

CHAPTER III

METHOD OF RESEARCH

A. The Design of Research

After seeing many definitions about classroom action research, or sometimes just called as action research, and as Anne Burns stated that there are some common features which can be considered to characterise action research:

1. Action research is contextual, small scale, and localised. It identifies and investigates problem within a specific situation.
2. It is evaluative and reflective as it aims to bring about change and improvement to practice.
3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners, and researchers.
4. Changes the practice are based on the collection of information or data which provides the imperus for change⁶⁷

Based on Anne's common features of action research above, this research occured in a classroom involving four steps, namely: planning, action, observation, and reflection. These four steps involve in one cycle. There was no limitation of applying cycle in this research. It was based on the satisfactory of reseacher him/herself. Nevertheless, Chandra Wijaya and Syahrurum suggested that it should not less than two cycles".⁶⁸

⁶⁷ Anne Burns, (1999), *Collaborative Action Research for English Language Teachers*, Cambridge: Cambridge University Press, p. 21.

⁶⁸ Chandra Wijaya and Syahrurum, (2013), *Penelitian Tindakan Kelas*, Bandung: Citapustaka Media Perintis, p. 61.

B. The Subject of Study

The subject of this study was the Eleventh grade students of SMA Cerdas Murni in second semester at 2017-2018 academic year in which the number of students consisted of 31 students; they were 8 boys and 22 girls. This class was chosen because there was giving opinion material in their syllabus.

Other individuals who provided information on the subject of this research were classified as informant. These included the English teacher, observer, collaborator, and principle of SMA Cerdas Murni.

C. The Location of Research

This study conducted at eleventh grade of SMA Cerdas Murni in 2017-2018 academic year. SMA (Senior High School) of Cerdas Murni Foundation is located on Beringin street number 33 Tembung. The reasons of the writer choosing this school because there was no similar research conducted before and while doing observation the writer also found that most of the students were still having many problems in speaking, especially in giving opinion.

D. The Procedure for Collecting Data

The procedure of doing this study was based on the principle of classroom action research. According to Anne Burns, Action Research (AR) is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as

researcher'. AR involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts.⁶⁹

According to Kemmis and McTaggart , who are major authors in this field, in Anne Burns' book stated that AR typically involves four broad phases in a cycle of research. The first cycle may become a continuing, or *iterative*, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.⁷⁰ It means that if the result failed, the writer should continue the research by going to the next cycles until the aim of implementing strategy achieved.

Coher and Manion in Anne Burns' book offer a similar set of characteristics. They argue that Action Research is first and foremost situational, being concerned with the identification and the solution of the problems in a specific context.⁷¹

The four broad phases are as follow:

1. Planning
2. Action
3. Observation
4. Reflection⁷²

⁶⁹ Anne Burns, (1999), *Collaborative Action Research for English Language Teachers*. p. 2.

⁷⁰ Ibid. P. 7.

⁷¹ David Nunan, (1992), *Research Methods in Language Learning*. Cambridge University Press. P. 18.

⁷² Anne Burns, (1999), *Collaborative Action Research for English Language Teachers*. p. 8.

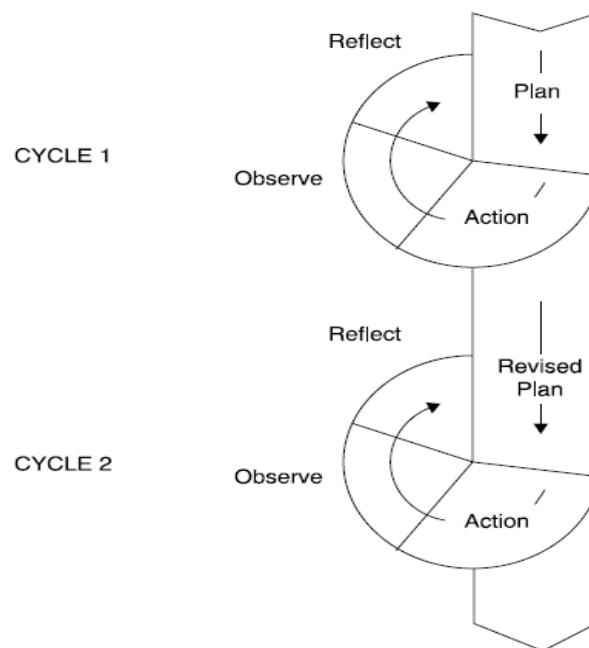


Figure 3.1. cyclical AR model on Kemmis and Mc Taggart (1998)

The application of the four phases above can be explained as follow:

a) The first cycle

In this cycle, students' ability at giving opinion were measured and their problem of giving opinion were identified. The steps of this cycle can be explained as follow:

1. Planning

In this phase, researcher had an interview with English teacher talking about what researcher should prepare and anticipate before implementing the strategy.

After interviewing the teacher, researcher interviewed the students to identify and measure students' problem and difficulties in giving opinion. After that, researcher arranged everything that

needed while implementating listening team strategy for the first time in the classroom such as lesson plan, media, and so on.

2. Action

In this phase, researcher applied the planning and inform the students about the strategy that was going to apply during learning process.

All actions in this phase had to be noted clearly. In the end of learning process, researcher gave some open questions about given material that had been taught. The result of this test was used as reflection in next cycle.

3. Observation

In teaching process, researcher position was as an English teacher who applied listening team strategy and the English teacher as collaborator who observed the implementation from the begining till the end of teaching process.

During the class, the collaborator observed about the teaching process. Thus, the collaborator would be given observation sheets which had been prepared before. This observation was done from the first time the teacher came to class till the end of the class during the research.

4. Reflection

After implementing the strategy and getting observation result of implementation process, researcher analyzed and found out the problems and then formulate new cycle.

In this phase, the researcher also discussed with observer, asking suggestion and opinion about the previous learning strategy. This aimed to help researcher to rearrange the next steps that should be taken.

b) The Second Cycle

In this cycle, the researcher rearranged the new lesson plan, media, and so on as a response to the first cycle. The researcher did activities that had been designed based on the result of the reflection in cycle 1. The researcher would try to narrow weakness and wrongness that found in cycle 1 and hoped the students' ability in giving opinion would be improved in this cycle.

1. Plan

The researcher designed the material related to giving opinion and the application of listening team strategy. In this phase, the researcher used all informations which had gained in the first cycle to arrange new planning such as media, time allocation, and so on.

2. Action

In this phase, researcher reminded the students how to give and how to deny opinion. Then researcher applied the listening team strategy and asked students to involve in group actively. After the students did their task, the researcher gave the student some open questions. This aimed to analyze the students' improvement in giving opinion during the second cycle.

3. Observation

In this phase, there were some activities by the observer and collaborator such as:

- Observing the teacher's steps during the teaching-learning process.
- Observing the students' activities and participation during teaching-learning process.
- Taking note and documentation on the students' participation in the activity and on language used during the activity.

E. Technique for Collecting Data

The techniques that used in collecting the data for this research were as follow:

1. Qualitative data

Qualitative data describe the implementation of listening teams strategy and the responses of students during teaching-learning process. In collecting these data, the researcher used:

- a. Interview, Interview was conducted to get information about students' feeling at giving opinion before and after implementing the strategy. The researcher also interviewed the English teacher before and after implementing the strategy in the classroom.

Recorder was used to record the interview, the pre-test, and the post-test and to take video of learning process. Pre-test was given before cycle 1. Post-test 1 was given after implemented the strategy in cycle 1 as additional information in doing reflection. The last, post-test 2 was given after cycle 2 as measurement the effectiveness of cycle 2. The recording was transcribed into written form and attached to become report in the thesis as the proof that the interview, pre-test, and post-test were done.

- b. Observation, this data were gained from observation sheet which arranged before the research was began. In this research, the english teacher was the observer who filled all items in the observation sheet during the research.
- c. Documents, In this research, documents were taken as instrument of data to analyze about students' activities, behaviour, and so on. These were included attendance list and documentation (photograph).
- d. Diary notes, this was a kind of small note which explained the research process during each cycles briefly.

2. Quantitative data

In collecting quantitative data, the researcher used two techniques as follow:

a. Test

Basically, test is an instrument or tool of measuring behaviour, performance of somebody. That tool of measurement is a collection of questions that proposed to every subject demanding to find cognitive tasks.⁷³

In collecting quantitative data, the researcher conducted speaking ability test (determining as the main data). The tests were given three times; before implementing the strategy which called as pre-test, after cycle one which called as post-test I, and after cycle two which called as post-test II.

Before and after teaching by implementing listening team strategy, the researcher asked some questions to the students to know the students' ability in giving opinion. Responses and answers given by subject to the questions were converted into number as a representative of subject characteristic.

In this research, the students were given 4 questions that had to be answered orally. These 4 questions were not given in one time, but given in three times. Two questions were before and after the cycle 1 (pre-test and post-test 1) and two questions were in the cycle 2 (post-test 2). In total, the number of all questions

⁷³ Syahrums and Salim, (2016), *Metodologi Penelitian Kuantitatif*, Bandung: Citapustaka Media, p. 141.

were 4 open questions. The answers were recorded and converted into transcription.

b. Speaking Rubrics

The speaking rubrics contained scores of students' speaking performances. The scores were gained through the participation of students during the pre-test, post-test I, and post-test II. In the end, the scores accumulated and showed the result whether the listening team strategy improved students' ability in giving opinion or not.

F. The Technique of Analyzing the Data

To analyze the qualitative data, the researcher referred to some steps proposed by Burns. The first step was assembling the data. In this step, the researcher collected all data that had been obtained, reviewed the initial or revised questions, and started to look for broad patterns, ideas, or trends that seem to answer the questions. The second step was coding the data. In this step, the data grouped into more specific patterns or categories and identified the data sources that might be coded as qualitative or quantitative. The third step was comparing the data where the researcher compared the data to see whether the data said the same thing or contradiction. The next step was building meaning and interpretations. Here, the researcher analyzed the data several times to pose questions, rethought to connections, and developed explanation of the situation. Finally, the last step was reporting the outcomes.

In this step, the researcher described the context of the research, outlined the findings, and how the researcher organized the whole research.⁷⁴

To analyze quantitative data, the researcher compared the results scores of the pre-test and post-test. The researcher then compared the means of the scores in order to find the improvement in the students' speaking ability. From the comparisons, the researcher made conclusions in the form of descriptions whether the students' speaking ability of the second grade students' class of SMA Cerdas Murni improved by the use of Listening Teams strategy or not.

To find the mean score in each cycle, the following formula was used:

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

Where: \bar{X} = Class of mean score

$\sum X$ = Total Score

N = Total number of students

The categories of numbers of the students who mastering, counted by the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where: P = Percentage of student getting score ≥ 75

R = Number of students getting score ≥ 75

T = Total number of students taking test

Then, to know the different of the test success after using Listening Teams strategy, the writers apply the following t-test formula:

⁷⁴ Anne Burns, (2010), *Doing Action Research in English Language Teaching: A Guide for Practitioners*, New York: Routledge. p. 104-105.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where: T = coefficient of t-test calculation

\bar{D} = Mean of difference of post-test 1 and post-test 2

D = Difference

N = Subject of Students⁷⁵

G. Research Validity and Reliability/Trustworthiness

A research data must be valid and reliable. To make the data valid, the researcher used five kinds of validity proposes by Anderson in Burns' book "*Collaborative Action Research for English Language Teachers*". They are explained as follows:

- 1) *Democratic Validity*. Democratic validity is related to the extent in which the research is truly conducted collaboratively and includes multiple voices. The researcher fulfilled this validity by asking the English teacher, collaborator, and students to share their opinions and suggestions about the actions implemented to improve the next actions.
- 2) *Outcome Validity*. Outcome validity is related to the outcome of the research. In order to fulfill this validity, the researcher and the collaborator analyzed the outcome of the research to find out whether the actions implemented were successful or not.

⁷⁵ Chandra Wijaya & Syahrums, (2013), *Penelitian Tindakan Kelas*. p. 134.

3) *Process Validity*. Process validity is closely related to the dependability and competency of the research itself. In order to get this validity, the researcher observed the teaching and learning process by using observation sheet, vignettes/daily notes, recording, documentation or photograph and interviewing the students and the teacher.

4) *Catalytic Validity*. Catalytic validity is related to the extent in which the research could allow the participants to understand the social realities of the context and how they can make changes within it. The researcher interviewed the teacher and the students regarding the implementation of the actions to fulfill the catalytic validity.

5) *Dialogic Validity*. Dialogic validity parallels the processes of peer review to monitor the value of the research. It is obtained by conducting dialogues with the English teacher and the collaborator. The dialogue is used to get the comments about the implementation of the technique in every meeting. The results of the dialogue is used to find out the strengths and weaknesses of the action to make a better action in the next meeting.⁷⁶

Meanwhile, it is important to enhance trustworthiness in research. There are techniques drawn from qualitative approaches for providing validity checks on action research data. The purpose of these techniques is to test out the reliability/trustworthiness of the data and to encourage ongoing

⁷⁶ Anne Burns. *Collaborative Action Research for English Language Teachers*. p. 161-162.

reflections on them as part of the process of data analysis. One of which is triangulation. The aim of triangulation is to gather multiple perspectives on the situation being studied. Burns also proposes four forms of triangulations as follows:

- 1) *Time Triangulation*. It means that the data are collected over period of time. It is done to get a sense of what factors are involved in change processes. In order to fulfill the time triangulation, the researcher interviewed the students and the English teacher before the implementation of the cycles, during the implementation of the cycles, and after the implementation of the cycles.
- 2) *Space Triangulation*. It means the data are collected across different subgroups of people, to avoid the limitations of studies conducted within one group.
- 3) *Investigator Triangulation*. Investigator triangulation means that more than one observer is used in the same research setting. To fulfill the investigator triangulation, the researcher asked the English teacher and the collaborator to help the researcher during the action in the classroom. The purpose of this triangulation is to avoid bias or subjective observations.
- 4) *Theoretical Triangulation*. It means that the data were analyzed from more than one perspective from some theoretical reviews. The researcher reviewed theories from some books to obtain this form of triangulation.⁷⁷

⁷⁷ Ibid. p. 164.