

CHAPTER III

RESEARCH METHOD

This chapter concerns with the research method of this study. This chapter consists of research design, subject of the study, problem identification and steps of classroom action research.

3.1 Research Design

This study is principally Classroom Action Research, which the definition is research about teaching learning activity as action, which expressly showed in the classroom to improve the way of teaching in order the student can learn well in the classroom (Watts, 1985 : 118) . Therefore, by classroom action research, the teacher has chance to identify the problem in the classroom that connected with the teaching and learning process. This research would apply a dictogloss technique as a strategy to improve students' listening skill in the 8th grade at SMP YPI Nasrul Umam.

The fundamental aim of action research is to improve practice rather than to produce knowledge (Elliot, J., 1991: 49). So, it means that this research is conducted to improve students' listening mastery. Furthermore, Supardi (2009 :110) stated that action research has three important characteristics. The first is reflective inquiry: an action research is from the problem which was faced by the teacher in tha class. The second is collaborative: in order to conduct an action research, we cannot do it by ourselves, but we have to collaborate with other

teacher. The third is reflective; an action research is emphasized on the reflective process from the process and the result of the research.

Based on the second characteristics of action research that is collaborative, the researcher cannot do this research by herself, so the researcher was accompanied by a teacher partner. The teacher partner's name is Hilmi Abdulloh, S.Pd., he is an English teacher in SMP YPI Nasrul Umam. In this research, the researcher played two roles as a researcher and teacher.

3.2 Subject of the Study

In this study, the subject was students in eighth grade at SMP YPI Nasrul Umam Dudusampeyan Gresik. The study involved only one class and consists of 25 students. The researcher took the eighth grade to conduct the study. The subject of this study were students have never been taught listening skill with using dictogloss technique. The researcher found that there were some problems which was identified in the classroom especially in teaching listening when the researcher did an observation at SMP YPI Nasrul Umam. The students were very passive and unable to listen well in listening skill that made the score of students is low or under 70 (based on standard in that school).

3.3 Problem Identification

In conducting classroom action research, the researcher should identify the problem or the focus of the research, determine the area of teaching and learning that want to be changed or improved.

In this step, researcher will choose the problem that happened in the classroom by identifying the problem of the research and based on observation. The researcher came to the school that was SMP YPI Nasrul Umam to observe the condition of the students in the classroom during teaching and learning process. Besides, the researcher also gave an interview to the teacher about the difficulty of the students in learning English. Moreover, the researcher gave an interview to some students about their weaknesses and strength in English skills.

Based on the observation, the researcher found that there were several problems which was faced the student at SMP YPI Nasrul Umam especially students in the eighth grade. The researcher saw that the students were very bored and difficult to listen to the English text from the teacher because most of the students have low ability in listening. It could be seen from the score of their listening which was under 70 (standard score for listening). So, here the researcher focuses on that problem, which was about how to improve students' listening skill by using dictogloss technique.

3.4 Steps of Classroom Action Research

There are four steps that should be done in classroom action research (Arikunto, 2009 : 16). They are planning, acting, observing, and reflecting. The time to conduct one cycle depends on the material that is going to teach (Arikunto, 2009:21).

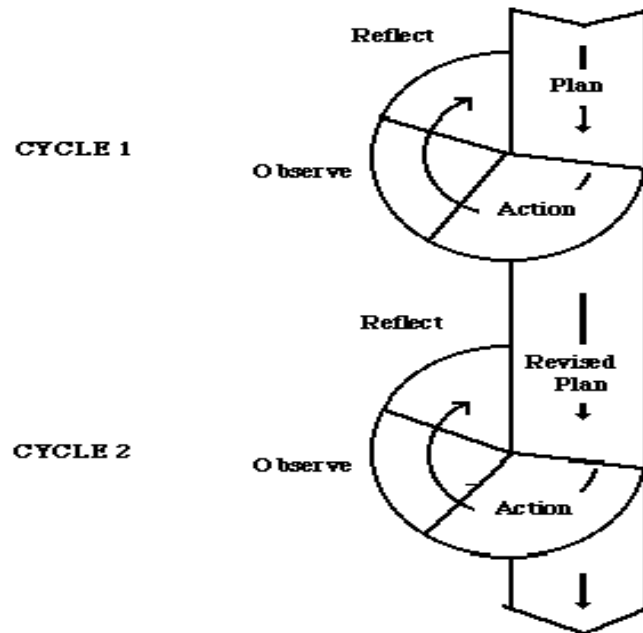


Figure 3.1 Action Research Protocol after Kemmis (cited in Hopkins, 1985)

3.4.1. Planning For Action

In this step, researcher has to look for the applicable strategy that could answer the problem and students can receive the strategy. Then she would make procedure of the strategy to be applied in the classroom.

3.4.1.1. Designing the lesson Plan

The lesson plan proposed in this action research based on its purpose namely to improve the students listening mastery. After making lesson plan the researcher prepares the material that will be used in teaching and learning process.

In this study, the researcher would apply dictogloss as the strategy in teaching listening. Based on the explanation of the theory of dictogloss technique, the researcher thought that dictogloss was expected to solve the problem of this research. The researcher needed six times of meeting which every meeting consists of 80 minutes to apply this strategy because there were only two materials of listening that was learned by the students.

3.4.1.2 Preparing Instructional Materials

All material was prepared by the researcher. The material was based on the syllabus . It consists of some exercises related to the topic given. By applying this material, it is hoped that the students' listening mastery will be increased.

The researcher only focuses on one aspect skill in applying this strategy that is listening skill including one standard competence and basic competence. The material was about oral text in form of narrative and recount. The topics were Studying Abroad for oral recount text and the fabel for narrative text. The researcher used some texts to be read for students and some audio oral texts read by foreigners.

Below was the action plan of the researcher to apply dictogloss technique in improving student's listening skill at the eighth grade of SMP YPI Nasrul Umam.

No.	Time	Material
1.	Meeting 1	Pre – test and introducing dictogloss.

2.	Meeting 2	Oral recount tex (studying abroad).
3.	Meeting 3	Oral narrative text (fabel).
4.	Meeting 4	Oral recount text (studying abroad).
5.	Meeting 5	Oral narrative text (fabel)
6.	Meeting 6	Post test and giving questionnaire.

3. 4.1. 3 Criteria of Success

This study deals with improving students listening using dictogloss technique. Based on the previous theory and the condition of the students, the criteria of success of the study are determined as follow:

- The students' average score of english test is 70
- The students' are motivated to join activities in the classroom. It can be seen in the students' activity/participation and classroom atmosphere. The number of students who participate to listen to the text in the classroom increased significantly (70%).

3.4.2. Acting

For the implementation of using dictogloss technique, the researcher will apply four steps in every meeting for the students in the eighth grade students at SMP YPI Nasrul Umam.

1. Preparation

- Students are given brainstorming which relates to the topics which will be discussed. Students are given some
- Students are given the clear instruction of what students should do in learning with dictogloss technique.
- Students are organized into five groups which each group consists of five students.

2. Dictation

- Students listen to the teacher who is reading the text at normal speed.
- Students are listening to the audio which is played by teacher.
- Students are taking a note while they are listening to the text.

3. Reconstruction

- Students reconstruct the jumble sentences by using their notes.
- Students has to reconstruct in logical order and make a notes of the text.
- In a group, students reconstruct the text in their version.

4. Correction and Analysis

- Students compare and discuss their own text with other texts before comparing with the original text.
- Students compare their text with the original text and correct their grammar error.
- Each group reads aloud their reconstruction.

3.4.3. Observing

In this stage, the researcher observed the students and the situation of the classroom by using field notes while conducting research in the class. To get a valid data, the researcher could not observe the classroom by herself. So in this case, the researcher should be accompanied by an observer. In this research, the researcher is accompanied by a teacher partner as an observer. The teacher partner helped the researcher to observe and record everything that happened in the class. The observer wrote a field note.

The important think that researcher have to do in this step was how to collect the data. In this study, the data were collected in semester II of the 2011/2012 academic year. The researcher used some techniques to get complete data from the subject. The researcher used listening comprehension test, observation, and questionnaire.

To get the data researcher spent considerable time in a classroom. The researcher looked for some information dealing with the research problem. The source of the data in this study were the students as the subject of the study, the teacher self and the teacher partner as the observer. The researcher observed and described with the activities in a listening class. After doing this, researcher did the observation. The researcher was helped by teacher's partner when the teaching and learning listening process happened. Here, they worked together to observe the class, so that the partner would know what happened in the class and then he could give her point of view of the observation.

To collect the data, researcher uses two instruments, they were : test and observation.

- a. First, the researcher would give a pre test in the form of listening test in their own book which was about narrative and recount text . The post test would be given after the students get the material in four meetings and in every meeting students had assignments in form of listening comprehension test. The researcher would ask the students to listen to some texts related to the topic that have been choosen. As mention in previous, the short text involved in this study are monolog (narrative and recount text) which were found in Standard Competence and Basic Competence used.
- b. Second, observation was done while the class happened. To make the observation more objectives so researcher was helped by teacher partner to find what surely happened in a class, especially in a listening class while the teacher taught the students in the class.

3.4.4 Reflecting

In this stage, the researcher and the teacher partner analyzed the data which will be collected to be summarized. It was used to measure then consider whether the result of the study gave a significant change and improvement for the students' progression or not. If the result of the study shows the target of criteria of success, this strategy could reach the goal and the researcher could report the result of the study but if the study could not

reach the criteria of success, so the researcher needed to modify the strategy and implemented the modified strategy in the next cycle.

In this research, the problem which was needed to be solved was the students' ability in listening. It could be measured from the students' scores. To get a valid data, the researcher also observed the situation in the classroom and students' feeling. If the average score of the class is 70 and 70 % students from 25 students could participate actively in the class, so the cycle could be stopped. The researcher did not need to conduct the 2nd cycle.

In this step, researcher would also analyze the data, which have collected during classroom action research process. In order to researcher could answer the question, the strategy was applicable or not. To analyze the data, the researcher compared the score of students' listening test before and after applying the dictogloss strategy. The passing grade (kkm) for English is 70. It means that the students' minimum score is 70. The researcher and the teacher partner describe the information what is going on in the classroom during the implementation of dictogloss to improve students' listening ability. The researcher determined the criteria of good category. If the students still achieved the qualification of under good category, the researcher revised again some part of the lesson procedures. The criteria of success of the study are determined of the students' average score of listening test is 70 (the passing grade for English lesson at school) and the students are motivated to join activities on the strategy. After the study has completed, the researcher concludes the research, findings as the answer to the research question.