

CHAPTER III

RESEARCH METHODS

3.1 Research and Development Method

The research model used was the ADDIE model by carrying out the analysis, design, development, implementation, and evaluation process. The ADDIE model was an acronym that stood for analysis, design, development, implementation, and evaluation (Gultom et al., 2019; Surdyanto & Kurniawan, 2020). It served as a systematic and flexible approach to instructional design, ensuring that the learning experience was well-planned, structured, and effective. The ADDIE Model provided a structured framework that guided educators through the process of designing and developing effective learning experiences (Moses Adeleke Adeoye et al. 2024).

Meanwhile, the approach used was classroom research by conducting several cycles. Creswell in (Mustakim Hadi et al., 2024) argued that action research was the most applicable and practical design approach. Action researchers investigated a practical problem with the goal of creating a solution to it. It indicated that having a practical design made it easier for the researcher to tackle a problem that occurred and accomplish the intended results.

3.2 Procedure of Development

The procedure for developing this picture dictionary used the ADDIE model, which included the processes of analysis, design, development, implementation, and evaluation.

3.2.1. Analysis

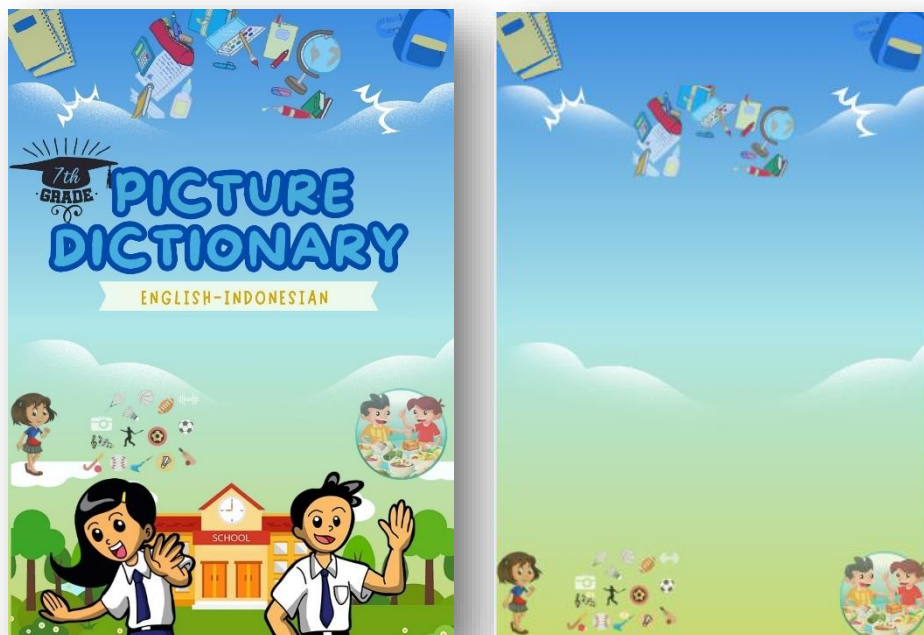
In this stage, the researcher had conducted an in-depth assessment of the needs of seventh-grade students at SMP Swasta Kristen Tomosa 1 School. This analysis had included understanding the students' current language skills and the challenges they faced in vocabulary learning. Through direct observations of teachers and students, as well as interviews with teachers, the researcher had collected comprehensive data on the existing learning situation. This stage had also included an

evaluation of available learning media and identified gaps that needed to be addressed.

3.2.2. Design

Moving on to the design stage, the researcher formulated the conceptual framework of the picture dictionary. The guidelines for making the dictionary were adjusted in the book (Jackson & Howard, 2013) related to identifying the purpose of the dictionary, such as for children's education or as a tool for language learners. Considered the characteristics of the audience to determine the level of difficulty and appropriate vocabulary. Also, selecting vocabulary that is relevant and frequently used in everyday contexts.

Below was the cover design that will be used in the development of this product.



Then the draft illustrated dictionary included the following content:

Chapter I: About My Life

- Personal Identity (Identitas diri)
- Fun Activities and Hobbies (Aktivitas dan Hobi yang Menyenangkan)
- Physical Appearances (Penampilan Fisik)

- Personality Traits (Ciri-ciri Kepribadian)

Chapter II: My Favorite Foods

- My Favorite Food (Makanan Favoritku)
- My Favorite Snack (Cemilan Favoritku)
- Sweet Snacks (Cemilan Manis)
- Savory Snacks (Cemilan Gurih)
- My Favorite Drink (Minuman Favoritku)
- Cooking Ingredients (Bahan Makanan)
- Cooking Tools (Alat Memasak)

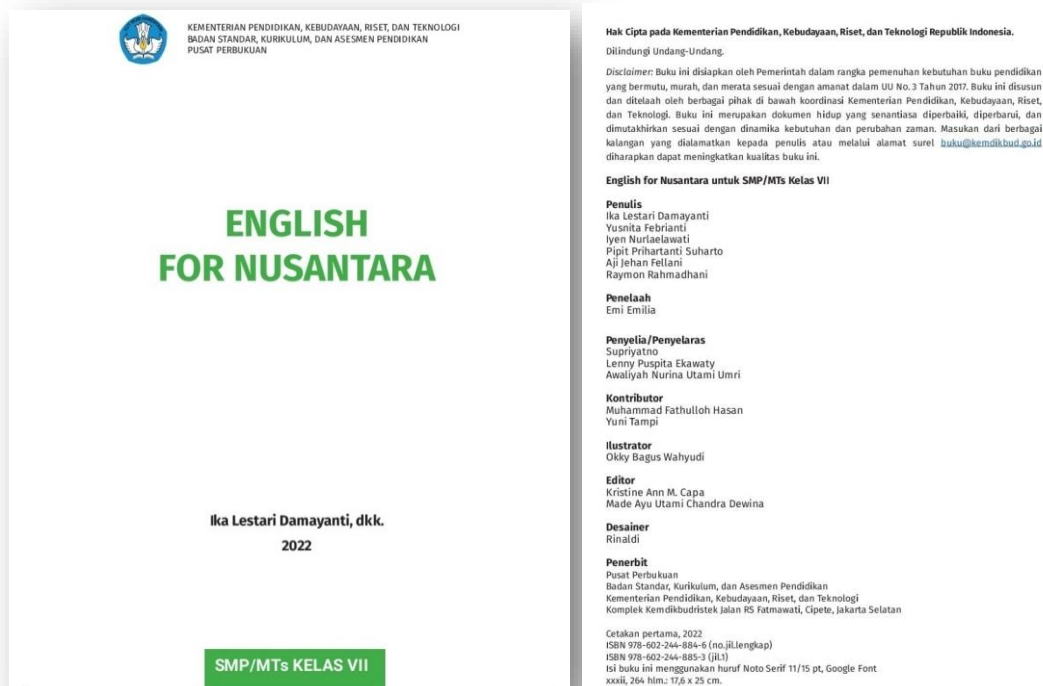
Chapter III: My House

- Living Room (Ruang Tamu)
- Children's Room (Kamar Anak)
- Kitchen (Dapur)
- Bathroom (Kamar Mandi)
- Let's Clean Up! (Mari Kita Bersihkan)
- Organic Waste (Sampah Organik)
- Non-organic Waste (Sampah Non Organik)
- My Homework (Pekerjaan Rumah Saya)

Chapter IV: My School

- My Class Schedule (Jadwal Kelas Saya)
- Learning Activities in Class (Kegiatan Pembelajaran di Kelas)
- Practical Activities (Kegiatan Praktek)
- Extracurricular Activities (Kegiatan Ekstrakurikuler)

The draft illustration above relates to the contents of the dictionary that was developed, guided by the seventh-grade textbook (K. Pendidikan et al., 2022) used in the learning process. The book could be seen in the picture on the side.



3.2.3. Development

The development stage was the realization of the design that had been created. At this stage, researchers collected and organized vocabulary to be included in the dictionary. Each word was accompanied by a relevant and attractive image, ensuring translation accuracy and pronunciation that matched students' understanding levels. Validation from material, design, and media experts was an integral part of this stage, providing valuable feedback for product refinement. The revision process was carried out based on the feedback received to ensure the dictionary's quality before implementation.

3.2.4. Implementation

Implementation was an important moment when picture dictionaries were introduced in real learning situations. The pilot test was conducted in grade seven, giving researchers the opportunity to observe the direct interaction between students and this new learning medium. The implementation process not only focused on the use of the dictionary but also observed students' responses, the level of students' engagement in learning, and the effectiveness of the dictionary in helping vocabulary comprehension. Feedback from teachers and students was

systematically collected, providing a valuable perspective on the strengths and weaknesses of the product.

3.2.5. Evaluation

The evaluation stage was a comprehensive reflection on the whole development process. The researcher analyzed the data collected during implementation, evaluating the readability aspects of the dictionary, ease of use, as well as its impact on students' vocabulary acquisition. The evaluation focused not only on the final product but also on the development process as a whole. The findings at this stage became the basis for final revisions and recommendations for further development. This picture dictionary development procedure also used the Classroom Action Research (CAR) approach, which included a cyclical process of planning, acting, observing, and reflecting.

3.2.6. Planning

During the planning stage, the researcher had designed several important steps to support the smooth running of learning activities. The initial step was to prepare the materials to be studied by the students. The materials were taken from one of the chapters, which consisted of two subtopics: Self-introduction and Fun Activities and Hobbies. This selection of materials was intended to meet the needs of seventh-grade students and to be relevant to the vocabulary learning objectives. Next, the researcher developed a teaching module to guide the implementation of teaching and learning activities. This module was prepared for the first and second meetings, with the aim of ensuring a systematic and directed learning process.

As a form of support for smooth communication, the researcher also planned to collect the WhatsApp numbers of each student. These numbers could have been the personal numbers of students, parents, or siblings, as long as they could be used to support the learning process. After that, the researcher created a special WhatsApp group for the seventh-grade class consisting of the teacher, the researcher, and the students. Through this group, the picture dictionary that had been

developed was shared in the form of a link so that students could easily access it.

The planning stage also included giving instructions to students regarding how to use the picture dictionary. The researcher instructed the students to open the dictionary link at home, study the vocabulary contained in it, and write the vocabulary in their notebooks. With this step, it was expected that students would not only access the dictionary digitally but also rewrite it so that they could strengthen their memory of the new vocabulary.

3.2.7. Action

This stage involved implementing the established plan. Researchers implemented the application in the English language learning process for seventh-grade students according to a schedule that had been agreed upon with the teacher. The teacher acted as a facilitator, while students were asked to use the application at home to understand the vocabulary and material that were taught. This implementation involved two cycles, each consisting of two meetings.

3.2.8. Observation

During the implementation phase, the researcher conducted observations to record students' responses and interactions with the app. The researcher paid attention to how students utilized the app to learn vocabulary, whether the app helped improve their understanding, and technical obstacles that might have arisen during the learning process. Observations were conducted systematically using an observation sheet, recording students' behavior, level of engagement, as well as the effectiveness of the app in helping them understand the material. Data was also obtained through short interviews with teachers and students to find out their experiences while using the app.

3.2.9. Reflecting

The last stage was reflection, where the researcher analyzed the data collected from the observation results. The researcher evaluated the success of the app based on the level of student engagement, improved

vocabulary comprehension, as well as feedback from teachers and students. If weaknesses or obstacles were found in the app, the researcher designed improvements to be applied in the next cycle. For example, if students felt that some features were unclear or difficult to use, the researcher updated the app design to improve its ease of use. This reflection became the basis for starting the next cycle to refine the app and ensure that the research objectives were optimally achieved.

Through these four stages, researchers were able to develop an app that was not only relevant to students' needs but also effective in supporting English learning in an interactive and engaging way. The iterative cyclical process ensured that any weaknesses found were corrected to produce a high-quality product.