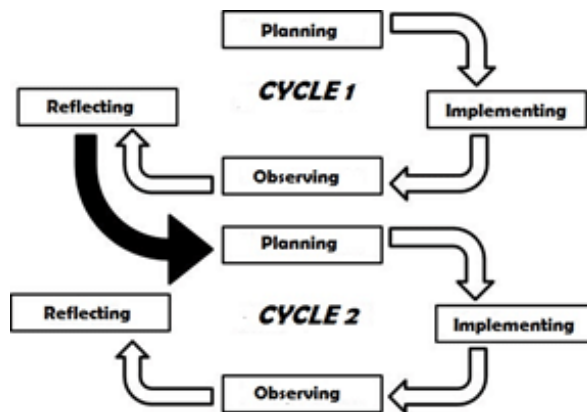# CHAPTER III

RESEARCH METHOD

A. Research Design

This research is a classroom action research. 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. There are three words in CAR, classroom, action, and research. Research is an activity to investigate an object using certain methodology to gain data or information which is beneficial to improve the quality of anything, interested by researcchers and important. Action is planned activity to gain certain goal. Classroom defined as a group of students at certain time and certain teaching from similar teacher. Classroom here defined not only room space, but defined as a group of students in learning process (Suharsimi Arikunto, 2004).

In addition, Kemmis and Mc. Taggart (1982: 3) stated that action research is deliberate, solution-oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycles of problem identification, systematic data collection, reflection, analysis, data-driven action taken, and finally problem redefinition.

Figure 1. Classroom Action Research Steps

Moreover, action research provides teachers with the opportunity to gain knowledge and skill in research methods and applications and to become more aware of the options and possibilities for change (Oja & Pine, 1987: 96). It means that the teachers participating in action research become more critical and reflective about their own practice. The teachers engaging in action research attend more carefully to their methods, their perceptions and understandings, and their whole approach to the teaching process.

The researcher uses classroom action research because it is an approach of improving education through change, by improving students' listening skill and giving another media for teacher to teach listening.

B. Setting, Subject and Object of the Research

In undertaking this research, the researcher could do with settle on the setting, subject and object. In view of the fact that setting, subject and object are principal in effecting the research, it is require having them obvious. Therefore the researcher decides to setting, subject and object as follows: This classroom action research is conducted at SMAN 1 Tumijajar, Tulang Bawang Barat. The subject of this study is tenth grade students especially X IPS 4 of SMAN 1

Tumijajar. The researcher chooses X IPS 4 as subject because of the students in this class get lowest score in listening skill than other class. This class consists of 34 students. The object of this research is listening skill using English song.

C. Research Procedure

In this classroom action research, the cycles depend on the indicators, whether the indicators have already been achieved or not. The indicators can be achieved in one cycle or more. The cycle is conducted based on the problem which students face in listening. Before a classroom action research is conducted, researcher makes some instrumental input (lesson plan) that will be used to give an action in the classroom action research.

1. Preparing Lesson Plan

Before teaching activity, the researcher makes lesson plan based on the curriculum which is use.

2. Preparing Instructional Media and Materials

The instructional media and materials play an important role in supporting the success of teaching and learning process. The researcher implemented Listening Song to improve students' listening skill. The media which are use: some songs, sound system, questions related to the listening audios and students' answer sheets.

3. Preparing Criteria of Success

In this classroom action research, the researcher uses the existing criteria of success of this school. If 70% of the students from the whole class members get score 70 as the minimum mastery criteria in English subject, the students can be classified as the students passing the criteria of success and for the students whose scores are less than 70 are categorized "failed". Meanwhile, the class is

categorized pass classically if 70% of the students have good participation in listening class.

Furthermore, if the results have require the indicator of the research, she stop at the first cycle only, but if the results have not reach the indicators of the research yet, she would conduct the next cycle. It focuses on the weaknesses of the previous cycle and so on. Each cycle consists of:

1. Planning.
2. Acting.
3. Observing.
4. Reflecting.

1. Planning

There are many activities in planning section. The researcher has to analyze the curriculum to determine standard competence and basic competence which would be extended to the students by using listening song. After that, the researcher makes lesson plan. The lesson plan was based on the syllabus. Lesson plan provides the teacher a guideline of teaching and learning activities. Preparing the media uses for listening song. The researcher prepares speaker some listening audios, the questions, the answer key and the students' answer sheets. Based on results of teacher interview before classroom action research and the uses syllabus, the researcher uses listening audios. Arrange the instrument of learning evaluation such as test. Prepare the field notes to note the classroom activities. Prepare the observation checklists to check students and teacher's activity while teaching learning is in process.

2. Acting

After planning the concept, the writer carry out the treatment referring to the plan has been made. The writer conducts a pre-cycle before applying the treatment.

Table 1. Pre-Cycle Activities

Opening Activity (10')	1. Teacher reads the attendance list. 2. Teacher asks the student about their favorite songs. 3. Teacher explains the students about today learning.
Main Activity (75')	1. Teacher divides the students answer sheets. 2. Teacher plays the audio for a time. While the student listen and do the test. 3. Students submit their answer sheet. 4. Teacher and student check the students answer together. 5. Teacher and students discuss about the test. 6. Teacher gives the students chance to ask about the vocabulary. 7. Teacher asks to students what their problem while doing the test is.
Closing (5')	1. Teacher give feed back to students. 2. Teacher motivates the students. 3. Teacher closes the class.

3. Observing

Observation is the activity of observing the data collected in order to know how the situation in teaching learning process, the students' activity and students'

skill in listening. In this step, the researcher identifies and analyses the data collected during the treatment.

4. Reflecting

This classroom action research will be successful if it fulfills the condition such as:

a. More than 70% students can pass the minimum mastery criteria (KKM) 70.

b. More than 70% students have good participation in listening course.

Reflecting is aim to reflect the data that has been collected to determine whether the action is successful or not. It is necessary to evaluate to hold next cycle needs to be accomplished. This phase carry out collaboratively with the teacher to discuss some problems in the classroom that occur during acting phase.

3.4 Research Instrument

In getting data, the researcher employ 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 are listening test and observation. The instruments are hopefully in line with the states objectives. The researcher uses the test as instrument to collect the data. The test is held in the class by giving the english audio by sound speaker then the student answer on the answer sheet.

3.5 Data Collecting Technique

Method of data collections is very important in the research, data source in research is basically subject which is a researcher gets the data. To collect the data, the researcher uses any techniques, they are:

1. Observation

Observation is the process of observe and write the phenomena that happen in class systematically. The researcher observes the event in class during the lesson or the treatment using check list to get the data. Observation checklist for the teacher and students and field notes were used to evaluate of teaching and learning process by using Listening Song. The observation was done during teaching and learning process, the researcher wrote the field note about students' response and the activities of the teacher and students, and the result in implementing Listening Song to know whether Listening Song can improve students' listening result and to see the improvement of students' listening activities in the class.

2. Test

Test is the instrument to measure the students' progress in every step during the research. Test is important part of every teaching and learning experience. There are many varieties of test: group test, individual test, written test, oral test, speeded test, and power test. Each test has different characteristics that must be considered when the tests are planned. This research is use individual test. The test is held in the class by giving the english audio by sound speaker then the student answer on the answer sheet.

3.6 Data Analysis Technique

This study uses descriptive statistical analysis to find out the improvement of students' ability in listening skill. Technique of data analysis that the researcher uses is as follow:

1. Technique of analyzing data from the observation.

The researcher gives check in the observation checklist, and then it will be analyzed by calculating the percentage from the checklist as the pattern below:

$$\text{Percentage } \% = \frac{n}{N} \text{ X } 100\%$$

n = the score of students

N = the sum of total score

% = the percentage of the explanation.

The criteria of observation were as follows:

a. Poor

The aspect of activity that is observe above reaches out for about 20%

b. Fair

The aspect of activity that is observe above reaches out for about 21%- 40%

c. Average

The aspect of activity that is observe above reaches out for about 41%-60%

d. Good

The aspect of activity that is observe above reaches out for about 61%-80%

e. Excellent

The aspect of activity that is observe above reaches out for about 81%-100%

2. Technique of analyzing data from the test

Test is important part of every teaching and learning experience. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Tests may be constructed primarily as devices to reinforce learning and to motivate the students' performance in the language. Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria. The researcher uses an achievement test to measure the student's progress in listening. From those, the researcher can get score directly the specific learning. The scoring can be done quickly and easily.

After calculate the students score, the researcher calculates the mean to measure the improvement of students score in every cycle. The mean is the arithmetical average of distribution which is obtained by adding the sum offset score (ΣX) and dividing with the number of the students (N), as in equation below:

$$\bar{X} = \frac{\Sigma X}{N}$$

$\bar{X}$ = the mean

X = the sum offset score

N = the number of the students.

From the result of that formula the researcher analyses the score of test and the result from observation checklist to find out the improvement of students' ability in listening skill after taught by using English song.

The mean of students' score is divided to five criteria were as follows:

a. Poor

   The mean of the score for about 20

b. Fair

   The mean of the score for about 21-40

c. Average

   The mean of the score for about 41-60

d. Good

   The mean of the score for about 61-80

e. Excellent

   The mean of the score for about 81-100