CHAPTER III

RESEARCH METHODOLOGY

This chapter briefly explains the methodology used in this research. Describing the step-by-step procedures conducted to answer the research questions posed, this chapter consisted the design of the research, the research site and participants, the procedures of the research, the data collection techniques, and data analysis.

3.1. Research Design

This study was being carried out through classroom action research (CAR). Action research is an action that is undertaken to inquire self-reflective and enhance his or her instruction by analyzing his or her practice (Kemmis and McTaggart, 1998). This method was adopted based on the problem that students face in listening activities. According to the students' listening comprehension taken from their listening assessment, only two (2) students out of thirty-one (31) pass the minimum completion criteria (KKM). The students needed help understanding the whole text. Based on the interview with the teacher, there was no significant time for listening and no task for students regarding it. The intensity of the listening activity got low concern from the teacher, making students need better skills in it. That is why researchers believe extensive listening could improve students' listening comprehension.
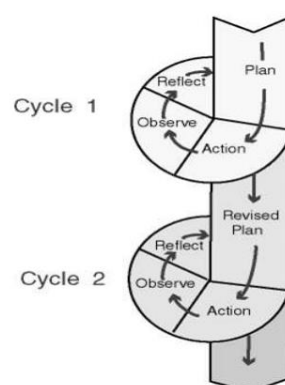

Figure 1. Cycle of classroom Action Research adapted from Kemmis and McTaggart (1990)

Action research process has four fundamental components, they are planning, doing, observing, and reflecting (Kemmis et al., 2014). According to Kemmis et al., (2014) the action research planning involves researchers participating in three unique activities throughout each meeting. Before conducting the research, preliminary tests and observations were conducted, resulting in just two (2) students meeting the minimum completeness criteria (KKM) score. In comparison the remaining 29 students still require improvement. The current stage involved the implementation of an action plan, which entailed the development of a learning design that is informed by the identified difficulties. Academics modified movies about the subject matter to create comprehensive listening resources for students. The research processed commenced with the initial stages of planning, encompassing the careful consideration and deliberate selection of appropriate materials, media, and learning resources, followed by their systematic organisation. During the initial stage, instructional programmes and educational resources, such as YouTube videos, were formulated. In this study, the researcher incorporated eight movies that were employed to depict narrative accounts. The planning process commenced during cycle I, consisting of four sessions, each lasting 40 minutes. Each session commenced with a discussion to discuss the teaching material, referred to as meeting I.

Planning (see) describes the suggested research strategies that were created and applied. The study focused on observing the students' needs by handing out the questionnaires to be filled by the students. The arrangement is tabled below.

Table 3.1 Research schedule

No	Plan Activity	Week							
		1	2	3	4	5	6	7	8
1	Pre-implementation								
	Arranging action plan	X							
	Arranging RPP	X							

	Arranging media and task	X							
	Preparing for class	X							
2	Implementation of cycle 1 and 2								
	Meeting 1 cycle 1		X						
	Meeting 2 cycle 1			X					
	Meeting 3 cycle 1				X				
	Meeting 4 cycle 1					X			
	Meeting 1 cycle 2						X		
	Meeting 2 cycle 2							X	
	Meeting 3 cycle 2								X
3	Formulating research report								
	Doing interview								X

In planning, the researcher searched as many as possible links about one topic namely recount text for extensive listening activity. Then, the activity would be socialized in class. The researcher explained about what the students did for every one week. The researcher also showed all the links and asked the students to choose the links they would like to listen. After choosing three links, the teacher created WhatsApp group to keep the program on track. The teacher would remind the students to listen one link for one week and write the journal as the outcomes of the activity.

Doing refers to what teacher acted to carry out the plans and gathered information or data during the teaching and learning process. In this case, the researcher acted as a teacher, implementing the schedules and kept the students listening outside the classroom via WhatsApp. The procedure of implementing this program was by teaching recount text in meeting 1. The teacher gave opportunities for students to listen to videos several times

as the meaning of extensive listening, namely listening in quantity. The teacher showed how the program should be done one of which is listening while reading. Then, in meetings 2, 3, and 4 the students submitted the result of their listening through google docs and the teacher pointed to the students randomly to present their new understanding at class. At the end of this cycle the students were tested to examine whether the students' listening comprehension was getting better. If it was not satisfying yet, cycle two (2) would be held to get significant improvement.

Observing functioned to paying attention to something that happened in class. The researcher gave scores on the atmosphere of the class to find difference(s) in the class. The teachers acted efficiently for the principles of extensive listening by checking the observation checklist while doing this program. The researcher conducted observations to get data on enhancement of listening skills. Observing was done together with doing through the rubrics. The students were joining the question-and-answer session because it could not be all students presented their journal report. The process of data collection involved the administration of pre-existing tests.

Then, reflecting refers to the prior action or treatments for the following cycle until the method succeeds. The students were extended an invitation to engage in discussions after a cycle, with the purpose of inquiring about the challenges they encountered. The students were directed to engage in reflection pertaining to their extracurricular activities and their emotional experiences subsequent to the pedagogical procedure. During the aforementioned activity, students were offered an opportunity to provide comments and participate in negotiations over the topics to be discussed for the next cycle. The students and the teachers would discuss the problems faced. Based on reflection, the researcher could consider the things for cycle two (2).

3.2. Research Site and Participants

This study was conducted in one of state schools in Medan. The chosen site was in the class with which the researcher does a PPL program. It was easier for the researcher to reach out the students' personalities and get much insight about this program.

The participants of this research were 31 students in grade eight of junior high school. The selection of these junior high school students was based on several considerations. First, grade eight is an intermediate level with average comprehension and does not focus on measuring understanding (Krashen, 1996; Renandya & Farrell, 2010; Mayora, 2017). They suggest that the extensive listening technique is recommended for L2 learners at the beginning and intermediate levels because they are not obligated to do comprehension activities that measure their understanding. Second, extensive listening improves listening fluency by allowing students to practice listening to simple texts (Waring, 2008). The simple text might be related to a familiar story presented in a foreign language (Brumfit & Carter, 2000). In this case, the grade eight would be given the familiar text or fit the primary competence. Third, the participants were the researchers' students in PPL program that cope with lack quality in listening due to boring teaching methods. Therefore, extensive listening was justified based on the material for related grades under home or out of school for it focuses on the students' understanding improvement rather than task completion.

This study was participatory research that the researcher position in this study acted as the tutor to facilitate the program and as researcher to analyze the data found. As tutor, the researcher planned the materials for students, provided links and engaged them to do extensive listening out of the class through WhatsApp group. The researcher was also assessing students' improvement in class through test and rubrics. As the researcher, tutor position could not be interfered with the students result and the data obtained. The researcher analyzed the data objectively through document, test and observation checklist. In order to avoid bias, researchers engaged subject teachers as observers. The outcomes of the teacher's evaluation were similar to the researcher's learning assessment. The validity of the results is demonstrated by the presence of conformity (Appendix 9).

3.3. Research Procedures

The research procedure was classified into three, they are preparation for the research, collecting the data, and analysing the data. The preparation for the research related to confirm the objectives of the study. So, the researcher would focus on the objectives; the ways or strategies in improving students listening through extensive

listening and the barriers they found. The researcher determined the related literature review and the related studies as references. Then, the participants and the site would be justified based on the objectives. After managing all the preparation, the data were ready to be gathered using instruments.

Preparation for collecting the data related to teaching procedures. This research design took several steps in which the researcher should consider the principles of Extensive listening. The steps in doing the research are as follows:

1. The researcher planned a draft for the program. The researcher designed the schedule in conducting extensive listening. After creating the schedule, the researcher chose a topic from main competence namely recount text and created lesson plan to teach.

2. The researcher did pre-test to know the level of the students' listening comprehension.

3. The researcher did socialization of extensive listening to the students. The activity was conducted for four meetings. The researcher also provides several links about the topic and let the students chose the links of video they would like to listen.

4. The teacher created WhatsApp group to share the links they chose and kept the students reminded about the extensive listening activity.

5. The students got a link of listening material that they had to listen to for a week. The researcher guided the students and encouraged them as the role of the teacher in this case. The students had to fill out the weekly journal report as the outcome of this program via Google Forms to ease to the data collection, and the participants could easily answer by accessing the form's URL using their cell phones. Collecting data through Google Forms is a straightforward and effective way to gather valuable data for research purposes (Crookston & Westhoff, 2013).

6. The researcher observed the students' journals while they were presenting them in front of the class every meeting. After a-four-meeting in one cycle,

the researcher would analyze the students' improvement to decide whether cycle two would be implemented.

7. The researcher did post-test to compare the result with the pre-test to find out where as the students had achieved the minimum completion criteria.

8. The researcher would do reflecting to know the students' perspective about the program. Then through reflection, the next cycle would be examined through feedback from the students.

9. The researcher interviewed the barriers that the students coped.

Those steps above were the way for researcher to collect the data. After collecting the data, the researcher analyzed the data. Through data collecting instruments, including listening tests, field notes, and interviews, to acquire comprehensive data on participants' extensive listening activities and the obstacles they encountered. The initial phase entails the acquisition of data. The researcher Obtain the data by utilizing the designated data gathering techniques and instruments such as observations, interviews, and testing, and artifacts. The administration of the pre-test occurred on the first day of the class, whereas the post-test was administered at the completion of each cycle. The researcher conducted a qualitative analysis of the data obtained from listening progress tests, proficiency tests, and listening log reports in order to assess the influence of extensive listening on the participants' listening comprehension and interview for the barriers.

3.4. Data Collection Techniques

The data about students' listening abilities are acquired via classroom observation, questionnaires, and artifacts/documents. Data from all three categories can be found in a comprehensive data set.

Observations

As a participant in the classroom, a student teacher-researcher must be critically and purposefully observed in order to hear another perspective, version, or aspect of the tale. The observation was conducted through surveying class performance to make sure the students join the extensive listening out-of-the-class well. The researcher would create the observation checklist considering the principles of extensive listening (appendix 4).

Test

In this stage, the researcher analysed the score of pre-test and post-test to find out the improvement the students got. Based on the data, most of the students' score are low that only two students who pass the minimum completion criteria.

Interview

Based on the observation checklist and listening rubrics, the researcher would find the level of the student from lowest to the highest level. The representatives of each level would be interviewed regarding the barriers they coped in doing extensive listening. the interview questions were adapted from Mandiri and Suharno, (2022) as in appendix 5.

Artifacts

Physical evidence that provides more context for research questions and topics, such as students' work or journals, would be evaluated. The journals were the documents the researcher used to determine the effectiveness of the extensive listening program. The journals were collected every week and presented in front of the class. The researcher would straighten the students' understanding to reach the research goal (appendix 2).

3.5. Data Analysis

The researcher gathered the qualitative and quantitative data for this study. Quantitative data means students' score after finishing the cycles to reveal the students' improvement. Analysing the data is to separate, deconstruct, or dissect. The data were separated into various components to facilitate analysis. This involves bringing in the issues, problems, and questions with a microscopic lens of investigation.

The following are important analysis questions:

• What appears to be occurring in this data? What is missing from this data?

• What (words, acts, attitudes, or occurrences) are repeated in this data?

• What about the data surprises, puzzles, or disturbs you?

• What details from the data appear to be missing?

(Phillips & Carr, 2014)

The data obtained was subjected to several steps of analysis, as explained by Miles, Huberman, and Saldana (2014).

1. Data condensation

The term "data condensation" refers to the systematic procedure of selecting, focusing, simplifying, summarising, and perhaps modifying the data obtained from an extensive compilation of test, interview transcripts, documents, and observation checklist. In this stage, after gaining the data, the researcher outlined the data from documents and observation checklist that came into the theory of Renandya and Jacobs (2016) regarding the principles of extensive listening. The researcher also categorized the chosen data into relevant themes or categories that pertain to the study question or purpose. The interview excerpts would be analyzed into barriers in Waring (2008) theory. The post-test pretest would show the scores the students gained.

2. Displaying the data

After carefully examining the gathered data, the researcher would begin coding and analyzing the acquired information. After reducing some data based on the theory, the researcher would show the data into tables and chart then classifying them into distinct groups. The researcher displayed the statements provided by participants or the presentation of statistical data. The group would be coded into more specific principles.

3. Drawing conclusion

The final phase entailed the researcher constructing a conclusion derived from the performed study. The process entailed participating in the observation stage, post-test, and weekly journal report with the research collaborator to discuss the investigation findings. In this stage, the researcher would find the well-supported conclusion for the study by stepping back to data displayed and related them to research background, theorical studies and the objectives of the research.

Based on the evidences and data displayed, the researcher would answer the question research. The implementation of success criteria was conducted to determine the

effectiveness of the strategy's implementation in improving students' listening skills. The study was considered effective if two conditions were met. First, the findings derived from the students' performance on the accomplishment test administered at the culmination of the cycle exhibited a discernible enhancement. The improvement was associated with the rise in students' performance on the achievement examination, as supported by their results in the preliminary investigation. The researcher adopted the performance measurement criteria often utilized by the teachers in the classroom. The minimum completion criteria (KKM) established in this study adhere to the national KKM norm for junior high school level, with a threshold of 75.

Secondly, the students showed active participation in the teaching and learning process as they implemented process-based listening exercises using extensive listening. This measurement could be found in artifacts and observation checklist to answer the strategy used in extensive listening in improving students' listening comprehension. The data were related to the theory to find the inferences of the study in line or not.