

CHAPTER III

METHOD OF INVESTIGATION

A. The Type of Research

This research was included into action research type. Action research is classroom-based research conducted by teachers in order to reflect upon and evolve their teaching.¹ Wallace said that action research is a kind of research which is done systematically in collecting the data on the lesson and analyzing it in order to come to some decisions about what the future lesson should be.²

The central idea of the action research is to intervene the problematic situation in order to bring about changes and, even better, improvements in practice. Importantly, the improvements that happen in this research are based on data that an action researcher collects systematically. So, the changes made in the teaching situation arise from solid information rather than from assumptions.³

¹ Anna Uhl Chamot, et al., *Conducting Action Research in the Foreign Language Classroom*, (Washington, DC: National Capital Language Resource Center, 2011), p. 1.

² Michael J Wallace, *Action Research for Language Teachers*, (New York: Cambridge University, Press, 1998), p. 17.

³ Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Reutledge, 2010), p. 2

So, teachers usually conduct this kind of research in order to improve their teaching-learning quality in a certain subject by implementing new methods, strategies, or approaches. They can conduct an action research in one cycle or more that should always be followed by a reflection for getting a better result. The result of this research will be useful for teachers, students, curriculum developers, and the other people who are involved in educational field.

There are four steps in Classroom Action Research, they are planning (identify the problems), acting (collect the data), observing (analyze and interpret the data), and reflecting (develop the action). All these aspects are conducted in a cycle and they continue from one to another.⁴

Classroom action research has several characteristics which are elaborated as follows: ⁵

1. Problem oriented

Problem which is investigated appears from the authority of the researcher herself. The problem is the real problem faced by students' in the class.

⁴ Suharsimi Arikunto, et. al., *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), 6th ed., p.16.

⁵ Subyantoro, *Penelitian Tindakan Kelas*, (Semarang: UNDIP, 2009), p. 10-12.

2. Problem solving oriented

This research is oriented to solve the problem. This short of research puts the researcher as the agent of change.

3. Improvement Oriented

This research gives emphasis on the improvement of quality. This concept is according to the principle of critical research that should be product-oriented.

4. Multiple Data Collection

In fulfilling the critical approach principle, there are several ways of collecting data, such as observation, test, questionnaire and documentation.

5. Cyclic

Classroom action research is conducted cyclically in the purpose of enhancement in practice and improvement in knowledge and understanding in which the implementation of each cycle learns from the previous one and shapes the next.

6. Participatory

Researcher collaborates with an English teacher /lecturer to conduct this classroom action research.

B. Research Design

Research design refers to the outline or plan specifying the procedure of the research implementation. In Classroom Action research the data are analyzed through some cycles started from identifying the problem, collecting data, analyzing and

interpreting data, until developing and action planning.⁶ Before the conducting the cycles in action, the researcher does preliminary observation (pre-cycle). The detail explanation of is as follow:

1. Preliminary Observation

It is aimed to collect data such as the name and the number of students, to interview the English lecturer to get the necessary information related to listening, and to identify the problem that the students face in listening course, and to know their listening skill through pre-test.

After collecting the information, the researcher found out that the students' listening skill on TOEFL listening comprehension section needed some improvements.

2. The Procedures of Research

There were four steps of classroom action research in each cycle:

a. Planning

Planning as the first step, it was aimed to arrange an appropriate solution for the identified problem. The researcher used metacognitive instruction to improve the students' listening skill on TOEFL listening comprehension section.

⁶ Wijaya Kusumah, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: Permata Puri Media, 2010), p. 20.

b. Action

In this step, metacognitive instruction was implemented .

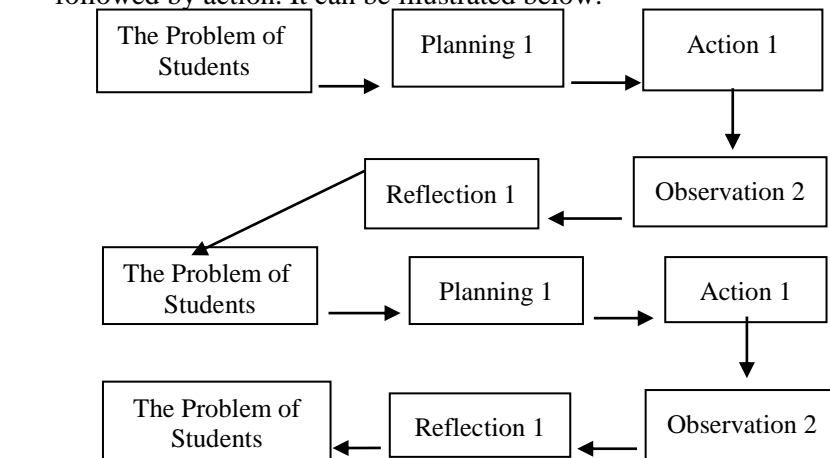
c. Observation

The whole process of teaching and learning was observed. An observation scheme was also made to observe the students' activeness and engagement in learning activity.

d. Reflection

After implementing metacognitive instruction in the first cycle, the researcher and the collaborator reflected on what had been done in this cycle. They analyzed and evaluated the data that had been collected from the observation and test. The result of the reflection made the them know what to do in the next cycles.

The cyclical process involving stages of research design is followed by action. It can be illustrated below:⁷



⁷ Suhardjono and Supardi, *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, 2008), 6th Ed., p. 16

C. Research Setting

1. Place of the research

The researcher conducted this research at Walisongo State Islamic University Semarang. It is located at Jl. Prof. Hamka Kampus II UIN Walisongo Semarang. The researcher implemented metacognitive instruction in class B of the second semester students of English Education Department in this university.

2. Time of the research

The researcher conducted this research from Monday, 14 March 2016 until Monday, 28 March 2016.

D. Research Subject and Collaborator

1. Subject

The subject of this research was the second semester students of English education department at Walisongo State Islamic University Semarang in the academic year of 2015/2016. There were three classes; PBI 2A, PBI 2B and PBI 2C. The researcher took PBI 2B as the subject of this research by using random sampling technique. There were 31 students in this class consisted of 11 males and 20 females.

2. Collaborator

Oxford Advanced Learner's Dictionary, defines collaborator as someone who helps in work.⁸ Mrs. Nadiah Ma'mun, M.Pd, the lecturer of the intermediate listening comprehension course in Walisongo State Islamic University Semarang was the collaborator of this research.

E. Research Procedure

The procedure of this research was preceded by pre-cycle followed by the first and the second cycle. The detail explanation was as follow:

1. Pre-Cycle

In pre-cycle, the researcher observed teaching-learning process of TOEFL listening comprehension section done by the lecturer in PBI 2B to collect the necessary data. After the teaching-learning process had done, the researcher gave a questionnaire to identify listening difficulties that students often met and gave a pre-test to know their listening skill on TOEFL listening comprehension section. The observation result and the students' pre-test scores became the base for the researcher to arrange the lesson plan in the first cycle.

⁸ S. Hornby, *Oxford Advanced Learners' Dictionary of Current English*, (NY: Oxford University Press, 2010) p. 277

2. The First Cycle

In the first cycle, the lecturer and the researcher implemented metacognitive instruction collaboratively in teaching TOEFL listening comprehension section.

a. Planning

- 1) Arranging lesson plan
- 2) Preparing teaching material
- 3) Preparing the form of metacognitive instruction stages and the observation scheme
- 4) Preparing the test

b. Acting

- 1) The lecturer opened the meeting and informed the objective of learning
- 2) The lecturer explained the material
- 3) The researcher explained the stages of metacognitive instruction
- 4) Students implemented the stages of metacognitive instruction
 - a) Students worked in pair to accomplish TOEFL listening comprehension exercise by following five stages of metacognitive instruction.
 - b) Each pair got one form of metacognitive instruction stages.
 - c) In planning and predicting stage, students worked in pair to predict what they were going to listen,

what information they needed to get, and what strategy they were going to use. They also previewed the multiple-choice items briefly before the audio was played.

- d) In the first listen and verification, students compared their comprehension, discussed the way they arrived at that comprehension, monitored the effectiveness of their strategy use, discussed the difficulty they met and thought about the way to solve it. Then, they prepared themselves for the second listen by determining the parts needed the most careful attention and by using more appropriate strategy to get the necessary information.
- e) In the second listen and verification stage, students did what they planned in the second stage and tried to get more comprehension to the text.
- f) In the third listen and verification, students discussed the answers to each of the questions with the whole class, conveyed the reasons and the key-word they used as the base of their answers and shared some strategies that were effective to comprehend the text. In this stage, they did the third listen while looking at the

transcription to get more vocabularies and to make them accustomed to the phonological modifications and the speed rate used by the speaker in the audio. They also discussed new vocabularies they got, especially the unfamiliar idioms in order to understand the meaning and the context where they were commonly used.

g) In reflection and goal-setting stage, students evaluated the development of their listening skill, reflected on difficulties they met; what went wrong, why, what needed to be improved, and what to do to make them comprehend the text better in the next listening session.

h) After doing all five stages of metacognitive instruction, the lecturer gave chance for question-answer session

i) After that, students did the test given by the researcher to know the development of their listening skill on TOEFL listening comprehension section.

c. Observing

An observation scheme was used to monitor the students' activeness and engagement in the whole learning activity

d. Reflecting

In this step, the researcher and lecturer evaluated the whole teaching-learning process that had been done. They also evaluated the students' activeness and engagement during the implementation of metacognitive instruction stages, found out their difficulties on the material and discussed on what to do to solve the problems found in this cycle and to get a better result in the next cycle.

3. The Second Cycle

Because the observation result and the average of the students' score from the first cycle was still low, so it needed another action in order to get a better result. It was one based on the result of the first cycle.

a. Planning

- 1) Preparing teaching material
- 2) Preparing the form of metacognitive instruction stages and the observation scheme
- 3) Preparing the test
- 4) Arranging lesson plan to teach the material as well as to solve the problems that were found in the previous cycle.

b. Acting

- 1) The lecturer opened the meeting and informed the objective of learning

- 2) The lecturer reviewed the material and gave more explanation when it was necessary.
- 3) The researcher explained the stages of metacognitive instruction in order to make it clearer to be followed by the students.
- 4) Students implemented the stages of metacognitive instruction.
 - a) Students worked in pair to accomplish the given TOEFL listening comprehension exercise by following five stages of metacognitive instruction.
 - b) Each pair got one form of metacognitive instruction stages.
 - c) In planning and predicting stage, students worked in pair to predict what they were going to listen, what information they needed to get, and what strategy they were going to use.
 - d) In the first listen and verification, students compared their comprehension, discussed the way they arrived at that comprehension, monitored the effectiveness of their strategy use, discussed the difficulty they met and thought about the way to solve it. Then, they set a plan for the second listen.

- e) In the second listen and verification stage, students did what they planned in the second stage and tried to get more comprehension to the text.
- f) In the third listen and verification, students discussed the answers to each of the questions with the whole class, conveyed the reasons and the key-word they used as the base of their answers and shared some strategies that were effective to comprehend the text. They did the third listen while looking at the transcription to understand the meaning of new vocabularies, especially the unfamiliar idioms and to know where they were commonly used. It was also done to make them accustomed to the phonological modifications and the speed rate used by the speaker in the audio.
- g) In reflection and goal-setting stage, students evaluated the development of their listening skill, reflected on difficulties encountered; what went wrong, why, what needed to be improved, and what to do to make them comprehend the text better in the next listening session.

- h) After doing all five stages of metacognitive instruction, the lecturer gave chance for question-answer session.
 - i) After that, students did the test given by the researcher.
- c. Observing
- An observation scheme was used to monitor the students' activeness and engagement in the whole learning activity.
- d. Reflecting
- In this step, the researcher and collaborator evaluated the whole teaching and learning process in the second cycle. They also analyzed all the data collected from this cycle.

F. Data Collection Techniques

In this research, she used observation, test, questionnaire and documentation technique.

1. Questionnaire

According to Richards, questionnaire is a set of questions on a topics designed to be answered by a respondent.⁹ Compared to interview, it is easier and less time

⁹ Alison Wray, *Projects In Linguistics Practical Guide To Researching Language* (India: Replika Press Pvt. Ltd, 1998), p. 167

consuming to administer.¹⁰ There are two types of questionnaire i.e. opened and closed questions. Opened question enables the respondent to answer the question freely, unlike the closed one in which the respondent only has to choose the available options.¹¹

In this occasion the researcher used closed questionnaire. It was given to know listening difficulties the students often faced.

2. Documentation.

Documentation is collecting the data from note, book, teacher's journal, news paper, magazine, etc. The researcher used this technique to obtain data like students' name, their TOEFL listening scores, and the information related to the teaching and learning process in this class.

3. Observation.

Observation is an activity that focused towards the object by using all senses.¹² It is used to analyze the condition of class and the obstacle that the students or the lecturer and the researcher meet during the teaching-learning process.

¹⁰ Anne Burns, *Collaborative Action Research for English Language Teachers*, (New York: Cambridge University Press), p. 129.

¹¹ John W Creswell, *Research Design Qualitative and Quantitative Approaches* (California: SAGE Publication Inc., 1994), p. 60

¹² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 222

The researcher used observation scheme to analyze the students' activeness in following all of metacognitive instruction stages.

4. Test

Test is sequence of questions or exercises or other apparatus to measure skill, knowledge, intelligence, ability or aptitude of individual or group.¹³

In this research, the researcher used multiple choices of TOEFL Listening comprehension test part A, B and C to measure the students' listening skill after they were taught using metacognitive instruction in every cycle.

G. Technique of Data Analysis

The researcher analyzed data that had been collected from each cycle by using statistical analysis.

1. Data from questionnaire

The researcher used the following closed questionnaire to identify listening difficulty that the students often faced when they listened to TOEFL listening comprehension section.

¹³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 156

Table 1
Questionnaire of Listening difficulty

No.	Questionnaire	Response	
		YES	NO
1	I feel that listening is more difficult than reading, speaking, or writing in English.		
2	I feel difficult to understand the implied meaning of the speaker's utterance in TOEFL listening comprehension section.		
3	I feel difficult to understand the detailed information in the long conversation and talk of TOEFL listening comprehension section.		
4	I don't understand what the speaker says in the audio because he/she speaks so fast.		
5	I feel difficult to recognize the words that I actually know when I listen to the spoken text.		
6	I often miss the next part of the text because of thinking about the meaning of the previous word that I heard.		
7	I feel difficult to make a mental representation or to make my own restatement of what I have heard in my mind.		

The percentage of the students' response was counted by using the following formula:

$$\text{The percentage} = \frac{\text{the number of Yes/No response}}{\text{the total number of students}} \times 100$$

Each of the questionnaire items was considered problematic if the percentage of "Yes" response reached 50% and more.

2. Data from observation

The observation checklist used in this research was as follow:

Table 2
Form of Observation Checklist

No	INDICATORS	None	Few	Many	Half	Most	All
		0%	<20%	20%-40%	50%	60%-80%	100%
		0	1	2	3	4	5
1	Students pay attention to the lecturer's explanation.						
2	Students ask question to the lecturer or their peers to clarify their understanding.						
3	Students accomplish their task.						
4	Students are involved in class discussion.						

The criterion of scoring that the researcher used after observing four aspects above was as follow:

a. Poor

The aspect of activity that was observed above, reached 20% from overall percentage 100%

b. Fair

The aspect of activity that was observed above, reached 21%-40% from overall percentage 100%

c. Average

The aspect of activity that was observed above, reached 41%-60% from overall percentage 100%

d. Good

The aspect of activity that was observed above, reached 61% - 80% from overall percentage.

e. Excellent

The aspect of activity that was observed above, reached 81% - 100%.

The observation was analyzed by using the following formula:

$$\text{Score} = \frac{\text{Score got}}{\text{Maximum score}} \times 100^{14}$$

3. Data from test

The researcher gave test to the students in order to know the improvement of their listening skill on TOEFL listening comprehension section in every cycle. The score was analyzed by using the following formula:¹⁴

$$M: \frac{\Sigma X}{N}$$

Explanation:

- M : the average of the students' score
 ΣX : total score
N : the number of students

¹⁴ Louis Cohen, *Research Methods in Education*, (London: MPG Books Ltd, 2007), p. 411

¹⁴ Hadi Sutrisno, *Statistik jilid 1*, (Yogyakarta: Andi, 2001), p. 37

Then, to get the total mean score, the following formula was used:

$$M_{xt} = \frac{\sum xt}{S_{max}} \times 100\%$$

Where:

M_{xt} : the mean of total score

$\sum xt$: the number of total

S_{max} : maximum score for listening elements

H. Indicators of Achievement

This research is successful if the research objectives' indicators were reached. The indicators are as follow:

1. Students' listening skill on TOEFL listening comprehension section increases after they are taught by using metacognitive instruction.
2. Students' TOEFL Listening comprehension test result reaches the minimum passing grade criteria (KKM) which is 70.