

CHAPTER III

RESEARCH METHODOLOGY

A. Research Paradigm

In conducting the study, the researcher used qualitative paradigm that defined by Cresswell as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting.¹ In understanding a fact, qualitative paradigm entails some philosophical inquiries, they are:

1. Social reality is constructed by the individuals who participates it.
2. This view of social reality is movement in cognitive psychology. Individuals build their own understandings of the world through experience and maturation.
3. Different individuals will have different social reality value.²

B. Reseach Design

Researcher had done classroom action research to know the working of documentary. This research was conducted based on classroom action research; participatory action research where all personnel have their own role in this research; the researcher takes action and the students are observed by the

¹ Rahmat Sahid, *Analisis Data Penelitian Kualitatif Model Miles dan Huberman*, (<http://sangit26.blogspot.com/2011/07/analisis-datapenelitiankualitatif.html>, accessed on May 08, 2012).

² Poerwandari E. Kristi, *Pendekatan Kualitatif untuk Perilaku Manusia*, (Depok: Mugi Eka Lestari, 1998), 20.

researcher.³ McNiff says in his book *Action Research Principles and Practice* said that classroom action research begins with a question or questions about classroom experiences, issues, or challenges.⁴ It is a reflective process which helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve.⁵ Based on the action research principle, this research used a reflective cycle. It consists of planning, action, observation and reflection.⁶

This research was conducted based on classroom action research since it was to improve the quality of teaching and learning. It was conducted to know the process how Documentary program could improve the listening skill of the students. It is supported by Elliot who states that an action research is about improving practice rather than producing knowledge.⁷ It is supported by McNiff and Whitehead who state classroom action research can be done for those who want to take action to improve students' learning or to solve educational problems.⁸ Thus, by using this method, researcher was expected to be able to find out, to define, to analyze, and to explain the topic of the study.

³ Putri Rahayu Ningsih, Degree thesis: “ *The Use of Media to Improve Students’ Speaking Ability in English Course, Bandung*” (Bandung: Universitas Pendidikan Indonesia, 2012), 29.

⁴ Sonia Ospina. *Qualitative Research*. (New York: New York University, 2004)

⁵ Prof. Suharsimi A, Prof. Suhardjono, Prof. Supardi, *Penelitian Tindak Kelas*, (Jakarta: Bumi Aksara, 2010), 102.

⁶ Prof. Suharsimi A, Prof. Suhardjono, Prof. Supardi. *Penelitian Tindak.....*, 102.

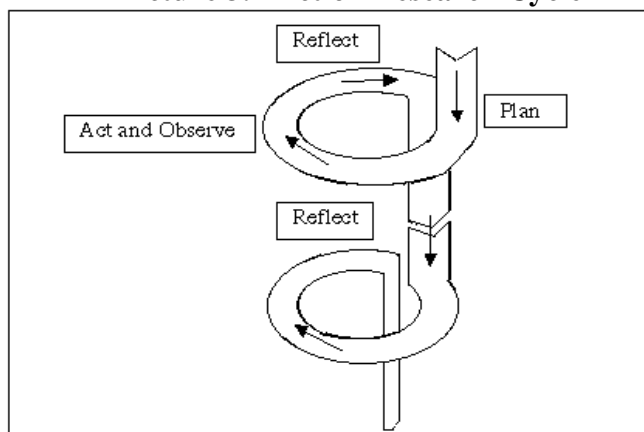
⁷ Prof. Suharsimi A, Prof. Suhardjono, Prof. Supardi. *Penelitian Tindak.....*, 90.

⁸ Putri Rahayu Ningsih, Degree thesis: “ *The Use of Media to Improve Students’ Speaking Ability....*” 30.

In this study, the researcher used descriptive qualitative design to describe students' response during the process of listening activity, and the result of students' improvement before and after the activity, it was arranged as words, pictures, quoted data and not as numerals.

Based on the action research principle, this research used reflective cycle. There are several activities in each cycle. Kemmis and McTaggart mention the activities in the action research; planning, acting, observing, and reflecting.⁹ The cycles can be described as follows:

Picture 3.1 Action Research Cycle¹⁰



This research took a repeated cycle and used three cycles to answer the research problems. Researcher did three cycles to reach the target of the action research. The first step of the first cycle was to make a plan based on the problem found in the observed class, and then, action, observation, and reflection were done. Next, in the second and third cycles, the plans were done based on the

⁹ Prof. Suharsimi A, Prof. Suhardjono, Prof. Supardi, *Penelitian Tindak.....*, 77.

¹⁰ Prof. Suharsimi A, Prof. Suhardjono, Prof. Supardi. *Penelitian Tindak.....*, 68.

problems in the previous cycles, and then the action, observation, and reflection were conducted. Each cycle consisted of four meetings; pre-test, first action, second action, and post-test. The pre-test was aimed to see students' prior listening ability before the actions. The actions were conducted to apply the discovery channel in the classroom. The post-test was aimed to see the improvement of students' listening ability after watching discovery channel.

This research was carried out by researcher as teacher and was helped by the English teacher as observer. Collaboration is important for researcher to do classroom action research. Researcher did the collaboration with the English teacher because it is very important to get and analyze the real problem in classroom. Collaboration is very important, especially to diagnose the problem, to arrange suggestion, to do the action, analyze the data, to present the result, and arrange the final report.¹¹ According to the Wallace collaboration can give advantages in action research such as to improve teacher's motivation, to spend time effectively in appropriate task, and to obtain a lot of suggestion.¹² Yet collaboration also contributes some possible problems. Wallace stated that the possible problems that are often emerged from collaborative approach are the differences of the views; incompatible positions between action researchers,

¹¹ Prof. Suharsimi A, Prof. Suhardjono, Prof. Supardi, *Penelitian Tindak.....*, 63.

¹² Suharsimi Arikunto, *Prosedur Penelitian Sebuah.....*, 65.

different commitment, different work-schedules so that committed time cannot be synchronized and different levels of status within the team.¹³

C. Setting of the Study

The research was taken place in SMA YPM 4 DRIYOREJO. It was conducted in the first year students at X-2. This setting was chosen because this school has a big class in first year students. There are 45 students in each class. X-2 was chosen because of this class has lower motivation and score in English. The research was conducted on 22th November until 17th December 2012. It is divided into three session; pre-test, cycles, and post-test. Every cycle has several activities; planning, acting, observing, and reflecting. Table 1 describes the time allocation of the research:

Table 3.1 the Schedule of Research

No	Activity Plannig	Time Allocation (November – December)				
		Week				
		4	5	1	2	3
1	Preparation					
	Pre-test and Problems identification	X				
	Arranging concept of the cycle	X				
2	Action Research					
	Cycle 1		X			

¹³ Suharsimi Arikunto, *Prosedur Penelitian Sebuah.....s,72.*

	Cycle 2			X		
	Cycle 3				X	
3	Conducting Post-test and Questionnaires					X

D. Data and Source of Data

1. The first is the students. There are three classes in the first year. Researcher had choose class A as object of the research.
2. The second is the teacher. Teacher as informant for researcher before researcher did the research.

E. Data Collection Technique

In this study, researcher will hold three techniques in collecting the data that will be explain as below:

1. Test

Test is used to answer the research question number one. It is also use to measure and asses the students listening skill before and after using television program to improve their listening skill. Test was consisting of pre-test, test 1, test 2, test 3, and post-test.

a. Pre-Test and Post-Test

Pre-test and post-test were conducted before and after cycles indicated the score whereas test carried out in each cycle pointed out the improvement.

Pre-test and post-test comprise fifteen true/false questions. They were performed to see whether classroom action research gave an improvement in students' listening ability based on the cognitive score or

not and to what extent the score improved after comparing between pre and post test score. Students can get 100 if they can answer the entire question correctly. Researcher formulated the score of pre-test and post-test below:

$$TS = CA + 5 \times 5$$

TS: Total Score

CA: Correct Answer

b. Worksheet

Test or worksheet is conducted to see how far students' understanding towards the material. The students' worksheets are fifteen missing words that used bottom up exercise. The students listened to the speaker in the discovery channel and filled the missing words that had been deleted in the a partial transcript.

The following indicator makes to measure students' score improvement by the researcher and the teacher. The standard of success is taken from school's standard score. It is described in table below:

Table 3.2 Score Standard

No	Scale	Description
1	86 – 100	A (Excellent)
2	71 – 85	B (Above Average)
3	61 – 70	C (Average)
4	50 – 60	D (Unsatisfactory)

2. Questionnaire

Questionnaire also used by researcher to gain students' information about students' responses. Researcher used end-of-session questionnaires from the participant reaction. End-of-session questionnaires generally ask about participant reactions- what people thought about the program, including content, materials, facilities, and administration.¹⁴ According to Arikunto questionnaire is written questions used to gain information and responses from respondents in a one-way communication.¹⁵

In this research, closed questionnaire was chosen. Arikunto said that closed questionnaire is a questionnaire in which the investigator has provided possible answers so that the respondents only choose the options.¹⁶ Sudjana adds that a closed questionnaire provides respondents with alternative answers.¹⁷ A closed questionnaire gives limitation for the respondents. The questionnaire was intended to find out the students' responses towards the use of documentary program in improving their listening skill. It consisted of 8 questions covering students' comprehension, students' motivation, students' participation, students' difficulty, and teacher's performance.

¹⁴ Ellen Taylor-Powell and Marcus Renner. *Collecting Evaluation Data: End- of-Session Questionnaires.* (University of Winconsin- Extension: Revised October 2009).

¹⁵ Suharsimi Arikunto, *Prosedur Penelitian Sebuah Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), 151.

¹⁶ Suharsimi Arikunto, *Prosedur Penelitian Sebuah.....*, 152.

¹⁷ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Jakarta: alfabeta, 2008), 68.

F. Collecting Data Procedure

Basically, action research is a dynamic and flexible process. However, generally there are several steps in conducting the action research.¹⁸ Here are some steps that were applied in conducting action research of this research:

1. Gathering data and defining the problem. In this step, first year students were the object of research.
2. Finding out some resources related to the problem by exploring several theories, literature, and existing data to help study the problem.
3. Identifying what type of data needed to collect. It is necessary to find appropriate approaches to answer the research questions.
4. Doing reflective cycle.

This study took three cycles consisting of five meeting each (pre-test, treatment 1, treatment 2, and post-test). The reflective cycles of the research described as follow:

Table 3.3 Cycles of the Research

Cycles	Steps	Activities
Cycle 1	Planning	Developing lesson plan including media, hand out, and task.
	Action	Implementing the lesson plan
	Observation	Observing and monitoring the action

¹⁸ Prof. Suharsimi A, Prof. Suhardjono, Prof. Supardi, *Penelitian Tindak*, 120.

	Reflecting the Action	Reflecting the result of the observation and determining the action to be made
Cycle 2	Planning	Developing the lesson plan including media, handout, and task based on reflection result of cycle 1
	Action	Implementing the plan or taking action
	Observation	Observing and monitoring the action
	Reflecting the Action	Reflecting the result of the cycle 2 and determining the action to be made
Cycle 3	Planning	Developing the lesson plan including media, handout, and task based on reflection result of cycle 2
	Action	Implementing the plan or taking action
	Observation	Observing and monitoring the action
	Reflecting the Action	Reflecting the result of the cycle 3 and determining the action to be made

This research conducted in three cycles. It was conduct based on the English teacher and the researcher's target to minimalize the students who get the score under *Standard Ketuntasan Minimal*. Every cycle has four activities; planning, acting, observing, and reflecting. Before the researcher did the cycle, researcher conducted the preparation step. More detailed data explain in chapter III. The cycle could be explained as follows:

1. Preparation

Before conducted the cycle, researcher decided to do preparation step. In this step, researcher looked for detail information about English subject especially listening in first year students at SMA YPM 4 Driyorejo before practicing the cycles. Then, researcher prepared the concept of the cycles.

2. Planning

In this step, researcher planned acting that would be given to the students in the classroom. This step was designed after researcher found the information in the classroom. Researcher was collaborated with the English teacher to monitor the instructional process in the classroom and discuss together after monitoring. In this step, researcher designed the lesson plan, teaching material, and worksheet.

3. Acting

Action was the process of the treatment. In this step, the plans that were developed in the planning step were implemented. The observers watched the instructional process and paid attention to the way of the researcher conducted the activity in the classroom.

4. Observation

After the action, observation is conducted. Observation was a monitoring step of the action. It was conducted to know how the implementation of the planning to get the answer of research problems. The observations were focused on students' behaviors toward the use of discovery program and students' listening skill. In this research, the observation was done by taking field note.

5. Reflecting

In reflecting step, researcher and the English teacher discussed together and reflected the instruction by analyzing field note and the worksheet in each cycle. They revised the weaknesses and solve some problems that were found in previous step and looked for other strategies that would be used in the next step.

G. Data Analysis Technique

Data analysis technique is a process in arrange the data to make it easy to understand and inform. Data analysis in qualitative study is inductive and going concern. It began from the detailed data going to the general Data. The purpose of data analysis technique in qualitative study is to product the sense, concepts, definition, and so on.¹⁹

There are many types of data analysis technique in doing a research. One of them is data Analysis technique as Miles and Huberman model that used by the

¹⁹ Rahmat Sahid, *Analisis Data Penelitian Kualitatif Model Miles dan Huberman*, (<http://sangit26.blogspot.com/2011/07/analisis-datapenelitiankualitatif.html>, accessed on May 08, 2012).

researcher in this study. Miles and Huberman said that data analysis in qualitative study should be done interactively and continue till the researcher gets no data.²⁰

The activities in this data analysis model are:

1. Data reduction

It is the process of organizing, focusing, coding, abstracting the coarse data to be note ranges. The term of data reduction usually parallelized as executing data. In this research, the data were obtained through worksheet, field note, and questionnaire. Then, several data which were not necessary to the research questions were reduced in order to make the analysis easy to conduct.

After the significant data related to the research problem were selected, the data were coded into several categorize. The data from field notes were analyzed how the video improved students' listening ability. Then, score from the worksheet was analyzed to know the improvement students' listening skill. Furthermore, questionnaires were used by the researcher to co complete the data in students' responses toward using discovery channel.

²⁰ Rahmat Sahid, *Analisis Data Penelitian Kualitatif Model Miles dan Huberman*, (<http://sangit26.blogspot.com/2011/07/analisis-datapenelitiankualitatif.html>, accessed on May 08, 2012).

2. Data display

It is the process of describing the data had gathered and analyzed and arranged it as the relation one to others. This step was conduct to make easy in conclude the result of research. The result of the analysis drawn in form of text used descriptive technique.

Therefore, descriptive technique was used to describe the result of the study. Besides, some data were displayed in form of table and graph to simply the description of the data.

3. Conclusion drawing/ verification

The last step was drawing conclusion from the obtained data that had been analyzed in previously. It is the process to take the conclusion of the research result out.²¹ The conclusion related to the research questions; the documentary program helped students to improve their listening ability and students' responses toward documentary program usage in improving their listening skill.

H. Research Validity

In order to test the validity of this research, Cohen suggests conducting triangulation.²² Triangulation is combination of two or more data sources, investigators, methodologic approaches, theoretical perspectives, or analytical

²¹Rahmat Sahid, *Analisis Data Penelitian Kualitatif Model Miles dan Huberman*, (<http://sangit26.blogspot.com/2011/07/analisis-datapenelitiankualitatif.html>, accessed on May 08, 2012).

²²Veronica A. Thurmont, "The Point of Triangulation". *Journal of Nursing Scssholarship*. Vol. 33 No. 3, 2001, 253.

methods, within the same study.²³ The mixing of data types, known as data triangulation, is often thought to help in data validating the claims that might arise from an initial pilot study.

The mixing of methodologies, e.g. mixing the use of survey data with interviews, is a more profound with triangulation.²⁴ Triangulation in this research was done by associating or triangulating the data obtained through test, questionnaires, and field note. By applying triangulation, the study was expected to have the accuracy of the data.

²³ Veronica A. Thurmont, "The Point of", 253.

²⁴ Wendy Olsen, *Triangulation in Social Research: Qualitative and Quantitative Method Can Really Mixed*, Fourthcoming as a chapter in *Developments in Sociology*. (Ormskirk : Causeway Press, 2004), 178.