

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter consists of some principle components of the research methods used in this research. They are research design, research focus, research subject and setting, data collection technique, and data analysis.

#### **A. Research Design**

This research uses descriptive qualitative research method, and the design in this research was used Classroom Action Research design. (See picture 3.1)

Kemmis and McTaggart stated that Classroom Action Research (CAR) has four steps that are planning, action, observation, and reflection<sup>61</sup>. Planning means make a plan for the action that would be conducted in order to improve learning practice, in details and clear manner. This planning was made based on the problems encountered. Action means perform the planning. Generally this action was in form of learning using certain method according to the planning, which according to researcher' assumption has benefits. Observation means efforts to obtain input or data concerning the results of the action taken. Reflection means analyzing and interpreting the results of Classroom Action Research had performs, might also perform subsequent action planning to improve its lack.

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<sup>61</sup> Kemmis, Stephen, McTaggart, Robin, *The action research planner*, (Victoria: Deakin University. 1999). P. 10

Experts such as McNiff, Kemmis and McTaggart suggest that a sequence of planning, action, observation and reflection is a cycle<sup>62</sup>. Reflection of the first cycle would decide whether the first cycle is adequate or need to continue to the second cycle etc.

Although many models of classroom action research, there are CAR characteristics that differentiate it from other research types. In this research the model chosen was adapted from Kemmis and Tagart. The flow of CAR is consisted of planning the action, implementing the action, observation, analysis and reflection, planning, action implementation etc<sup>63</sup>.

In this CAR, the plan was prepared before the action is conducted including deciding the learning material, time allocation, planning the action strategy, observation and preparing the observation sheet. Action in this Classroom Action Research (CAR) was consisted of listening educational activity using paired dialog strategy as follow-up activity.

Observation was performed within the learning process, observation that performs along with the learning activity in classroom, by patrolling around to follow the paired students' dialog in turn. While performing observation the teacher made observation notes and filling the observation sheet. Analysis and reflection in Classroom Action Research (CAR) was the action of analyzing and interpreting the data acquired in observation stage. From this interpretation,

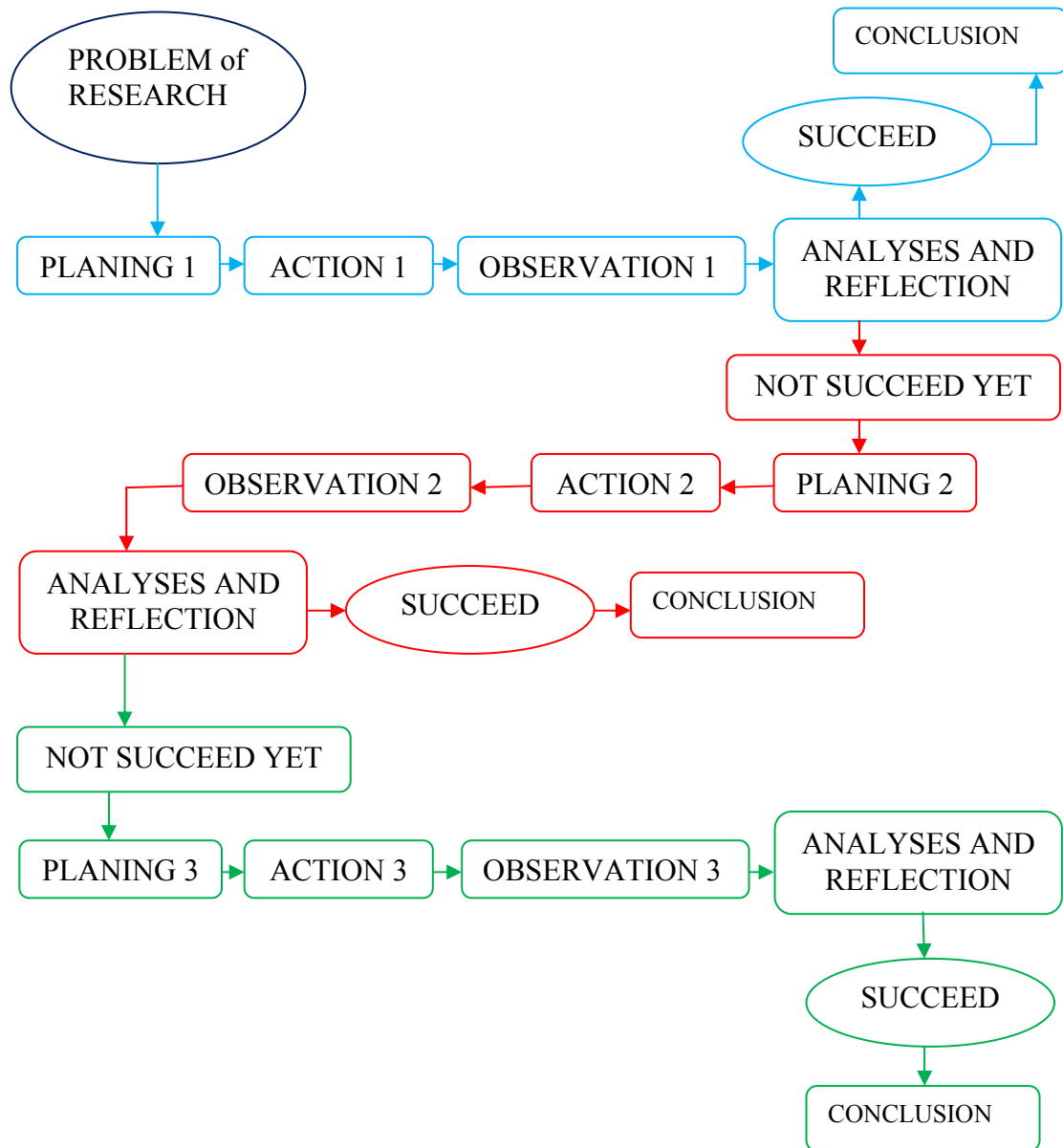
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<sup>62</sup> Jean McNiff, *Action Research : Principle and Pracice*, ( London : Macmillan Education, Ltd. 1988). P. 28

subsequently plans the action for next cycle. This next cycle was to improve the action that consider less from perfect, to improve the results or ensuring whether the action has positive results or not.

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<sup>63</sup> Kemmis, Stephen dan McTaggart, Robin, *The Action Research Planner...* P. 15



**Picture 3.1: Cycles of Classroom Action Research  
Adopted from Suharsimi Arikunto in “Penelitian  
Tindakan Kelas”**

From the framework above, it informs about the process of each cycles of Classroom Action Research in the implementation of Paired Dialog. There are some criterion where the technique is succeed, as follows:

- 1) All pairs are able to make a dialog as their own ideas in each partner that related to the listening topic.
- 2) Each student in pair can express their dialog bravely.

Meanwhile from the framework above, there are some criterions where the implementation of paired dialog was unsucceeding, as follows<sup>64</sup>:

- 1) 30% pairs is active in expressing their dialog to another pair.
- 2) 30% students who are active to speak.

## **B. Research Focus**

The action being tested or investigated was a paired dialog strategy that is the follow-up of listening learning in English subject. The influence of action that became the focus of observation is students' activeness that means students active in their conversation or dialog in each partner. Besides, students' attitude means that students do the dialog as the theme or topic of listening that has been given by the teacher. The student's activeness was observed during learning activity, and the teacher give questionnaire to student.

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<sup>64</sup> Dr. Nana Sujana., *Cara Belajar Siswa Aktif Dalam Proses Belajar Mengajar*, (Bandung: Sinar Baru, 1989), P. 20

### **C. Research Subject and Setting**

This research was conducted in Madrasah Aiyah (MA) Bustanul Ulum, especially eleventh grade. The research subject was the researcher himself that also became the key instrument and entire students of eleventh grade, academic year 2012/2013.

MA Bustanul Ulum was chosen for the reasons of practicality because the researcher is the English teacher in MA Bustanul Ulum, therefore researcher need not leave his main duty in teaching English in MA Bustanul Ulum because of doing research in other Madrasah or schools. The classroom was chosen because most of the learning activity in eleventh grade was performed in that location. Beside those reasons, researcher feel quite understood the setting because he already teaches in this Madrasah approximately one year, which the Madrasah is located at desa Sumberkarang, Kec. Dlanggu – Kab. Mojokerto.

The research object was the students of eleventh grade program academic year 2012/2013 in total of 20 students which chosen of 7 male students and 13 female students, because in eleventh class the researcher has allocated time for English in total of 8 hour per weeks, and in this material of listening are for eleventh class, thus the impact of this research implementation is not making much risk of impeding other skills learning process.

In qualitative research, the acquired data was natural and the object would not feel being observed, because the researcher was teacher in his own classroom, not another person or unknown teacher.

## D. Data Collection Technique

In qualitative research, researcher is the key instrument. According to Burhan and Bugin (Ed.) in qualitative research the researcher is the key instrument<sup>65</sup>. According to Lincoln and Guba's argumentation which is cited by Sugiyono stated that:

*“The instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in letter phases of the inquiry, but the human is the initial and continuing mainstay. But the human instrument has been used extensively in earlier stages of inquiry, so that an instrument can be constructed that is grounded in the data that the human instrument has product”<sup>66</sup>.*

As key instrument, researcher performs as data collector. The data was collected using techniques: observation, questionnaire, and documentation.

### a. Observation

The researchers would use the direct observation. Observation was conducted by observing students' activity, and make note during the teaching learning process about anything happened in the class.

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<sup>65</sup> Burhan & Bugin (Ed.). *Metodologi Penelitian Kualitatif*. Jakarta: PT. RajaGrafindo Persada, 2007.P.24

<sup>66</sup> Sugiyono, *Metode Penelitian Kantitatif Kualitatif dan R&D*,Bandung: CV AFABETA,2009, P. 223

## **b. Questionnaire**

Questionnaire is as documents asking some questions to all individuals in the sample. The researcher used questionnaire to know the respond of student. According to Moh. Nazir said that *“a set of questions that are logically related to the research problem, every question is the answers which have meaning in examining hypothesis”*<sup>67</sup>. In this case, the question was given to English students in order to know the students’ responses concerning the using paired dialog strategy for following-up to teach listening.

## **c. Documentation**

Documentation has purpose to support the result of observation in qualitative research. According to Bodgan said that *“in most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual who describes his or her own actions, experience and belief”*<sup>68</sup>. In this case, documentation was used for collecting the data about the research question number one which was showed by lesson plan documentation and the question number two which was showed by their responses.

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<sup>67</sup> Moh.Nazir, *Metode Penelitian*, (Bogor: Ghalia Indonesia, 2005), page 203

<sup>68</sup> Sugiyono, *Metode Penelitian Kantitatif Kualitatif dan R&D*, (Bandung: CV AFABETA, 2009), page. 240



## E. Data Analysis Technique

Data analysis in action research is the researcher effort to achieve better understanding of what is happening in real situation<sup>69</sup>. The acquired data in this research is analyzed using flowing data analysis model offered by Miles and Humberman<sup>70</sup>. The analysis is start from data reduction stage after collecting the data, followed with data presentation, and finally conclusion or verification. The analysis stage is performed repeatedly as soon as the data obtained in each data collection stage in each action cycle.

In this study, the researcher uses Milles and Huberman model. According to Milles and Huberman's argumentation which is cited by Sugiyono stated that:

*“The qualitative data analysis is conducted in interactively and continuously up to completion data. There are three steps of this model; data reduction, data display, and conclusion drawing/verification”<sup>71</sup>.*

For the first step is data reduction. In this step, all data which were collected as many as possible by research techniques, would be noted and rechecked accurately and carefully. From these data, the researcher would reduce and choose data and will focus on the unity theme. By characterizing and grouping the data, the researcher will find the outlined data.

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<sup>69</sup>Jean. McNiff, , *Action Research: Principles and Practice*, (London: Macmillan Education, Ltd. 1998), P. 85

<sup>70</sup> Miles, Mattew B. dan A. Michael Humbertman, *Analisis Data Kualitatif*, Diterjemahkan oleh Tjetjep Rohandi Rohidi, (Jakarta: UI Press, 1992), P. 18

<sup>71</sup>Miles, Mattew B. dan A. Michael Humbertman, *Analisis Data Kualitatif....*, Page. 246

The second step was data display. In this step, the researcher would display the data with narrative text. As Milles and Huberman's argumentation which is cited by Sugiyono stated that:

*“The most frequent form of display data for qualitative research data in the past has been narrative text, graph, metric, network and chart”<sup>72</sup>.*

This step is to know where the most qualified data is and where the unqualified data is.

The last step is conclusion drawing/verification. After conducting those steps above, the researcher will draw the conclusion of the data. The data will be described and written on the research paper. The aim of this step is to obtain the reasonable of the using Paired-Dialog as a follow-up activity for improve students' activeness in listening.

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<sup>72</sup>Miles, Matthew B. dan A. Michael Huberman, *Analisis Data Kualitatif....*, Page. 249