CHAPTER III

RESEARCH METHOD

To carry out this study, the researcher used a Classroom Action Research. This point is present research design, research subject, data collection, technique and instrument, procedure, and data analysis.

3.1. RESEARCH DESIGN

This research was a classroom action research. It aimed to find and implement some actions to improve the listening skills of grade VIII, class D students of SMPN 1 Dau. Classroom action research describes how the sequence of teaching and learning processes takes place in a class. One cycle shows an overview of how some events need to be done before proceeding to the next cycle. Reflections from previous cycles or research are needed to determine the action in the next cycle (Aini, 2015).

3.1.1. CLASSROOM ACTION RESEARCH

According to Fraenkel and Wallen (2009), class action research is a study conducted by a person or group in order to solve problems or gather information. Elliot in Aini (2015) states that Action Research is the process by which a teacher collaborates to evaluate their practices, try new strategies and document them in ways that other teachers will understand.

According to Ary (2010), there are four steps in conducting an action research. Those four steps are (1) planning, (2) acting, (3) observing, and (4)
reflecting. All the steps are applied in the research with the arrangement as shown in the following figure.

![Figure 3.1 Action Research Process](image)

**Figure 3.1 Action Research Process**

a) Planning

Ary (2010) stated that the development of the plan aims to take action or collect information and data to observe and capture the experience and also to monitor the continuity of research conducted. In this section, the questions and research methods are explained. Here what the researcher do in the planning phase:

Plan (1) → Act (2)

Reflect (4) ← Observe (3)
a) Prepare an observation sheet in the form of an interview.

b) The researcher arranges a lesson plan with listening use as the material subject and running dictation as a learning technique.

c) Prepare a pre-test to measure students' listening skills.

d) Prepare the listening material for the implementation of running dictation technique.

e) Compile a post-test question for cycle 1 to see the results of cycle 1.

f) Preparing equipment for documentation when activities are in progress.

b) Acting

Ary (2010) said if in action the researcher implements plans that have been made or changed the practice and collect data. Ary also said that data can be collected from various sources. Here researchers apply the lesson plan that has been made for running dictation techniques. Two meetings are held in one cycle. The first meeting the researcher will explain about the running dictation and the material that will be used and implemented the running dictation. While in the second cycle is taking score by using listening material.

c) Observing

Here the researchers collect data and analyze it. the problem contained in the implementation of the plan detected. This is the material for reflection
(Ary, 2010). Observation stage is done to know the activity of teacher and student in the learning process. Observations are made during the learning process. Observational instruments include the implementation of learning integrated into the lesson plan, assessment of teachers' teaching ability, and assessment of student learning process.

d) Reflecting

The researcher interprets and reflects on the outcome of the action, then communicates or reports the results to others (Ary, 2010). Here what the researcher does in reflecting:

a. Describe the data obtained.

b. Revise the deficiencies in the lesson plan to get better results in the next cycle.

c. Calculating the percentage of student learning outcomes during the learning process.

d. Analysis of student learning outcomes, whether it has reached the minimum mastery criteria of 70.

e. The results of cycle 1 are reviewed to find out the advantages and disadvantages that occur during the course of action. If there are still shortcomings in the results of the study under KKM 70 then the next cycle is done for improvement. Cycle 2 is the same as the previous cycle, the sequence of the implementation is the same, although there are modifications. This is done to solve the problems
that become the object of research and see if there is a significant increase from the previous results.

3.1.2. Framework of The Study

Below is the research design diagram for the study of running dictation to improve listening skill.

![Diagram of Framework of the Study]

**Figure 3.2 Framework of the Study**
From the framework above can be seen that the first step is to conduct interviews and observations; this is done to collect the information about the class that the researcher chooses. The interviews were done by asking the teacher and the students; it’s aimed to know the class before the research begins and the problem faced by the students. The observation is done in the class that the researcher chooses. The second step is to make an assessment. The assessment is for the pre-test and the post-test. This is done to know the students listening ability before and after the implementation of running dictation. This includes collecting values from pre-assessment and from both cycles performed. Four steps of action research are carried out in cycle 1 and cycle 2 where the running dictation techniques were implemented in the learning process. After that data obtained from all of the processes are analyzed in data analysis to obtain the final result and interpretation. This aimed to know if the running dictation technique can improve student’s listening ability or not. All results are used to draw conclusions and give suggestions.

3.2. RESEARCH SUBJECT

The subjects of the research were the VIII D grade students of the junior high school in SMPN 1 Dau, Malang in the academic year of 2017 / 2018. There were 28 students in the class. Based on the interview with the teacher, the researcher found that VIII D class has some problem with a listening skill which is the researcher needs for her study.
3.3. DATA COLLECTION

The data were collected in the form of qualitative and quantitative data. According to Ary (2010), using multiple sources is important in action research, because it may use both quantitative and qualitative approach and one approach not better than the other. Quantitative data are in the form of the score as the indicators to measure the students’ listening ability. Qualitative data are the descriptions of the learning process in the class.

3.4. INSTRUMENT

In this study, the researcher uses three instruments. The complete explanation describes as follows:

3.4.1 Interview

An interview is more likely a conversation that aims to gather the research data and information. According to Ary (2010), the interview is a most common way of enquiring a research data. In this research, Interviews is used to know the student's problem in listening and the characteristic of the class from the English teacher in SMP Negeri 1 Dau.

3.4.2 Observation

According to Ary et al (2010), observation divided into two common roles in observation:
a. **Participant observer**

Participant observer is when the researcher fully engaged with the students when the researcher in the class and act like himself or herself like one of the students in the class. But, the students know that he or she is the researcher.

b. **Non-Participant Observer**

Non-participant is the observer only observes the movement in the class without engaged with the classroom activity and participants. According to Ary (2010), field notes is the most common way to gather the data for the study in the action research. Based on that statement the researcher will use field notes to maximize the data that the researcher had. Bogdan and Biklen (as cited in Ary, 2010) also suggested that it is possible to include photographs, audio or video recordings to facilitate the data collection in field notes.

In this study, the researcher will use a non-participant observer and use the field notes and photographs.

3.4.3 **Pre-test and Post-test**

Ary et al (2010), stated that a test is a set of numerical score that can be assigned. There is two type of test that the researcher use in this study. Pre-test that was held before the running dictation applied to teach listening in the class. It is aimed to determine the student's standard in their listening skill and the results will help the researcher prepared the material. Then, post-test were held after running dictation applied on the class. From this test result, the researcher will get
some clues related to the students’ development and weaknesses that need to be improved.

3.5 CRITERIA OF SUCCES

In this study researchers used several tests used to assess the ability of students before and after running dictation applied in listening learning. Below outlined some criteria of success to know the results obtained from students.

1) Students' score exceeds the KKM score.
2) The percentage of classes reaches 70% or more.
3) Students can follow the learning activity actively.
4) Students are not shy to ask.
5) Students can work together with their friends well.

3.6 DATA ANALYSIS

Data analysis is where the data has been obtained through this research and then it was analyzed to find out the results obtained and to answer the research problem of this study. Typically, the researcher faces considerable amounts of interview transcripts, field notes, video data, audio recording, reflections, or any additional information from documents which must be examined and interpreted, and data analysis is a time consuming and uneasy process (Ary et al, 2010).

The data in this study will be analyzed through two ways: quantitative and qualitative way.
3.6.1. Quantitative Data

Quantitative data from this study were obtained from the results of pre-test, post-test 1 and post-test 2. To know the average score of the students in the class, the formula used as follows:

\[
\text{Score percentage} = \frac{\text{Student' cumulative score}}{\text{Number of the student's}} \times 100\%
\]

Then the researcher tried to get the class percentage:

\[
\text{Class percentage} = \frac{\text{Total percentage score}}{\text{Number of the students}} \times 100\%
\]

The learning in this study will be successful if the students' score is above the KKM for English subject. The KKM specified for English in SMP Negeri 1 Dau is ≤ 75. Each cycle must be compared. If the score in the second cycle is higher than the first cycle then the running dictation game that used as a method is successful or appropriate to improve the listening ability of students in eighth-grade students in D class of SMP Negeri 1 Dau. Moreover, the proof of the improvement of each cycle can be determined by a formula as follows:

\[
\text{Improvement percentage} = \frac{\text{Cycle 2} - \text{Cycle 1}}{\text{Cycle 2}} \times 100\%
\]
3.6.2. Qualitative Data

The data obtained through the qualitative way in this research is the interview, field notes, and documentation (photograph) was analyzed through 3 stages. Ary et al (2010), stated that the qualitative data analysis should be analyzed through 3 stages; organizing and familiarizing, coding and reducing, the last is interpreting and representing.

Organizing and familiarizing is a stage where the data is in the review by the researcher, so the data is easy to take. The data from this stage must be transacted directly and in detail, as much as possible no word change as it allows for the occurrence of bias or change of meaning. Then, coding and reducing which in this session, the researcher classified the data. Sorting the information gained into their respective categories. The last is interpreting and representing. In this section the researchers will tell you about how the research is done, explain and develop it, and also this section is where researchers report findings by themes, topics, or cases and demonstrate these through descriptive details.

3.7. STUDENT’S GOALS CRITERIA

3.7.1. Performance

a. Students are asked to be active in the learning process using running dictation.

b. Students are asked to ask if there are obstacles in the learning process.

c. Students are asked to be active in learning activities in group activities with friends.
3.7.2. Behaviour

a. Students are asked to pay attention to the explanation given by the teacher about the learning process that will be done.

b. Students are required to conduct orderly activities in the learning process and not fussing alone.