of study that aims to enhance and change how a classroom operates at a school or other institution. Based on the result of diagnostic test in pre-cycle, the researcher asked permission from the school to conduct research in class 8 A. The school directed the researcher to meet the English teacher. The researcher wanted to carry out a diagnosis test for 8th grade students A to find out the students' vocabulary skills, the English teacher allowed the researcher to carry out a diagnosis test.

On Thursday, May 11 2023, the diagnosis test was carried out in class 8 A. The results of the diagnosis test were that only 34.66% of students passed the test and 65.34% failed with the value of Minimum Completeness Criteria (KKM) for English was 75. It can be explained that only 9 (34.66%) students achieved KKM and 17 (65.34%) students who did not reach the KKM. In CAR, a cycle consist of four stages : planning, acting, observing, and reflecting. The researcher's classroom action research can be described as follows :

3.4.1 First Cycle

First cycle was done on Monday, 15 May 2023 with the allocation time was 2x40 minutes for meeting. Based on the results of the pre-cycle, the cycle I was needed to improve students' vocabulary mastery using Wordwall.net as a media in the eighth grade at SMP Negeri 40 Surabaya. Can be explained in detail as follow :

a. Planning

The diagnostic test showed that the students had a low understanding of vocabulary. The researcher met the English teacher at SMPN 40 Surabaya who would become a collaborator in this study. The researcher discussed with the English teacher about the plan to use Wordwall.net media in increasing the eighth grade students' vocabulary mastery. The English teacher was very supportive of this research because he said that many students had a low understanding of English vocabulary and no one has used Wordwall.net media, especially in terms of vocabulary, most teachers did not use media but still use

books. Then the researcher and collaborator discussed and made several plans based on the results of the pre-cycle to increase students' mastery vocabulary by using Wordwall.net. The following activities in this action planning were designing lesson plan in this section contained competency plans that are expected to be mastered by students, namely selecting appropriate competencies. It also contains one or several goals and had to be measurable, namely creating Competency Achievement Indicators. After selecting basic competencies and Competency Achievement Indicators, then create material. In this study, the material used was identifying linguistic elements, namely focusing on vocabulary in descriptive text about describe person. The types of vocabulary used in this study are adjectives, action verbs, antonyms, and synonyms. The last was to make an assessment of the vocabulary test, this assessment was in accordance with the automatic assessment on the media used, namely Wordwall.net. Preparing observation Checklist contains observations of the learning process of teachers and students, which carried out by the English teacher as an observer, the test, and media, and determining criteria of success.

b. Acting

In this phase, the writer carried out acting phase based on lesson plan prepared in planning phase. The writer acted as the English teacher who taught vocabulary mastery trough Wordwall.net, and collaborator acted as the observer. Each cycle was allocated a total of 2 x 40 minutes. First of all in the

learning process in class was the teacher greet, pray, and attendance checklist before getting to the material. The teacher reviewed about the previous lesson. The teacher explained the material displayed via LCD and projectors in front of the class. Then the teacher asked the students if they understood about material, if they already understood the teacher presented a material to be learned and then given a text, students had to analyze language features. The students could discuss with their peers and could ask the teacher if they didn't understand until they mastered the material. The teacher gave an individual test using Wordwall.net to students based on the the material they had studied. And the teacher explained to the students about procedure for using wordwall.net : First, for students to access the link / barcode that had been given by the teacher. Then, students be connected to Wordwall.net. After that the student typed the full name and pressed the "start" button to start the quiz. Second, students did the test with 20 multiple choice tests in 20 minutes. Students had to choose the correct answer and then click on the box for the answer that the student thought was correct. And third, after the test the results were shown on a leaderboard, showing which students received the highest scores and were declared the winners automatically. After completing the test, the teacher asked students to discuss together about the test that had been given. Last, the teacher and students together made a summary of the material that had been studied at this meeting.

c. Observing

In this part, the English teacher as observed observes and paid close attention to all the activities happening in the classroom during the teaching and learning process. The aspects in observation were sources of data, the instrument used in collecting the data, and the technique for data collection. So, this phase discussed about the process of recording and gathering all relevant data occurred during the implementation of the action. The observer observed the situation during teaching and learning process using the observation checklist. When the researcher was teaching, the observer paid close attention and observed the important aspects of the teaching and learning process. The observer, who was an English teacher, used an observation checklist to gather information about the students' results, performance, and motivation.

d. Reflecting

The final stage of this process involved reflection, where the collected data was carefully reviewed to determine the success of the action taken. The researcher analyzed and discussed both the observation checklist and the outcomes of the teaching and learning process. The researcher and English teacher as observer reflected by examining and analyzing the observation checklist results, assignment scores, and teacher feedback. Based on the observation checklist found some weakneses some students had difficulty knowing the meaning of words, therefore students still often ask the teacher about the meaning of words that they did not know during the test, some of

student were still confused using Wordwall.net, and the classroom condition was a bit noisier. For the next cycle, In the cycle 2, the researcher as the teacher and the collaborator would evaluate and revise the lesson plan for the next cycle, explained again material with different text, explained in more detail how to use Wordwall.net, explained in step by step and slowly so that students were not confused anymore and for cycle 2 the researcher would reprimand students who talk a lot with their friends during the learning process to engage the students to paying attention in teaching and learning activity. After comparing the test scores, it was determined that further evaluation was needed to plan for the next cycle. With indicators of success in this study was called successful if ≥ 75% of students achieved the Minimum Completeness Criteria (KKM) score of at least 75. This phase carried out collaboratively with the English teacher to discuss some problems in the classroom that occurred during the action phase. Whenever the cycle I was less successful, the researcher continued to the cycle II.

3.4.2 Second Cycle

Second cycle was done on Monday, 22 May 2023 with the allocation time was 2x40 minutes for meeting. Based on the results of cycle I there were 57.69% students passed KKM, was is necessary to continue to cycle 2 to improve students' vocabulary mastery using Wordwall.net media in class VIII SMP Negeri 40 Surabaya. In detail it can be explained as follows :

a.   Planning

The researcher created a new lesson plan during this process. For the students, the researcher made the class more engaging and enthusiastic. The plans that had been prepared in this activity included: Determining the timing of action, creating new students' test, and teaching materials with different text from the first cycle. The researcher and collaborator disscused to create a lesson plan and observation scheklist to track the students' activities. They identified and analyzed any problems that occurred at the beginning and end of the learning activities to determine their causes.

b.   Acting

The researcher began the lesson. The meeting was started by praying, greeting, the researcher introduced herself and checking the attendance checklist. Before getting to the material the teacher reviewed about the previous lesson. And the the researcher as a teacher displayed the material to be taught about vocabulary in the description text gave some explanation more about the materials to understanding, explained the definition of descriptive text, generic structure, social function, language features, gave examples the different text of descriptive text from cycle 1, and asked students to analyze the language features such as; adjectives, action verbs, antonyms, and synonyms in the description text. Then after students understood about the material being taught. The researcher gave cycle 2 test to the students using Wordwall.net. Before doing that the researcher explained the use of Wordwall.net and how to use Wordwall.net to students, the teacher explained more details slowly about the

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procedure for using Wordwall.net first, for students to access the link / barcode that had been given by the teacher. Then, students be connected to Wordwall.net. After that the student typed the full name and pressed the "start" button to start the quiz. Second, students did the test with 20 multiple choice tests in 20 minutes. Students had to choose the correct answer and then click on the box for the answer that the student thought was correct. And third, after the test the results were shown on a leaderboard, showing which students received the highest scores and were declared the winners automatically. Before the lesson ended, the researcher explained and took conlusion of short message material.

c.   Observing

In this part, the English teacher as observer observed and paid close attention to all the activities happening in the classroom during the teaching and learning process. The aspects in observation were sources of data, the instrument used in collecting the data, and the technique for data collection. So, this phase discussed about the process of recording and gathering all relevant data occurred during the implementation of the action. The observer observed the situation during teaching and learning process using the observation checklist. When the researcher was teaching, the observer paid close attention and observed the important aspects of the teaching and learning process. The observer, who was an English teacher, used an observation checklist to gather information about the students' results, performance, and motivation.

d.   Reflecting

From the result observation in learning process in cycle II collaborator and the researcher found that the teaching and learning activity used Wordwall.net was done properly, and students showed understood the materials that had been taught. The researcher analyzed and calculated the result of students' cycle II score achieve the indicator of success (75 %). It showed considerable improvement in cycle II. Based on the results it can be concluded that the Classroom Action Research (CAR) was successful. There was no need to continue with another cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Wordwall.net improved students vocabulary mastery.

3.5   Data Collecting Tehniques

To gather the data, the researcher used test and observation, The observation technique was used to observe and analyze what happened during teaching and learning in the classroom, including the overall conditions On the other hand, tests were used in this study to assess and evaluate the students' progress in enhancing their mastery of vocabulary. They explained more on the follows :

1. Observation

This stage, it was used to gather information and evaluated about the process of teaching and learning activities, and found how students activities in the class during teaching and learning prosess. Such as how the students' response

concerning the use of Wordwall.net. It was also supported by Mackey & Grass (2005) state that "observation techniques were a useful meant for gathering in-depth information about such as; phenomena as the types of language, activities, interactions, instruction, and events that occur in second or foreign language class".

2. Test

The researcher gave test for the students to find the improvement of the students' capability of mastering vocabulary to the topic being implemented. In collecting the required data in the test, the researcher gave 20 questions in the form multiple choices for vocabulary test. The results of the tests were analyzed with the criteria of success to know whether the students' skill in vocabulary improved.

3.6   Instrument

Observation checklist and test used by the researcher as the instrument of collecting data.

1. Observation Checklist

The observation checklist concerned with two kinds of observation, teacher's observation and students' observation. They Included questions relating to teaching and learning process with "yes (√)" or "no (√)" rating. Koshy (2005), "observation is a natural process that is observing people and incidents all time and based on the observations, making the judgements". Therefore observation checklist was used to observe the atmosphere students'

behavior and any impact in the classroom during implementing Wordwall.net

in learning vocabulary and also for teachers.

Table 3.2
Observation Checklist
For Teacher

	Activities	Yes	No	Note
Teacher	The teacher greet, pray, and attendance checklist before getting to the material			
	The teacher reviews about the previous lesson.			
	The teacher explain the language features material in the description text			
	The teacher explains the procedure for using Wordwall.net			
	The teacher asks students to ask questions if they don't understand			
	The teacher ask students to access Wordwall.net on their mobile phones			
	The teacher displays the barcode and the students scan the barcode to do a vocabulary test through Wordwall.net			
	The teacher ask students to type full names before starting the vocabulary test			
	The teacher ask students to press the "start" button to take a vocabulary test			
	The teacher gives students time to answers questions through Wordwall.net			
	The teacher informs students that scores will			

	appear on their cellphones automatically			
	The teacher ask student to summary of what they have studied.			

Table 3.3
Observation Checklist
For Students

	Activities	Yes	No	Note
Students	The students listen to the teacher's introduction before teaching process			
	The students answer and listen to the teacher review the previous lesson.			
	The students pay attention to the teacher's explanation until finish the material.			
	The students pay attention to the teacher's explanation about the procedure for using Wordwall.net			
	The students understand the material told by the teacher			
	The students access Wordwall.net on their mobile phones			
	The students move forward to scan the barcode			
	The students type their full name before starting the vocabulary test			
	The students press the "start" button to take a vocabulary test			

	The students do their test carefully and quietly			
	The students see on the screen test scores automatically			
	The students make summary of what they have studied.			
Classroom Situation	The classroom is noisy			
	The classroom is clean and fresh			
	The classroom is conducive			
	The classroom is comfortable			

1. **Test**

The instrument of the research was tests called vocabulary test In this study there was a test to assess students' understanding of vocabulary mastery before conducting a classroom action research (CAR) after which tests were also carried out in cycle 1 and cycle 2. The type of test was objective test. The test was a multiple choice total 20 questions in 20 minutes using the WordWall.net. The test was needed to measure the students' achievement.

3.7   Data Analysis

The test was used to find the improvement vocabulary mastery using wordwall.net. This analysis used test to know how well student's score as a whole on vocabulary which it had been taught and given by researcher. The researcher used the formula as follows:

Scoring Test Guidelines:

$$S = \frac{R}{N} \text{ X100}$$

Explanation:

S = score of the test

R = the number of correct answer

N = the number of the question

Calculating the rate percentage of students score :

$$P = \frac{Z}{N} \text{ X 100}\%$$

Explanation:

P = percentage

Z = total students who achived KKM

N= Total number of the students

The observation checklist with "yes ($\sqrt{}$)" or "no ($\sqrt{}$)" rating that consisted of the teacher and the students activities in teaching and learning process during the implementation of Wordwall.net. And the researcher gave vocabulary test for each cycle. From the result of observation checklist was used to describe the situation during the teaching process in class.

3.8   Success Indicator

The indicator of success was taken from the process and result of the classroom action research. Then, the researcher was called successful if $\geq$

75% of students reached the value of Minimum Completeness Criteria (KKM) got score minimum 75.