

CHAPTER III

RESEARCH METHODOLOGY

The many research design types, the research setting, the research subject, the research time, the research tools, the data collection method, the research processes, and the validity and dependability of the research results were all covered in this chapter.

3.1 Method of the Research

This study aims to identify student issues and suggest solutions for improving students' English-language learning in the classroom, particularly in grade X students at M.A.S. Ummikalsum. As a result, classroom action research (C.A.R.) was the methodology used in this study. Classroom action research (C.A.R.) is conducted while students are learning. It is meant to help the teacher make sense of what happened in the classroom and use that knowledge to take action to enhance the teaching-learning process going forward.

Students in higher education, both undergraduate and graduate, who are enrolled in courses that have been approved typically employ action research as an investigative method. Action research has gained popularity as a form of study among students pursuing taught doctorates (EdD), concentrating on practical facets of education.²⁰ It suggests that the Researcher or teacher must first create a new method to enhance students' comprehension before starting classroom action research (C.A.R.). Action research is described as an examination carried out with rigour and comprehension to enhance practice continuously; the emergence of results supported by evidence will.

The goal of action research is to take the initiative and effect positive educational change in the investigated school environment.

Then support the Researcher's continuous professional development.

3.2 The Subject of the Research

There were 27 students in grade X at M.A.S. Ummikalsum during the academic year 2020–2021, which is the Research's primary emphasis. The Researcher focused on grade X students at this particular school for several reasons. First, the Research was designed for grade IX students, but they were still getting used to school and their learning settings. Second, the teacher suggested that I do the Research in class X because few students were in classes XI and XII. As a result, the students in grade X were picked as the study's participants. Potential problems were found following an observation and interview. The youngsters' poor listening abilities were one of the most crucial elements in overcoming the problems.

3.3 Learning and Time of Research

The study was carried out at M.A.S. Ummikalsum, a location in Jl. Pesantren Desa Mudik North Sumatera, and this study will take place from July through September, 2020. The Research chose this school as a research location because:

1. The place is still reachable by the Researcher and is close to their college.
2. There are some distinctions between the material being studied and the fundamental skills that will be applied in this Research.

3.4 The Procedure of The Research

This Research will be conducted in two cycles; however, if no progress is discovered in the first two cycles, the Research will be continued until cycle three, but if improvement is found in the first two cycles, the Research will be completed till cycle two. Kurt Lewin's design formed the basis for this study's

classroom action research (C.A.R.) method. It consists of two cycles, each comprising four phases: preparation, execution, observation, and reflection.¹

1. Planning

The Researcher and the instructor discuss how to create a lesson plan and the research instrument after interviewing the teacher and students and observing the classroom.

2. Action

The Research followed the proposed lesson plan, which focused on teaching listening by watching a movie without subtitles. The Researcher watched the students at each cycle.

3. Observing

This stage was under the observer's control. Both seeing and acting will happen at the same time. Giving the teacher, who was also mentioned as an observer, a chance was the second stage (activity). The teacher needed more time to assess the situation as it developed when they took action. As a result, when observing, the observer should record everything that happens in the actual classroom, including the teacher's actions, the environment of the class, the students' reactions, etc. During this step, data from the assessment or post-test is also gathered.

4. Reflecting

This stage intended to summarize what had been accomplished. The teacher conducted this task quite appropriately based on the data that had been gathered, and it was then essential to hold evaluations in order to complete the next cycle. The collaborative nature of this phase allowed for a deeper discussion of some of the concerns that had come up in class. The reflection

¹ Umi, Ruchaniyah, (2010), *Increasing Students Understanding of The Sample PastTense Using Discovery Learning*, Jakarta: UINSyarifHidayatullah, p.25

might be found after applying the action and observation outcomes. The cycle of re-planning, reactive action, and re-observation must be carried out if problems are still found. The unresolved problems might then be resolved as a result.

3.5 Research Instrument

The Research used a variety of instruments, including the following:

Examination, interview log, observation log, and supporting documentation.

3.5.1. Test

The exam determines the students' problem with improving their English listening skills by watching an English movie. Consequently, the Researcher distributed the worksheet and played the audio (sing) so that the students could write down what they heard on the audio.

3.5.2. Interview

To evaluate the success of the intervention, an interview was done. The Researcher spoke with the student and the English teacher about the actions involved in the teaching and learning process. The data was acquired by observing the conditions and classroom settings during teaching and learning. Regarding the use of English movies and audio in this example, the Researcher spoke with a teacher of English and X students in an interview.

3.5.3 Observation

The Researcher would watch the students while they learned English, particularly in the area of listening competence, and record the students' difficulties and successes in this area.

3.5.4 Documentation

The documentation demonstrates the Researcher's work in a school

environment. The Researcher captured several pictures while the students were being taught and studying.

3.6 The technique of analyzing Data

To collect qualitative data, observations, interviews, and documentation were used. The Researcher would examine the data utilizing the data display technique. A final qualitative data set would be created by organizing and compiling all information acquired through observation and interviews. The Researcher determined the average of the students' listening scores for each action in one cycle by looking at the numerical data.

The quantitative data used the formula:

$$X = \frac{\sum K}{\sum N}$$

Noted :

X = the mean of the
students
 $\sum x$ = the total
score

$\sum N$ = number of students.

3.7 Trustworthiness

In qualitative Research, four markers have been devised to verify the validity of data: credibility, transferability, dependability, and the ability to confirm.²

²Tohirin.2013. *Metode Penelitian Kualitatif Pendidikan dan Bimbingan Konseling*. Jakarta: PT. Raja GrafindoPersada, p. 100.