

CHAPTER III

RESEARCH METHODOLOGY

A. Research Metodology

1. Research Form

In this phase, there will be a discussion regarding the research design that will be carried out. The researcher will use classroom action research as the research method. According to Hopkins, on book by Asrori (2020), Classroom Action Research is research that combines research procedures with substantive action, an action carried out in the discipline of inquiry or an attempt by someone to understand what is happening while being involved in a process repairs and changes. The whole process of studying, planning, executing, monitoring, and influencing create the necessary relationships between self-evaluation and professional development. Action research is an inquiry-oriented teacher education process that can lead to a greater understanding of local teaching issues or challenges (Burns et al., 2016). The process of classroom action research (CAR) involves four stages per cycle: planning stage, action stage, observation stage, and reflection stage. In this research, the researcher prepares plans and activities that will be used in research to solve problems in listening comprehension in learning English. The researcher will apply the treatment as a real activity, observe the process, and finally report the research results.

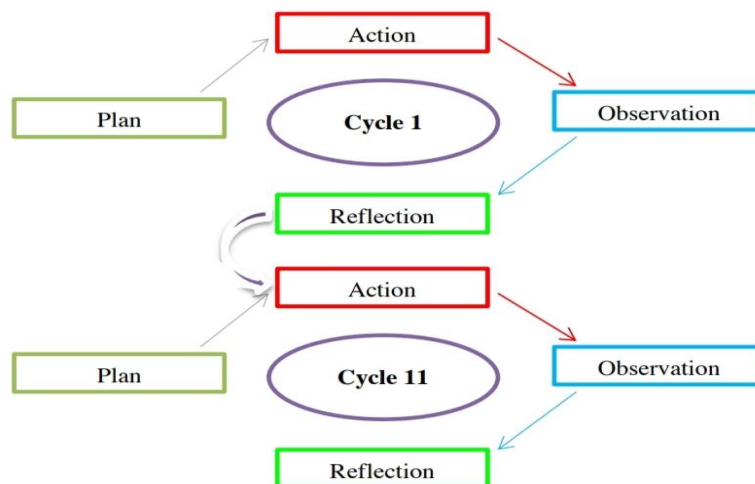


Figure 3.1. Kemmis and Mc Taggart Model of CAR (Arikunto, 2010)

As a real teaching and learning process, class action research carried out in certain stages. General process of conducting action research is briefly introduced as a four-step stage. Ary et al. (2014) state that the application of action in class action research can be completed by following an iterative process: involving the steps of planning, action, observation and reflection.

2. Subject of Research

In this research, the researcher chose students from class VIII C, with a total of thirty students as research subjects and also made preliminary observation that they had weak listening comprehension ability which caused the average score each students' received to be low. This is due to the lack of students' desire to learn which makes them confused about listening comprehension, students also experience difficulties in spelling words and writing in English. For this study, the data subjects used sampling techniques based on purposive sampling. The purposive sampling technique is a determination technique that samples based on certain considerations (Danu E. A., 2015). This purposive sampling technique is a development technique based on previous methods that have higher quality and is classified as a non-probability sampling technique (Supardi, 2005). As for the provisions The sampling in this research was that subjects were asked to learn to understand by listening to stories in English using

animated stories. From there, researcher can find out students' ability to understand English by listening and can realize their success by using this teaching strategy.

3. Setting of Research

Place the research will be carried out in class VIII C of SMP N 3 Sungai Kakap on learning English, especially listening comprehension. For time this research was conducted in the first semester academic year of 2023/2024, namely September 2023. Timing refers to the school's academic calendar because classroom action research (CAR) requires it to have several cycles for an effective learning process.

4. Research of Procedure

The classroom action research procedure is as follows:

Cycle1:

a. Planning

Planning is a preparatory arrangement for conducting research prior to teaching and learning activities, while the preparation is as follows:

- 1) Prepare lesson plan
- 2) Prepare teaching materials
- 3) Prepare field note
- 4) Prepare listening test questions

In the planning section it is explained what steps will be taken to support the next steps as listed, firstly preparing lesson plans adapted to the school where the research subject is, secondly preparing learning media, in creating teaching materials emphasizing the presentation of media learning from books to visual presentation such as animated stories. Expression of asking for opinion or Expression of giving opinion is an example responding to meaning in transactional conversation which is the subject of this study as a measure of students' listening comprehension abilities. Third prepare the final field note, prepare listening test questions. While compiling field note in this section the researcher looks for continuity as an instrument in this research,

regarding what will be observed, written observation or know as field note. Allows researchers to find out the performance of teaching and learning in the classroom based on how students interact, responses to teachers, and how the situation is. In this research, there were at least 3 things included in the field note, namely student activities, teacher performance, and class activities.

Then listening to the test questions as the final step in the planning section, plays an important role in measuring students' abilities. Therefore, the researcher uses listening test items in the form of essays which are built based on the components of listening comprehension to be achieved in this study.

b. Acting

Acting is the stage where implementation is an action that is taken based on the plan. In this phase, the plan is carefully considered which involves some deliberate intervention to teach the situation that the researcher put into action in the classroom to find the problem. Acting refers to the teaching and learning that takes place based on the lesson plan previously, the researcher has the mandate to observe and monitor the teaching and learning that is run by the teacher the researcher provides field notes and observation. The function of this phase is to analyze every piece of data collected during the teaching and learning process.

c. Observing

Observing is the stage for gathering all relevant data about any aspects that are happening during the teaching and learning process. In this classroom action research, observation focuses on students' activity during the stage. This observation played an important role in this research since the treatment process may influence the research's result.

d. Reflecting

Reflecting is the stage of evaluating the progress or change of students, the result of this reflection will provide the standard for

determining the next steps until the research goals are met. The researcher will evaluate any possible problem, including what is not appropriate with the application of teaching media in learning activities. All these reflection results will be good inputs for future cycles of this research.

Cycle 2:

The result of reflection and data analysis in cycle 1, are used for reference in planning cycle 2 by fixing weaknesses and deficiencies in cycle 1. The stages passed are the same as in stage cycle 1.

5. Technique Of Data Collection

According to Riduwan (2010:15), technique of data collection are technique or method that can be use by researcher to collectect data. In this research, researcher used observation and measurement techniques.

a. Observation Technique

The observation by using an observation checklist and field note. According to Nurkancana (1983), observation is a way to make an assessment by making direct and systematic observation. The data that has been obtained from these observation is the recorded in an observation note.

b. Measurement Technique

Measurement technique for collecting quantitative data. According to Blerkom (2009), measurement is the process of giving meaningful numbers or tables to a person or object based on the extent to which they have several characteristic. This measurement technique is used by researcher to determine students' listening comprehension in English.

6. Tools Of Data Collection

Based on the explanation from Purwanto (2018), a research instrument is a tool used to collect data in research. In this study, the researcher use tools of data collection such as an observation checklist, field note, and listening test.

a. Observation Checklist

The observation that will be used in this study is a checklist. Checklist is a guideline in observation that contains aspects that can be observed, the observe gives a sign tick, or check to determine whether or not something is based on is observation. Observation checklist is used to measure or assess the learning process, namely the behavior of students at the time of learning and teacher behavior when teaching.

b. Field Note

Field note here function to record all important events that occur during the learning process, there are two field note that the researcher used in this study. The first to record what happened when implementing the animated stories, and the second to record student and teacher activities.

c. Listening test

The listening test is a form of test that serves to measure student achievement after studying the material, especially listening comprehension in learning English. The test was made in the form of a written test, students were asked to listen to an animated stories and answer several questions.

7. Technique Of Data Analysis

The data will be analyzed by reflecting the result of these components of the data collection, such as field note and students' listening comprehension tests. To analyze the result in the test, the researcher used different kinds of data analysis. They are:

a. Quantitative Data Analysis

To analyze the student's results from the listening test, the researcher uses two the formulas are as follows:

1) Student individual score achievement

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

Where: X : Individual score

A : Student Right Answer

N : Number of test Item

Taken from Cohen et al. (2007:423)

Table 3.1 Table of Students' Qualification

| Total Score | Qualification |
|-------------|---------------|
| 80 – 100 | Excellent |
| 70 – 79 | Good |
| 60 – 69 | Average |
| 50 – 59 | Poor |
| < 50 | Very Poor |

Taken from Heaton (1988:96)

2) Mean Score

$$M = \frac{\sum x}{n}$$

Where : M : The mean score

$\sum x$: Total score of students

n : The number of students

Taken from Cohen et al. (2007)

b. Qualitative Data Analysis

The qualitative research technique generated a mass of numbers that needed to be concluded, described, and analyzed. It can be obtained from observation checklist and field note. According to Miles and Huberman (1994: 174) qualitative data analysis consists of three procedures:

1) Data Reduction

This refers to the process by which, through the mass of qualitative data, the researcher may obtain field notes, observation checklist, and listening comprehension tests. At this stage, the

researcher analyzes the data from the field note, observation checklist, and listening comprehension test to get the findings of the research.

2) Data Display

To draw conclusions from the mass of data, Miles and Huberman suggested that a good display of data in the form of tables, charts, networks, and other graphical formats is essential. In this stage, the researcher describe the conclusion from the finding to support quantitative data in descriptive analysis.

3) Conclusion Drawing/Verification

The stages of analysis activities are conclusion drawing and verification. In this step, the researcher concludes and describes the research after reducing and disseminating the data based on the results.