

CHAPTER III

METHODOLOGY

The purpose of this chapter is to describe the method used to conduct the study and the subject that was studied. This study was done in line with the rules and procedures. This chapter explains design of the study, setting and subject of the study, procedure of the study, the instrument, data and source of data, data collection technique, data analysis technique, and criteria of the action succes.

3.1 Design of the study

In the classroom, often find the problem in teaching learning process. This study is a Classroom Action Research. Susanto (2010:07) says that *PTK adalah penelitian yang permasalahannya di angkat dari konteks kelas*. Classroom Action Research makes from problem in class, and we search conclusion about that problem.

It is approach employed by the teacher to improve the quality of education by first getting evaluation from the unsuccessful previous study. Before conducting the study, the writer must know students' strengths and weakness on previous study.

In this Classroom Action Research has four steps in one cycle. Those are planning, acting, observing, and reflecting. The cycle was started from making the revised lesson plan of the teaching learning process by the writer and the real teacher. Next teaching learning process was conducted by the writer while the observation and reflection in the field notes were done by the teacher.

After finishing, both teacher and writer did reflection about teaching learning process based on the revised lesson plan and made the conclusion. The writer would go to the next cycle with evaluations until the target was successfully if the result had not reached the goal. If the result from the one cycle was successfully, the writer wouldn't go to the next cycle.

The writer used a descriptive qualitative design to gain information concerning process improving listening ability using songs. Best and Khan (2006: 118) states "A descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing". The descriptive study has a purpose to describing about real condition.

Fraenkel and Wallen (2009:422) stated, study studies that investigate the quality of relationships, activities, situations, or materials are frequently referred to as qualitative study. The some opinion is also given by Burns (1999:22) stated, the aim of qualitative approaches is to offer descriptions, interpretations, and clarifications of naturalistic social contexts. Therefore, the contexts it occurs naturalistically with extensive explanations and details. To present this study, the writer wanted to describe the process in improve listening ability for the seventh grade of MTs Raden Paku Wringinanom.

3.2 Setting and subject of study

The setting of the study was at class VII A in one of private school in Wringinanom Gresik. This large class was completed with some media; LCD, computer, speaker, and white board. There are 36 students; 18 boys and 18

girls. They had English lesson twice a week; on Thursday and Saturday. The writer chose the class VII A because the students still have chance to improve their English skills, the specifically for listening skills.

3.3 Procedure of the study

The Classroom Action Research consisted of four phases within one cycle. They are planning stage, acting, observing and reflecting:

3.3.1 Planning stage

The teacher and the writer prepared everything needed during the teaching learning process. The teacher and the writer made the lesson plan to record all things happened during teaching learning process.

Based on the observation of teaching learning process before and from discussion with the writer, the revision in the lesson plan concerned with the teaching and learning activities which were done by the teacher and students.

	Teacher Activities	Students' Activities
Pre-activity	<ol style="list-style-type: none"> 1. Greeting 2. Leading prayer 3. Checking attendance 4. Responding lateness 5. firming readiness 	<ol style="list-style-type: none"> 1. Responses the greeting
Main activity	<ol style="list-style-type: none"> 6. Explaining about the material of listening 7. Asking the students definition of listening 	<ol style="list-style-type: none"> 2. Listening to the teacher's explanation 3. Answering the questions from the

	<p>8. Explain about the new media teaching listening using songs</p> <p>9. Giving a treatment play the song for four times</p> <p>10. Giving fill in the blanks lyrics of song</p> <p>11. Having student's discuss the answer</p>	<p>teacher</p> <p>4. Attention to the teacher explanation</p> <p>5. Listen carefully and guess the songs</p> <p>6. Listen the song and fill in the blank lyrics of song is correct then decide what the song is about</p> <p>7. Discussing the answer</p>
Post activity	<p>12. Asking the students to reflect method being used in teaching learning process</p> <p>13. Closing the meeting</p> <p>14. Saying thanking and good bye</p>	<p>8. Asking some problems when listening using song</p> <p>9. Getting feedback from the teacher</p>

The teacher not only gave the material and asked some question to the students but also made some students more confident in answering for question and did listening well. While the teacher implemented the revised-lesson plan, the writer observed about and wrote down in the field notes.

3.3.2 Acting

In this phase, the writer and teacher collaborates to carry out the planned action. The teacher first provided explanation about the material of listening, then explained the definition of listening, after the students understand about listening, the teacher explained about the new method teaching listening using songs and gave a treatment play the song for four times. After the students finished the treatment, Teacher decided what the song was about then gave fill in the blanks lyrics of song and students listening the song and fill in the blank lyrics of song is correct.

3.3.3 Observation

In this phase, the teacher taught in this study. The writer is observer the student's response, participations and achievements which are found during the teaching learning process. Sometimes, the teacher asked some the student's opinion about the process of teaching learning using song activity. The observer also takes the field notes to write the real situation when the action is occurred.

3.3.4 Reflection

In this phase, the observer gave a reflection of writer during teaching learning process. The observer wrote down in the field notes, the reason to see the result of the improvement. Then, if the result of the listening test successfully, the writer not make plan for further cycle.

3.4 The Instrument

To collect a data this study using three kinds of the instrument. They are in the form of interview, field notes and assesment:

3.4.1 Interview

The writer to collect data is interview. Interview is first observation used to collect the data from teacher about the general condition of classes, student's difficulties are in listening skill, and the media used by the teacher in teaching listening. The writer interview the teacher by recording. (see appendix 3)

3.4.2 Field notes

Field notes is the second instrument used to collect the data. In field notes, the observer gave field notes of the writer that were very useful because the writer got feedback and suggestion from the observer when implemented the revised lesson plan.

Field notes used to explain the situation during teaching learning process based on revised lesson plan at VII A Class in MTs Raden Paku Wringinanom. (see appendix 4)

3.4.3 Assessment

To support the observation, the writer also took assesment to know how far the students mastered the listening activity by using songs.

3.5 Data and Source of Data

The data of this study consisted of two kinds. The first data was the result of direct observation, which was obtained in meeting, and the second data were the result of the quizzes given at the end of meeting. The first data contained the students' responses toward the teaching learning by using songs. The second data contained the score of the quizzes given at the end of meeting.

3.6 Data Collection Technique

The data of this study were collected from direct observation and assesment. The writer did the direct observation. Writer played as the observer and made field notes during the teaching learning process about anything happened in the class.

The last technique was assesment. It was done in the last section of end meeting. It was done to measure how far the students mastered the listening given. The assesment was written in the form. The teacher used quizzes in completing form of erssay that contains of missing words. The writer kept the result of the assesment by field notes.

3.7 Data analysis technique

After collecting the data, the writer analyzed the data. First, writer analyzed the data obtained through observation. The analysis was done by describing the process of the teaching listening by using songs in the classroom. The data which was analyzed contained what the material was like,

how the teacher presented song in teaching listening to junior high school students, and how the students understood the material when the teacher applied the songs including their responses toward the teaching process.

The second, the writer presented of the assesment based on the field notes that she made by describing it. The data contained to what extent the students mastered the listening material given in meeting.