

CHAPTER III RESEARCH METHODS

3.1 Research Design

Classroom Action Research (CAR) is a systematic inquiry with the goal of informing Practice in particular situation (Angelo and Cross,1993:1). It means that classroom action research is a way for instructors or teachers to discover what works best in their own classroom situation, thus allowing informed decision about teaching. Furthermore, Corey (1993:1) defined action research as the process through which practitioners study their own practice to solve their personal practical problems. It means that action research is a collaborative activity where practitioners work together to help one another design and carry out investigation in their classrooms.

In addition, Kemmis and Mc.Taggart (1982:3) stated that action research is deliberate, solution – orientet investigation that is group or personally owne and conduct. It is characterized by spiraling cycles of problem identification, systematic data collection, reflection, analysis, data -driven action taken, and finally problem redefinition. The linking of term ‘action ‘ and ‘research ‘ high lights the essential features of this method trying out ideas in practice as means of increasing knowledge ababout improving curriculum, teaching and learning.

The researcher uses classroom action research because it is an approach of (1) improving education through change, by encouraging teachers to be aware of their own practice, to be critical to the practice, and to be prepared to change it, (2) it is participatory, in the sense that it involves the teacher in her own enquiry, and collaborative, in that it involves other people as part of a shared enquiry.

3.2 Participants

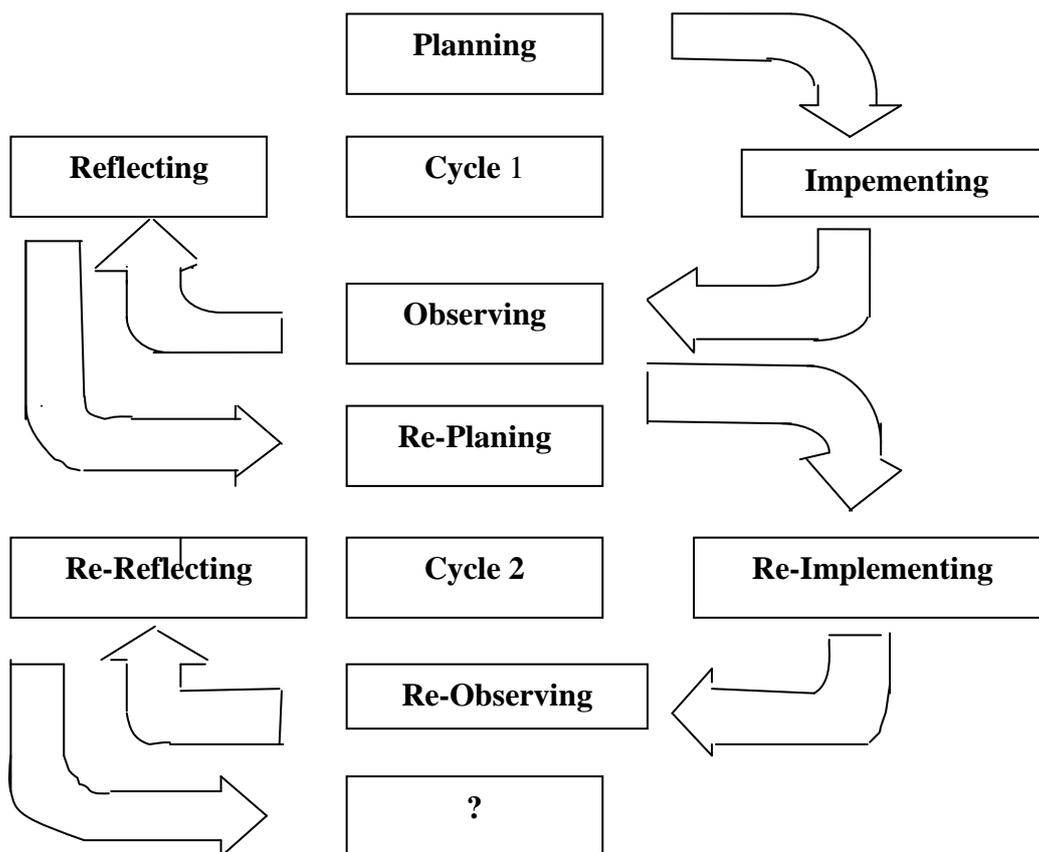
The subject of the research are students of fourth class Tamansari Elementary School. Consisting Of 30 Students. This WAS done because according to 2009 curriculum for elementary school, these subject have already studies listening, Observation was decides to conduct the next cycle. It was focussed on the weakness of the previous cycle.

3.3 Research Procedure

In this classroom action research, the cycles depends on the indicators, whether the indicators have already been achieved or not. They can be achieved in one cycle or more. The first cycle will be conducted based on the problem faced by the students in listening Comprehension . Teaching listening through song as a teaching media based on lesson plan and after that the researcher administers the test of listening. Then, analyzes and discusses the result both listening test and observation. Furthermore, if the results have requires the indicator of the research,

he stopped at the first cycle only, but if the results have not reached the indicators of the research yet, she would conduct the next cycle.

These steps formed a cycle, and the cycle will be followed by the other cycles. It is like a spiral. The description of the cycle of Classroom Action Research (Arikunto, 2006: 16), can be seen as follows:



In line with figure I above, the cycles of the action research are classified as

The following:

1. Planning

Based on the teacher's experience of teaching learning process in the class, research identified the problem causes. By knowing the problem, the researcher formulated the problem as focus problem, which is very

important to be given implementation. Based on the formulation of the problem, the researcher made lesson plan.

2. Implementing

The researcher as the teacher taught the students in the class by using lesson plan made before. During the teaching learning process, the researcher observed the students' activities. The researcher also asked one ratter to observe teaching learning process.

3. Observing

Observation and interpretation toward the action in the class was done during the researcher teaches in the class using song as a teaching media. In other word, the observation was done together with actions which have already been mentioned in action stage.

4. Reflecting

The analysis and reflection was done after teaching learning process. The researcher and the ratter checked the test and the class obsevation. This stage was done to see the weaknesses and the strengths in each cycle.

3.4 Indicators of the Research

In order to see whether song as a media can be used to develop student's listening Comprehension, the researcher determined the indicators dealing with the learning process and the product.

a. Learning Process

For the learning process, obseravation was done to both the researcher and an observer during the teaching learning process by observing the whole activities in the class and filling the observation format. The indicator was if the researcher and students got minimum 70% from the result of th observation form.

b. Learning Product

This indicator was 70% of students got score at least 60 (sixty) or more in mastering listening.

3.5 Instrument of the Research

In getting data, the researcher employed two kinds of instruments, the first instrument is the main source of information and the second one supported the analysis itself. The instruments uses here is listening test and observation. The instruments is hopefully in line with the states objectives. The researcher uses the test as instrument to collect the data.

1. Listening Test

The first instrument uses in getting the data is writing test. Heaton (1991:137) states that listening could be useful testing tool since it provided the students with

an opportunity to demonstrate their ability to organize language material, using their own word and ideas, and to communicate. In addition, he said that composition test provided a degree of motivation which many objective type of test fail to provide. In this research, the teacher asked the students to arrange the words based on the script given to them. There were three topics given to them, they were colours, activities, family and etc. One of example for topic colour, the teacher mention one of colour after the student listen istruction the students choose one of colour picture are there with give mark it. It was hoped that the student could improve their listening .

2. Observation Sheet

In this research the resaarcher observed directly what was happening during teaching learning process when the the teacher implemented controlled composition tecnique in listening. The aspect that was observed were of students'activities and teacher performance. We adapted many references for observed teacher performance. The researcher classified each aspect in to five categories : 1.very satisfactory, 2. Satisfactory, 3.sufficient, 4.insufficient and 5.very insufficient.

No.	Activities	Objectives
1.	Pre-Activities <ul style="list-style-type: none"> • Interested in the opening of the class 	<ul style="list-style-type: none"> • To make students interested in the lesson.

	<ul style="list-style-type: none"> • Responding to the teacher's questions about the topic enthusiastically. 	<ul style="list-style-type: none"> • To build clarity of what • isgoing to be learnt.
2.	<p>While-Activities</p> <ul style="list-style-type: none"> • Following teacher's instruction to work in group. • Following teacher's modeling Enthusiatically. • Actively involved in the discussion of the task in group. • Recording the presented difficult words in worksheet actively. • Answering questions of reading test in group. • Checking together the answers of the question with teacher. 	<ul style="list-style-type: none"> • To make students work free and enable fast learner help slow learners. • To give carity of the stages going to do in the lesson. • To build students' understanding to the listening. • To build long term acquisition of the listening learnt. • To test whether students' listening mastery relate to reading comprehension. • To check students' mastery in the lesson.

3.6 Data Analysis

Data analysis is the process of organizing the data in order to gain regularity of the pattern and form of the research. The term interpretation can be defined as a procedure of giving meaning on the result of analytic process. Data analysis was done to create understanding of the data and after following the certain procedure result of the study that can be presented by the researcher to readers (Setyadi,2006).

In analyzing in interpreting the data, the first step that was done by the researcher made abstraction of all collected data. After conducting the research, the researcher made an abstraction of all data collected. Then researcher will be arranged all data collected by classifying the data. In this case, the researcher classified the data into two categories: the data learning product and data in learning process, they were observation and writing task. When the researcher gets the data, the researcher tries to interpret all collected data from each cycle. And based on the analysis and reflection of each cycle, the researcher decides whether there would be the next cycle or not.

1. Learning Product

To know the learning product, the researcher will be used listening test by asking the students to sing a song and find the meaning make by the group of students to collect the data. There was the indicator used to analyze the data gained from the test, If at least 70% of students' scores can reach 60 or more for the test, it was assumed that Song as a teaching media in Increasing students' listening comprehension is applicable. To know the percentage of students' who get ≥ 60 , the following formula is used:

$$\frac{\text{Number of students who get } \geq 60}{\text{Total number of students}} \times 100$$

Total number of students

2. Learning Process

In this learning process, observation will be done both to the teacher and the students by the observer during the teaching learning process by observing the whole activities in the class and by filling the observation sheets. The observation will be done to know the students' activity based on the problems faced by the students.

The indicator that was used to analyze the learning process of the students and the teacher was: If 70% or more of students were actively involved in teaching and learning activities when song as a teaching media used in Increasing students' listening comprehension is being implemented, it means the target is fulfilled. If more than 70% of students are actively involved in teaching and learning activities, it can be categorized as a good level.

3.7 Observation

Since the observation was done for observing the students' activities, the researcher analyzed the result of the observation separately. In analyzing the data from observing the students' activities, the researcher counts the number of students who were actively involved in the teaching learning activities and also calculates the percentage of the students. In addition, the researcher makes abstraction or description then select the important data which related to the activities of the students