

CHAPTER III

METHOD OF THE RESEARCH

A. Setting of the Research

This research placed in SMK Insan Mulya, particularly at the XI grade, the research will start on 17 October 2016 until 04 November 2016. The school is located in Kp. Mundu, Ds. Kibin, Kec. Kibin, Serang-Banten.

B. Subject and Object of the Research

Subject of the research is XI grade Akuntansi Students of SMK Insan Mulya in the academic year 2015/2016 with total of the students are 74 students. The researcher was selected at XI grade of Akuntansi consists of 22 students as the subject, that consist 2 male and 20 females because based preliminary observation showed that this class had the lowest ability among another class. However, object of the research is improving students' listening skill by Dictogloss technique.

C. Research Instrument

In this research, the researcher used objective test in listening skill test, there are some techniques, that will be used by researcher to get the data:

a. Interview

Interview is the researcher considers that it is necessary to interview the English teacher to know her ideas about teaching learning process in general and especially her way in teaching listening.

b. Test

The researcher give the test to the student about making the text and asking the information about the text in the listening skill.

D. Data Collection

To collect of the data, the researcher will apply as follow:

a. Observation

The researcher observes respondent activities and the way of their learning during the research held. It is done to get information about the data and the researcher can get description object of the research. And then observation is done to collecting data systematically.

b. Test

To collecting data the researcher doing the test and making two test for collecting data, these are: test and interview.

c. Interview

The researcher will interview to get the information from the students about after using dictogloss technique in teaching listening skill.

E. Data Analysis

To analysis the data, the researcher will apply the following steps:

- a. Analysis to determine the answer correct or incorrect,
- b. Computing the students correct answer in the test,
- c. Computing the percentage of the correct answer in the test,
- d. The students score is used to determine the level of their ability in listening skill.

The researcher using this formula: $S = \frac{R}{N} \times 100\%$

S = Students' score

R = The sum of the correct answer

N = The sum of the item

e. Determining the mean score of the result of the test using this following formula:

$$M = \frac{\sum fx}{N}$$

M = mean score

\sum = the sum of score

f = frequency

x = the students' score

N = the number of students

f. Analyzing the result of the test, so the researcher can conclude the researcher.

LETTER	VALUE	DESCRIPTION
A	80 – 100	Extremely Good
B	75 – 79	Good
C	60 – 74	Fair
D	0 – 59	Low

F. Data Validation

There are four strategies to make data is valid, there are:

- a. Face validity is the observes all together check, make a score and decided each other the validity of instrument in process of collaboration.

- b. Triangulation is the instrument is taken by using some data sources to improve the quality of evaluation.
- c. Critical reflection is the cycles are plans to improve the quality of understanding.
- d. Catalytic validity is the instrument gotten from the researcher knowledge as the effort to get improve.

In this research, the researcher used critical reflection from the researcher and English teacher in SMK Insan Mulya, it means that the students in every cycles plans to improve the quality of understanding. If every cycles quality reflection can to defense, so quality understanding finish and will can to guarantee.

G. Research Method

In this research, the researcher conducted this research using classroom action research with design of qualitative descriptive to collecting data. This research is aimed to make learning process run appropriately and to make better skill of students' listening through dictogloss technique.

Bassey, said that "Educational action research is an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve some educational practice"¹

In educational settings, I shall focus on developing an appropriate project, data collection, analysis and producing a research.

A classroom action research is kind of qualitative research and experiment classroom action research can tell by qualitative method

¹ Patrick, J.M. Costello, *Action Research* (New York: Continuum Publisher, 2003), p.3.

without statistical accounting, it can tell experiment research because in the research start by planning, there is an action to subject of the research and there is an evaluation to the result after action.

The main function of action research is to facilitate the reflective cycle in this way provide an effective for improving professional action.

Action research have some characteristics, Kemmis and Mc. Taggart state there are three characteristics of action research are:

1. It is carried out by practitioners like classroom teacher,
2. It is collaborative or a group activity,
3. It is aimed at changing things.

So, the aim of action research is to improvement and for evaluating the result of strategies.²

Elizabeth Sonora, said “Action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process.”³

Carmen, said “Action research is reflective process that aims to solve a particular teaching learning problem that has been identified.”⁴

It is intended to make better the learning and teaching process in the class and it is expected to get continues quality improvement in learning program. It is also a new concept of teaching program in class which invites teachers as participants to reflect what they have taught.

² David Nunan, *Research Method in Language Learning*, (New York: Cambridge University Press, 1992), p.18.

³ Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p.5.

⁴ Ibid

There are four procedures to conduct the action research. They are as follows: planning, action, observation and reflection.

a. Planning

Planning action is arranged based on the identification of problem planning. When planning a lesson, teacher establish learning goals, create, assessment plan and design their instructional activities. It purpose of the study, decide on a research question to guide the study, select the participants and determine the method of data collection.

b. Action

Action is the act description, which will be presented, working the scenario repairing act and then the act procedure which will be apply. In this step is an implementation of all first planning. During the action phase, action are taken to carry out action research project. Data collection can include administering tests, observing the students, conducting surveys and interview. As a result, plans for action must always have a tentative provisional quality, they must be flexible and open to change in light circumstances.

c. Observation

Observation is done simultaneously with the action. The data is collected in this step. Observation has the function of documenting the effect of critically informed action. During the observation phase, teachers carefully examine and analyze their data. It looks forward, providing the basis for reflection now, but more in the immediate future as the present cycle runs it course.

d. Reflection

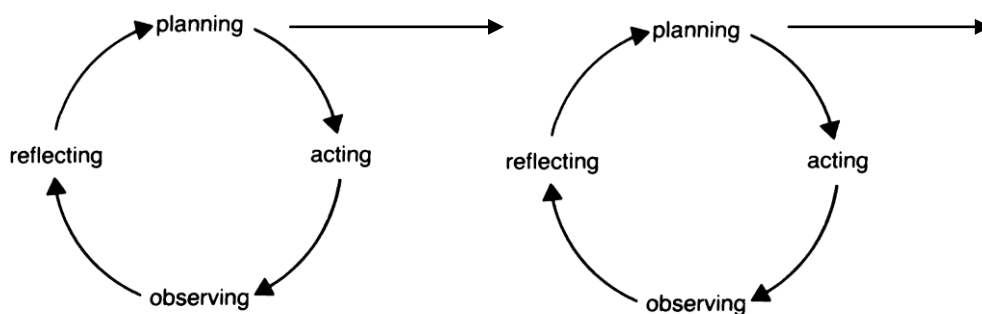
The cycle has purpose to analyze generally. Reflection in the classroom action research consist of analysis, synthesis and evaluation

toward the result of action. Reflection seeks to make sense process, problems, issues and constraints, made manifest in strategies action, it is usually aimed by discussion among participants. The term is an approach to collecting and interpreting data that involves a clear, repeated cycle of procedures. The cycle is the systematic observation of the outcome in the action. After observing the apparent result of the action, the researcher plans subsequent action, after which the cycle begins again.

To be clearer here is the figure of the action research:

One of them cycles figure of classroom action research by Jean McNiff and Jack Whitehead below:

Figure 3.1 Action – reflection cycle of planning, acting, observing and reflecting.⁵



In this classroom action research, the researcher will conduct three cycles. It means when the researcher has finished conducting the first cycle and the result of study has not been improved yet, or there are any problems that have not been solved and then the researcher continued to conduct the second cycle and if in this result study has not

⁵ Jean McNiff and Jack Whitehead, *Action Research Principle and Practice*, (New York: Routledge Falmer, 2002), p.41.

been improve yet or any problem that have not solved and then the researcher continued to conduct the third cycle.

In the above, the procedures are steps done by researcher:

Cycle I

a. Planning

1. To get legal permission to conduct this classroom action research.
2. To do observation and interview to English teacher and students to know the condition of teaching and learning process of English lesson at eleventh grade SMK Insan Mulya.
3. The teacher set a lesson plan as the source to implementation the action in teaching learning process.
4. To know the method of English teaching which applied by English teacher.
5. Making observation sheet about the condition of the classroom learning process about dictogloss technique. The teacher give the exercise about listening skill, it done to know the student listening skill before we apply the dictogloss technique in teaching learning process.

b. Action

1. After know the information of condition in teaching and learning process, the teacher plans to use English language when interact with the student.
2. The students making a small group.
3. In this cycle, the teacher gives the students a few sentences through dictogloss technique, and the students listen to the teacher and then the student make a note about what they are hears from that material

to measure students listening skill and the teacher use dictogloss technique in teaching learning process.

4. The students discuss with the small group.

c. Observation

1. Observing the activity is focused on how far the improving of the first task for purpose of improving student listening in dictogloss technique.

2. The teacher give the task for the students.

d. Reflection

1. Evaluating the result of the students and analyze the data in basis of the improving of using dictogloss technique.

2. In this step, the result of the observation sheet will be discuss by the teacher and then prepare a new lesson plan to renew the action will be done in the cycle II.

Cycle II

a. Planning II

1. The teacher set a lesson plan.

2. The teacher using the dictogloss technique in teaching learning process.

3. The teacher preparing the material for the students.

b. Action II

1. The students making the small group.

2. In this cycle, the teacher gives the students a short story through dictogloss technique and the students listen to the teacher.

3. The students practice using dictogloss technique.

4. The students make a note about what they are listen in the text.
5. The students discuss with the small group and reconstruct the text to original text.

c. Observation II

1. Observing the activity is focus on how far the improving this technique for the purpose to improving student listening on dictogloss technique.
2. The teacher give the task for the students.

d. Reflection II

1. Evaluating the result of the students and analyze the data on basis of the improving of using dictogloss technique.
2. The result of the observation sheet will be discuss by the researcher and then prepare set new lesson plan to renew the action will be done in the cycle III.

Cycle III

a. Planning III

1. The teacher set a new lesson plan.
2. The teacher using the dictogloss technique in teaching learning process.
3. The teacher preparing the material for the students.

b. Action III

1. The students making the small group.
2. In this cycle, the teacher gives the students a short story through dictogloss technique with the second time and the students listen together.
3. The students practice using dictogloss technique.

4. The students make a note about what they are listen in the text.
5. The students discuss with the small group and reconstruct the text to original text.

c. Observation III

1. Observing the activity is focus on how far the improving this technique for the purpose to improving student listening on dictogloss technique.
2. The teacher give the task for the students.

d. Reflection III

Evaluating the result of practice and analyze the data on the basic of the format arranged, that is to know the effectiveness of the practice and achievement from the practice, as well as to know the difficulties using this medium of learning.

H. Indicators of the Success

The teacher said the students scores below KKM (Kriteria Ketuntasan Minimal), students scores between 50 to 65 while the KKM (Kriteria Ketuntasan Minimal) is 75. The researcher hope to use this technique students may get a value above the average. The indicator of achievement that do the researcher is the students can write back what have heard with Dictogloss Technique.