

CHAPTER III

RESEARCH METHOD

This chapter covers the method used in this research; in particular action research is designed in this part. This chapter also informs the respondent who are participated, and how the data are analyzed to find out the findings.

3.1 Research Design

This research employs action research to acquire information of an instructional activity by evaluating and reflecting instructional practice. According to Dick (cited to Rizqiya 2008) Action research is a research method that employs the action and result together and tends to be cyclic, qualitative, and reflective. Kemmis and Mc Taggart (1995:5) also state, action research is an action which is conducted to inquire self-reflective and improve his/her instruction by evaluating his/her own practices.

Action research comprises some processes divided into cycles. Wallace (1998; 12-13) States action research comprises process of reflective cycle on a professional practice. He considers that action research involves the collection and analysis of data related to some the teacher's activities in the class so he/she is able to reflect on what has been discovered and apply the findings to his/her practiced in the class to improve his/her instruction (Wallace, 1998; 16).

There are several activities in each cycle. Kemmis & McTaggart (1998) mention the activities in the action research: planning, acting, observing, and reflecting. The cycles can be described as follows:

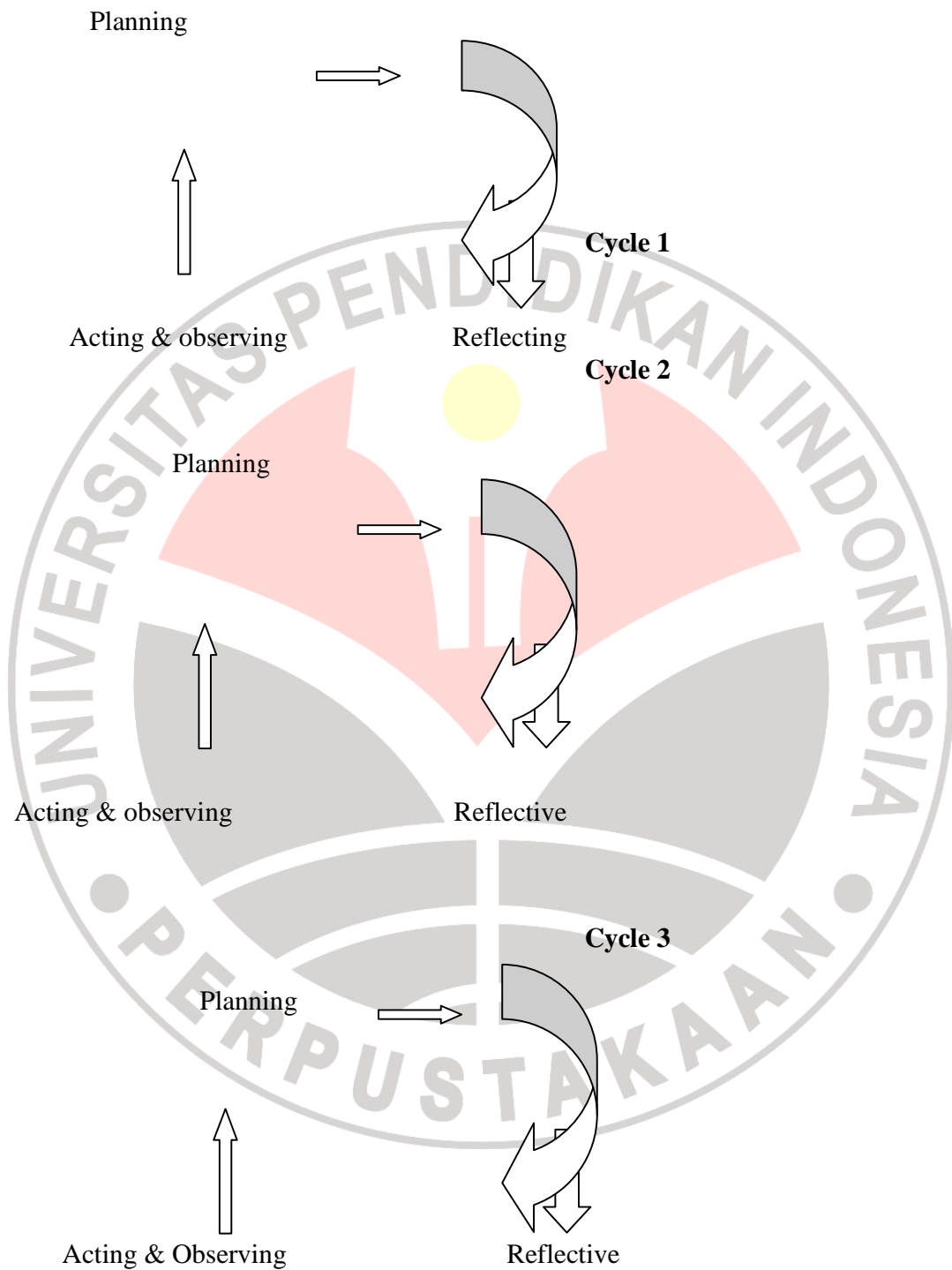


Figure 1. Cycles in Action Research (Kemmis & McTaggart cited in Gabel)

This research was carried out by a teacher who was also the researcher and was helped by partners as the observers. This collaboration gave contribution to this research. According to Wallace (1998:41) collaboration can give advantages in action research such as to improve teacher's motivation, to spent time effectively in appropriate task, and to obtain a lot of suggestions. Yet, this collaboration also contributes some possible problems. Wallace stated that the possible problems that are often emerged from collaborative approach are "the differences of views, incompatible positions between action researchers, different commitment, different work-schedules so that committed time cannot be synchronized, and different levels of status within the team".

3.2 Data Collection

3.2.1 Location and Respondent

The study was conducted in SMA 10 Bandung, to the twelve second grade students of language program. This setting was chosen because this school is one of the favorite high schools in Eastern Bandung. This institution is accredited A by the Education Board of West Java (Dinas Pendidikan Jawa Barat) in 2005. This research chose second graders of language program because English was taught six hours a week in language program class. It means that, in a week, they study English two hours longer than those of other programs that usually learn English only four hours a week. It is expected to improve their language because the program forces them to be great students in foreign language and this class has accomplished its own necessary

media such as DVD player and television. Thus, it helps the researcher to prepare the media.

3.2.2 Time Allocation

This research was conducted on 1st January to 15th February 2009. It is divided into two session; preparation step and cycles step. Every cycle has several activities; planning, acting, observing and reflecting. Table 1 describes the time allocation of the research.

No	Activity Planning	Time (January - February)					
		Week					
		1	2	3	4	5	6
1	Preparation						
	Arranging concept of the research	X					
	Pre Test & Problems identification	X					
	Arranging concept of the cycle		X	X			
2	Action Research						
	Cycle 1				X		
	Cycle 2					X	
	Cycle 3						X
3	Conducting Post- Test & Post Interview						X

4	Post-Action Research						
	Writing report						X

Table 1. The Schedule of the Research

3.2.3 Research Instruments

This research employed some instruments to obtain data. The instruments of this research involved observation sheets, interview, journal, and test.

3.2.3.1 Observation Sheet

Observation was conducted to obtain the information about teacher's and students' activity. The observation form was adapted from Brown's (2001) Teacher Observation Form A: Observing Other Teacher. The researcher considered this form as a suitable to enclose the whole observation aspects in this research. It is divided into five categories. The first category is Preparation. It has three indicators that specify teacher's activity in the beginning of the instruction. The second category is Presentation. It has thirteen indicators which monitor teacher's preparation such as how to plan the lesson, material, class management, worksheet, and so on. The third category is Execution/Methods. This category has twelve indicators that watch how teacher recognize students and the way in delivering material to them. The next category is Personal Characteristic. It has five indicators which monitor teacher's personality and action in the class. the last category is Teacher/Students Interaction.

This category has seven indicators which indicate how teacher and students work together in the instructional activity.

3.2.3.2 Interview

Interviews were carried out to obtain detailed information of the respondents. They are conducted to find deeper information of the respondents which are not gained through observation.

The interviews were conducted before and after cycles: pre interview and post interview. The interview after cycle was conducted in the preparation step. It has nine questions relate to the students' listening problems, listening exercise frequency, expectation, and so forth (see Appendix 7). It was aimed to identify students' difficulties in listening and become a basis before starting the cycles. The post interview was carried out to get information about students' perception toward study listening through audio visual aid, particularly movie. It has eight questions relate to students' views, advantages, difficulties, strategies, and motivation during learning listening through audio visual aid (see Appendix 8 for details).

3.2.3.3 Journal

The journal was given to the students after each cycle to get students' opinion about listening activities. This journal helped teacher improve her instructional activities. It includes students' opinion, suggestion, and impression.

3.2.3.4 Test

Test consisted of pre-test, test 1, test 2, test 3 and post test. Pre-test and post-test were conducted before and after cycles indicated the score whereas tests carried out in each cycle pointed out the improvement.

Pre and post test comprise twenty true/false questions. They were performed to see whether classroom action research gave an improvement in students' listening ability based on the cognitive score or not and to what extent the score improved after comparing between pre and post test score.

Test or worksheet is conducted to see how far students' understanding towards the material. The students' worksheets are divided into two parts. The first part is twenty missing words that used bottom up exercise. The students listened to the dialog in the movie and filled in the missing word that had been deleted in a partial transcript. The second part is ten statements that used top down exercise. They listened to the dialog in the movie and choose the statements whether true or false. The statements are general information related to the movie.

The following indicator was made to measure students' score improvement by the teacher. The scale is described in table 2 below.

No	Scale	Description
1	$80 \leq A \leq 100$	Excellent
2	$60 \leq B \leq 79$	Above average
3	$40 \leq C \leq 59$	Average
4	$20 \leq D \leq 39$	Unsatisfactory

5	$0 \leq E \leq 19$	Very bad
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Table 2. Improvement Scale

3.3 Procedure of the Research

This research included three cycles. Every cycle had four activities: planning, acting, observing, and reflecting. Before the first cycle, the researcher conducted the preparation step.

3.3.1 Preparation

The first step of this research was preparation. In this step, the teacher looked for detailed information from the second graders of language program in SMAN 10 Bandung, before practicing the cycles. Then, she prepared the administration letter and arranged the concept of the cycles.

3.3.2 Planning

In this step, teacher planned acting that would be given to the students in the class in the next meeting. This step was designed after the teacher found the needed information. She would be helped by the partners to monitor the instructional process in the class and discuss together with the teacher after monitoring. The teacher also wrote lesson plan, prepared observation form, and designed teaching material, and worksheets.

3.3.3 Acting and Observing

In this step, teacher implemented planning of the research and the observers watched the instructional process and paid attention to the way how the teacher implemented her planning by ticking the observation form and worksheets. In this step, the teacher worked hard to prepare class and use the time as effectively as possible. This observation was important to analyze everything that happened in the class during implementing the instructional planning in each cycle.

3.3.4 Reflecting

In reflecting step, teacher and her partners discussed together and reflected instruction by analyzing observation form, journal, and the worksheet in each cycle. They revised the weaknesses and solved some problems that were found in previous step and looked for other strategies that would be used in the next step. This revision was aimed to improve instructional activities of listening ability in the next step.

3.4 Data Analysis

The process of data analysis was carried out from preparation activity to the last cycle. The process of cycles (planning, acting, observing and reflecting) was described in this process.

The data were collected from observation sheets, interviews, journal, and tests. The data analysis included several processes. They are analysis of instructional process, analysis of students' test, analysis of the pre and post test, and analysis of students' perception on using audio visual aid through interview. The data gathered

were analyzed in two ways: scoring and descriptive technique.

3.4.1 Scoring Technique

The scoring technique was described quantitatively. This technique was used for comparing students' pre and post test, students' worksheets, and observation form.

3.4.1.1 Pre Test and Post Test

The technique was used for students' pre test and post test. This test has twenty true/false statements relate to the material. The score for each correct statement was one (1) point. The formula for the scoring is:

$$TS = \frac{TCP}{10} \times 50$$

TS = Total Score

TP = Total Correct Point

3.4.1.2 Students' Worksheet

The scoring technique also was employed to check students' worksheet. The worksheet, which was divided into two parts, has different value for each part. The first part, which was filling in 20 gaps exercise, has one (1) point for each correct gap. The second part, which has 10 true/false statements, has three (3) points for each correct statement. The formula is:

$$TP1 = TCP1 \times 1$$

$$TP2 = TCP2 \times 3$$

$$TS = \frac{TP1 + TP2}{5} \times 100$$

50

TCP1 = Total Correct Point part 1

TCP2 = Total Correct Point part 2

TP1 = Total Point part 1

TP2 = Total Point part 2

TS = Total Score

3.4.2 Descriptive Technique

Some data in this research needed deeper information that may be difficult to convey by scoring technique so some instruments were analyzed by descriptive technique. Gay (1987:11) cites that descriptive data are regularly gathered through questionnaire, interview and observation. Therefore descriptive study was used for the following instruments:

3.4.2.1 Analysis of Instructional Process

This process was carried out to analyze observation sheet. The researcher believed that the observation should be analyzed by descriptive technique. This form described

teacher's and students' activity in the classroom. This data are analyzed to obtain deeply information of the instructional activity and to evaluate the instruction in every cycle.

3.4.2.2 Analysis of Interview

The interview divided into two sections. They were pre interview and post interview conducted before and after cycles. The pre interview was carried out to identify students' listening problems. The post interview was conducted to find out students' perception on learning listening through audio visual aid in the cycles. Besides, this interview also asked students about their advantages, difficulties, strategies, and motivation during participating in the cycles.

3.4.2.3 Analysis of Students' Journal

The journal was given to the students after each cycle. This journal helped teacher improve her instructional activities through their views toward the instructional activity and material. It covers students' opinion, suggestion, and impression. This instrument is only additional data to complete the research findings.