

CHAPTER III RESEARCH METHOD

This chapter discusses certain points; research design, general description of the research, research procedures, indicator of the research, instrument of the research, and data analysis, as follow:

3.1 Research Design

In this research, the researcher used an action research. Action research was characterized by problems and actions done by using cycle to solve the problems. In doing the research, the researcher (acted as the teacher) collaborated with the English teacher of that school (collaborator) to improve the students' listening skill through dictogloss. The researcher and the collaborator would also carry out reflection after knowing the result of the analysis. The function of the collaborator in this action research was as a resource to find the problem in order that the researcher could see the improvement when do this technique and also, as the second observer to get the data.

This research was done at the first year of SMAN 1 Natar. It was done based on the problem faced by the students and the teacher when they were in class. Based on the problem found by the researcher, the researcher examined the cause of the problem and then finds the solution for that problem.

The subject of this action research was the students of the first year students of SMAN 1 Natar which consists of 41 students. The students of this school were not

so active when they were learning Listening especially in getting the gist of the text and reconstruct the text. The students were only good at listening text in simple text and answer the multiple choices in simple question too. According to the researcher's pre-observation towards those students, the researcher concludes that most of the students have low listening achievement.

In this research, the researcher acted as the teacher by implementing Dictogloss since this was a kind of research that was based on the teacher's problem and how the teacher solve the problem by herself; meanwhile the English teacher of SMAN 1 NATAR acted as collaborator and also observed the students since the researcher did not know the ability of each students exactly. The researcher makes the lesson plan and performs in the class based on it. So, during the research, the researcher and the collaborator observed everything that occurred in the classroom.

3.2 General Description of the Research

The research was an action research which was conducted based on the problem faced by the students and the English teacher. In doing the research, the researcher does collaboration with the English teacher to improve the students' listening skill trough Dictgloss technique.

While the teacher was applying Dictogloss in the classroom, the collaborator observed the teaching learning process and makes some necessary points from that process. In that process, the teacher also hold listening test by giving the students listening test of a narrative text. The focus of analyzing was on getting the gist of the text and reconstruct of that text.

After that, the researcher and the collaborator analyze the result of the observation, and also the listening test. The researcher and the collaborator also do reflection after knowing the result of the analysis. Based on the analysis and reflection, it was decided whether the next cycle would be held or not, and the next cycle would be focused on eradicating the weaknesses in the previous cycle.

3.3 Research Procedures

In this action research, the researcher implement two cycles depending on the result of the analysis and reflection in the first cycle. The first cycle was based on the problem of the research. The main steps of each cycle were as follows:

3.3.1 Planning

Planning was the stage where the problem causes were identified. By knowing the causes, the focus of the problem could be formulated in the importance of the implementation that would be given. After deciding what the problem and the causes were, the appropriate technique was selected. And based on the problem and the teaching technique, the materials and teaching aids and the type of test were planned. To get a complete series of data, a rater was involved to observe the teaching-learning process

3.3.2 Implementing

In this step, the researcher implements the material by using Dictogloss technique while she was teaching listening. The researcher read the text and asked the students to listen. After that researcher asked students to reconstruct the text, by their own words, to make them meaningfully. In teaching, the researcher involves the students' participation, so that the students would become more active in

teaching learning process. The collaborator observed the situation in the class and made some necessary notes.

3.3.3 Observing and Interpreting

The collaborator observed the activities happened in the classroom in every cycle and wrote the result of the observation in the observation sheets. The researcher also interpreted the result of the observation. This step was started when teaching learning process was occurring.

3.3.4 Reflecting

In this step, the researcher and the collaborator analyze the result of the listening test of the students as the learning product. The researcher also analyzed everything occurs in the teaching learning process based on the observation sheets. It was done to find out the improvement after the teacher implements Dictogloss in the classroom. In analyzing, the researcher together with the collaborator do reflection to discover the weakness and strength of the implementation of Dictogloss, and also to know the problems faced by both teacher and students during teaching and learning process. By doing so, the researcher and the teacher know what should be improved for the next cycle. If the indicators of the research haven't been fulfilled in the first cycle, the researcher together with the collaborator would plan the next step to make betterment in the next cycle. On the other hand, if the indicators were already achieved the researcher and the collaborator do not need to hold the next cycle.

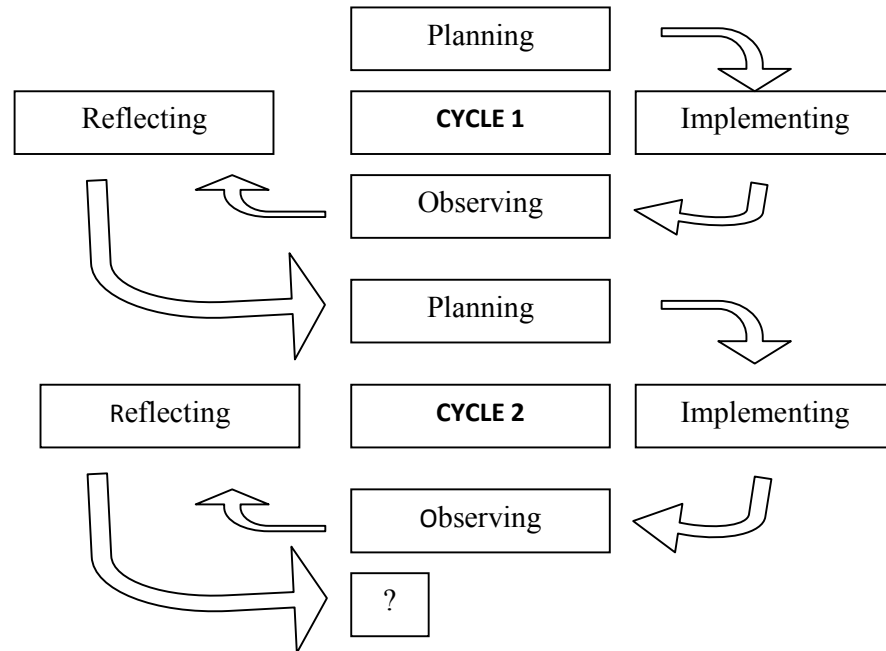


Figure 1. The cycles of the classroom action research.

Adapted from Arikunto, 2006:16.

3.4 Indicators of the Research

In order to see whether dictogloss could develop students listening skill, then researcher determine the indicator dealing with the learning process and learning product.

3.4.1 Learning Process

In the learning process, there were two aspects which become the focus of this research, that is, the students' learning activities and the teacher's teaching performance.

The target determined by the researcher concerning the students' activities whether there were a problems or not in the cycle. The researcher would observe

students' activities in the class from pre-activity to post-activity. If there was not a significant problem during in the class, it meant that the activities of the students' were good. To set the target of the success of this action research, the researcher also did a discussion with the English collaborator.

Besides observing the students' activities, the collaborator also observed the teacher's teaching performance during the teaching and learning process. It was expected that the teacher could get score 70 in her teaching performance after implementing dictogloss techniques. So, if the teacher could reach that target, it means that the teacher's teaching performance was good. For the teaching performance, there were some aspects scored, that is, the teacher's activities in pre activity, while activity, and post activity.

3.4.2 Learning Product

Dictogloss technique was able to develop students' listening skill. It would be seen in the score when the teacher gives listening test in each cycle. So, the dictogloss technique is regarded as applicable to develop students' listening skill. In giving score of reconstructing the text in listening test, the researcher uses the scoring criteria is adopted from Andrich, D (2002: 103-121).

a. Score 86 – 100

All primary information is given, correct, and have accurate message.

b. Score 70 – 85

All primary is given, correct, and correctly show the relationships among the pieces of primary information.

c. Score 56 – 69

Most of the primary information is given and correct, but the message maybe missing one or two pieces of primary information.

d. Score 0 – 39

One or more pieces of primary information were given and correct, but the message may also include primary information is incorrect.

e. Score 0

No information is given that is correct.

There would be another indicator in giving the score. In giving score of getting the gist of the text, the writer uses the scoring criteria is adopted from Andrich, D (2002: 103-121).

a. Score 5

All information is present and correct.

b. Score 4

Response correct in that all important is given and is correct, may be missing subtle details, may have incorrect details that do not interfere with central meaning.

c. Score 3

Response substantially correct, all information that is present is correct, may be missing a few pieces of information.

d. Score 2

Some pertinent information, some information may be incorrect, but sketch of the situation is correct.

e. Score 1

Minimal pertinent information provides either the gist of the situation or clue regarding a source of further information.

f. Score 0

No meaningful information or totally inaccurate information.

3.5 Instruments of the Research

The data would be collected until there was a consistency of the data, so there was no exact time to gather it. Moreover, to make the data was valid the writer would use triangulation. Triangulation was a way of collecting the data by combining two or more methods. According to Setiyadi (2006:246) the use of triangulation was to describe the subject in a complete description. Actually there were many kinds of triangulation but this research would use methodological triangulation. To gain the data, the researcher applies four kinds of instruments. The instruments were the listening test, observation sheet, questionnaire, and interview.

3.5.1 Listening Test

The first instrument used in getting the data was listening test. In order to make data accurate, dictation is applied. In this research, the students would be asked to reconstruct the text in form of writing which was given to them. This test was aimed at knowing students' improvement in listening skill. For example:

Instruction:

a. Write your name and your class clearly on the paper.

b. Use your time efficiently (2×45 minutes).

Direction:

- a. Listen the text carefully.
- b. Write down the important information that you get from the text in box 1 individually.
- c. Write down the important information that you get from the text in box 2 with your friend.
- d. Reconstruct the text based on the information that you get from box 1 and box 2 with the whole class; you may use your own words to reconstruct the text.

The validity of the test would be measured by face validity, content validity, and construct validity. Face validity would be gotten from printing of instruction and direction in the test. Content validity would be obtained by choosing the text based on the level of the students and the curriculum. While construct validity would be achieved by focusing the test in getting the gist and reconstructing the test to show the students' skill.

The researcher would always try that in collecting the data is reliable. In this research basically there were many ways to collect the data reliably. The reliability would be gotten by using some data collection, such as observation sheet, interview, and questionnaire. So, by using that way hopefully the data would be consistent.

3.5.2 Observation sheet

Observation was conducted in every cycle during the teaching learning process. When teaching and learning process was occurring, the researcher observed the process happened in the classroom. The researcher used structured observation to know the students' activities and also the teacher's performance in the classroom.

So there were two kinds of observation sheets that were filled out by the researcher, that were the observation sheet for the students' activities and the observation sheet for the teacher's performance. Besides, the researcher also makes some necessary notes in the observation sheet concerning the students' activities and teacher's performance.

3.5.3 Questionnaire

The questionnaires were used to support the data gain from observation about the students' opinion. Questionnaire is made suitable with everything which related with the answer is needed by the observer as additional data to support the research. In this action research, the researcher would use open-ended questions. Open-ended questionnaire could be used to help the researcher in selecting data because the respondents were free to express their answer (Setiyadi,2006). By using open ended questionnaire, the researcher hopefully would find the important data which could not imagine before.

3.5.4 Interview

The interview was addressed to the students to know the ordinary method of learning listening that they dealt with and also the students' knowledge. And after implementing the method, the writer would interview the students to get the complimentary data by preparing some questions. Interview was done structurally it was used as a basis research question. Questions which were proposed related with the developing of dictogloss. The purpose of interviewing people was to find out their mind, what they thought or how they felt about this technique.

3.6 Data Analysis

Data analysis needs careful thinking since data analysis was aimed at organizing the data. It was done to make the readers were able to understand the result of the research. Data analysis was the process of organizing the data in order to gain the regularity of the pattern and form of the research. The term interpretation could be defined as procedure of giving meaning ob the result of analytical process. Data analysis was done to create understanding for the data after following certain procedure final of result of the students could be presented by the researcher to the readers (Setiyadi, 2001).

In this research, the researcher validates the data by using, listening test and observation. After get the data from the test and observation, the teacher would analyze the data based on the limitation of the problems and objectives of the research.

In analyzing and interpreting the data, the first step was that the teacher would make description of all data. Then the teacher selects the data related to the research question. The next step, the teacher arranges all collected data by classifying the data. The data of the learning process and learning product were gathered by means speaking test, observation sheet, interview, and questionnaire. The last step is making the report. Having taken the data, she interprets all the collected data and described them into conclusion. And based on the analysis and reflection, it would be decided whether to conduct three cycles.

The data analysis that was done for the learning product and learning process is as follows:

3.6.1 Learning product

To know the learning product, the researcher uses listening test to collect the data.

There were some steps used to analyze the data got from the test:

3.6.1.1 Giving the listening scores to the students

After giving the test, the researcher checks the result of students' test to give the score. Besides that, the researcher analyzed the result to know the errors mostly made by the students. This was very useful for betterment in the next cycle.

3.6.1.2 Calculating students' total score

There were two steps that must be done in calculating the total scores:

Calculating the scores from 1st and 2nd rater.

$$X = \frac{X_1 + X_2}{2}$$

Note:

X: Total score

X1: Score from 1st rater (the researcher as the teacher)

X2: score from 2nd rater (the English teacher as the collaborator)

3.6.2 Learning process

To get the data from the learning process, the researcher uses observation sheets and questionnaire. The result of the observation sheet and questionnaire were analyzed after every cycle is conducted.

Since the observation was done for observing the students' activities and also the teacher's performance, the researcher analyzed the result of the observation separately.

3.6.2.1 Students' Learning Activities

In analyzing the data get from observing the students' learning activities, the researcher analyzed the problem that is faced in the cycle.

3.6.2.2 Teacher's Teaching Performance

Meanwhile, in analyzing the data get from observing the teacher's performance, the researcher does the following steps:

1. Counting the total score

In this step, the researcher counts the sum of scores from all aspects. The aspects that were scored cover the teacher's activities in pre-activity, while-activity, and post-activity.

2. Making a description from the data that have been analyzed.

It is similar to analyze the students' activities, to analyze the teacher's performance the researcher also make a description from the collected data which could enrich and support the result of the analysis.