

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research proposal, the researcher used an action research. In a school, action research referred to the wide variety of valuatve, investigative, and analytical research method designed to diagnose problem or weakness whether organizational, academic, or instructional. Action research also helped educators develop practical solutions to adress them quickly and efficiently. Action research may aslo applied to a programs or educational that are not necessarily experiencing any problem, but that educators simply want to learned more about and improve.

The general goal was to created a simple, practical, repeatable processs of interative learning, evaluation, and improvement that increasingly better result for school, teachers, or program. On the other word, an Action research educator used to solve probelm in a classroom. According to expert, Stringer (2007:1) said that maintains in Action research was sytematic approach to investigations that enables people to find effective solution to problem they confront in theirs everyday life. It mean that Action research which is conducted in a classroom to increase the quality of learning practice. Therefore, this research created for solve stduent problem in listening skill.

As Singh (2006:261) states that classroom action research is a method for improving and modifying the working system of a classroom in school. Besides, Mills in Hopkins (2008:48) cites “classroom action research is any

systematic inquiry conducted by teacher researchers to gather information about the ways that their particular school operates, how they teach, and how well their students learn”. However, the field of the education often used Action research, an interactive method of collecting information that used to explore topic of teaching, curriculum development and student behavior in the classroom.

Action research is very popular in the field of education because there is always room for improvement when it come to teaching and educating others. Sure, there are all types of methods of teaching in the classroom, but action research workwell because the cycle offers upportunity for continue the reflection. In all profesional field, like what have researcher wrote before, the goal of Action research is to improve processes. Action research also benefical in areas of teaching pralice that need to be explored or setting in which continue improvement is the focus.

Like what usually the cycle of action resarch, the first generally starts with identifying a problem. Then, you must device the plan and implement the plan. This is the part of the process where the action is taking place. After you implement the plan, you will observe how the process is working or not working. After you had time to observe the situation, the entire process of Action research is reflected upon.

According to According to Kemmis and Mc Taggart cited by Fisher (2003:273) that there are some steps of implementing the process of Classroom Action research are :

- a. Planning for your Action reasearch
- b. Acting of the plan
- c. Observation, developing and action plan for future cycle
- d. And reflecting on the process

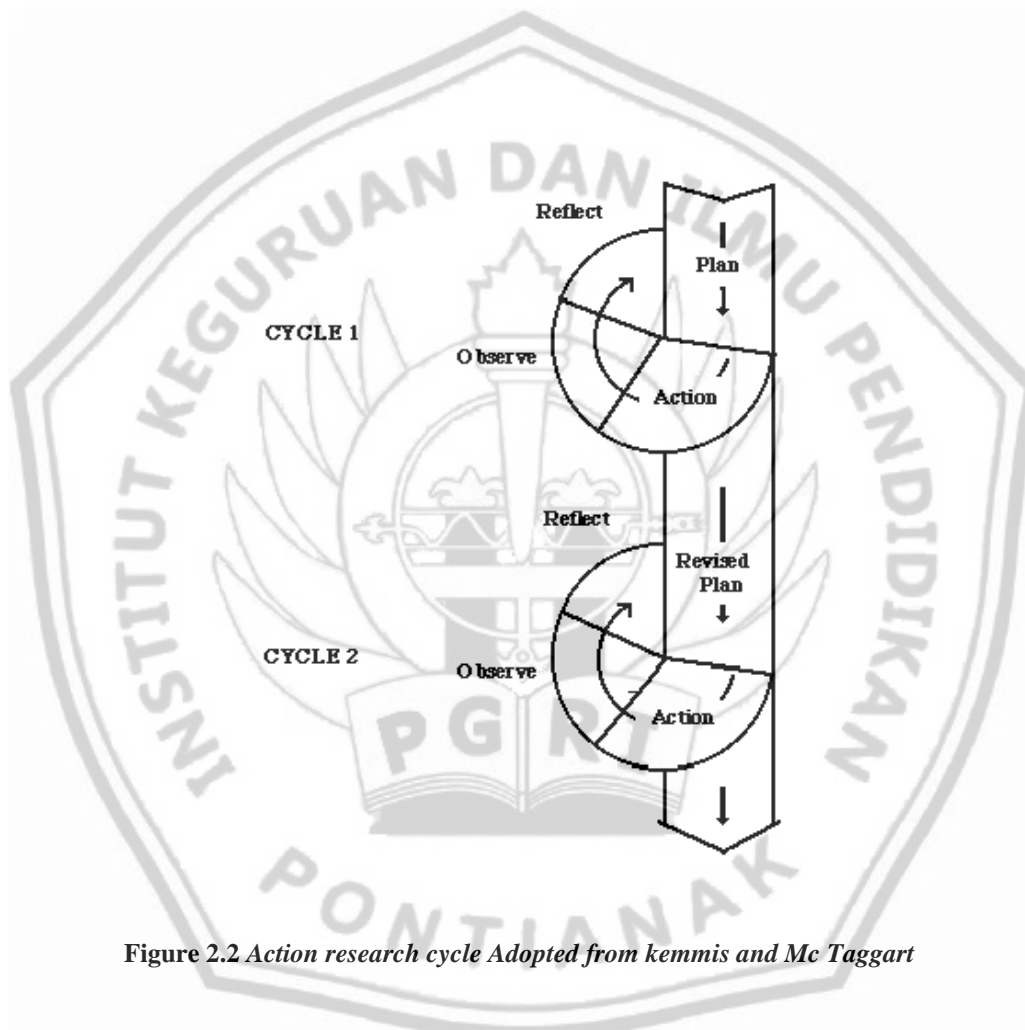


Figure 2.2 Action research cycle Adopted from kemmis and Mc Taggart

In this research, the procedure of action research can be classified as follow :

- a. Planning

Planning is the firstly step that researcher need to do if want to do the research. Inside of this step, the researcher tries to investigated the problem

that happen in the class. The researcher found the problem or difficulty in listening process or student skill in listening. After that, the researcher tried to find the way to solve the problem, of course the researcher need to discuss with the collaborator first to found the solutions, like used Native Speakers Audio file to improve their listening skill. Next, researcher prepared the material that truly need to do the research, this step also needed the collaborator to discuss with researcher.

The preparation included lesson plans and the instruments for collecting data. The function of lesson plan is used for guide the researcher during the learning process. The researcher also need to prepared checklist table, filed note and listening test as instrument in collecting data. So, planning is the process of preparing anything that researcher needed during the research.

b. Acting

In this step, the researcher taught the student by using the lesson plan and the media from researcher self and collaborator here will observe what the researcher do in the class. For the first, researcher as a teacher here greets the student, give the motivation, then explain the process how to answer the dialogue that missing some word or in the other word, researcher explain the material. After that researcher applied the method using Native speakers audio file in listening learning process, researcher hopes that action can increase student listening skill.

c. Developing

The next step is Developing, in Action research this was the third step but done by together by the acting. Collaborator here observed the class during the acting happen. Beside observed the teaching learning process, the collaborator also fill the field note and observation cheklist table together the data from the activity of teaching lisetning using Native speakers Audio file.

d. Reflecting

The last step in Action research cycle, is refelecting. In refelecting researcher and English teacher disscuss about the result of the observation in used Native Speakers Audio file as the media of teaching listening. The discussion can be like the student activity in the classroom, using the Native Speakers Audio file and teacher ability in teaching listening.

Reflecting here can be clasified into the disscusion about the result of acting. This is really important for the reasearcher, because by passed to this way the researcher will knew the most important information to prepared the next cycle if the cycle is fail. Reflecting was the important way to geeting the feedback of the teaching learning process. By the reflecting the researcher will knew the weakness and the benefits and also to evaluated the teaching learning process. If there have found the weakness in the process, they (researcher and teacher) have to do the revision and decide what action that they used to solve the problem. In this research, the cycle will be success if the students get listening taks score more high than before.

## **B. Subject of the Research**

The subject of this research were the students that have problem in listening skill. The researcher conducts this researcher based on the experienced in teaching practice at SMP N 2 Belitang Hilir, Sekadau. This was a Junior High School that have located in Kecamatan Belitang Hilir, kabupaten Sekadau. In SMP N 2 we can find two class for eight grade consist. The both of the classes is VIII A and VIII B.

VIII A has 29 students and VIII B has 31 students. The reseacher choosed class VIII A, because the problem located in there. Students in class VIII A has lowest score in Listening activity. That is why the researcher felt so interested to conduct the reasearch in this class by using the media Native speakers Audio file.

## **C. Technique and Tools for Collecting Data**

### **a. Technique of Data Collecting**

In this research, the researcher used observation and measurement technique. The obsevation was done by using obsevation cheklist, field note and documentation. All will be filled by the colaborator. The documentation will researcher needed for taking picture all of the activity. The functions wass to review all of the activity during the collecting data. Then, the measurement researcher used when give score for the individual test of listening.

There are two people, will be the examiner and collaborator. They were researcher and the English teacher. The final score will be taken from the students' mean score. In listening test, student will ask to listen dialogue. The technique and tool here will helped researcher knew the use of native speakers audio file got success to improve students listening skill.

#### **b. Tools of Data Collecting**

To supported researcher get the data in this research, researcher need to used tool and data collecting. Based on the experts Miles and Huberman (1994:170) There were some tools of data collection that will explained bellow :

##### **1. Observation Checklist**

Obsevation checklist is used to observe the student and the teacher in conducting in activity. Collaborator used two observation checklist. The first is the implementation when used the Native Speakers audio file. The purpose was to observed how well the process of applying Native Speakers Audio file and to saw outcomes that have been already targeted.

In the second observation checklist, the collaborator will use it for observe the students activity and the teacher ability when teaching students. The other function of observation checklist is to know the situation like students behavior in classroom and the class situation.

##### **2. Field Note**

Field note here have a function to recorded all of important events that happen while the learning process. There two field note that researcher used in this research, the first was for recorded what happen when implementating Audio recorder and the second was for recorded students and teacher activities.

### **3. Documentation**

In this research, reasercher will also need to take picture while teaching learning process to review all of the moment process if the researcher need.

### **4. Listening Test**

Listening test was a form of test that have function to measured the students' achievement after learning the material. The test made in written test form. The students asked to listen the Native speaker audio file and asnwer the point blank.

## **D. Technique of Data Analysis**

There are two data that researcher need to analyzed after the data being collected. These are : Qualitative and Quantitative data.

### **a. Qualitative Data.**

Quantitative research techniques generated a mass of numbers that need to be summarised, described and analysed. It taken from obsevation cheklist and field note. Miles and Huberman (1994:174) suggest that qualitative data analysis consists of three procedures:



### 1. *Data Reduction.*

This refers to the process where by the mass of qualitative data you may obtain field notes, observations checklist, documentation and listening test . At this stage, researcher analyzed the data from the fieldnote, observation checklist, documentation and listening test to got the finding.

### 2. *Data Display*

To draw conclusions from the mass of data, Miles and Huberman suggest that a good display of data, in the form of tables, charts, networks and other graphical formats is essential. In this stage, researcher drew the conclusion from the finding used chart and percentage.

### 3. *Conclusion Drawing/Verification*

This analysis allowed researcher to begin develop conclusions regarding this research. At this stage, the researcher and collaborator needed to make the conclusion from each tools to verified the data.

### **b. Quantitative Data.**

Quantitative data was numerical. Quantitative analytical approaches also allow the reporting of summary results in numerical terms to be given with a specified degree of confidence Wilson (2000:1). The researcher calculated the data using the formula and draw using graphs and charts. Its mean, in this part, researcher need to calculated the data or score from the studnets. Most data discovered by Quantitative methods is less prone to

bias and can often be extrapolated to fit a larger sample size than the data was collected from. In this research, the researcher analyze the data which get from the result of the test achievement.

### 1. Student Individual Score

$$X = \frac{R}{N} \times 100$$

Where :

$X$  = Students' individual score

$R$  = Students' test score

$N$  = Total Number of scoring Items

100 = Maximun Score

### 2. Mean Score

Mean average from division between sums of students' scoring a total number of respondents. The analysis of the student' listening skill mean score the researcher count the students' mean score by using formula :

$$M = \frac{\sum s}{N}$$

In which :

$M$  : The students' mean score

$\sum s$  : The students' total score

$N$  : The Number of student