

## CHAPTER 3

### RESEARCH PROCEDURES

This chapter presents the methodology employed in this research. It describes seven parts: the research method, setting and participants, data collection, data analysis, steps of the research, and research schedule.

#### 3.1 Research Method

This research implements a Classroom Research design. Deeney (2009) defined it as "systematic, intentional inquiry by teachers and other school/classroom professionals about their own school and classroom work" (p.3). Supporting that statement, Hopkins (2014) mentioned that classroom research's purposes are to improve personal or a colleague's teaching, test educational theory's presumptions in real life, or as an effective way to assess and perform the school priorities. Furthermore, Millar (2016) explained that "the main beneficiary of such research will be the researcher, whether he or she is the teacher of the class being studied or possibly intends to become a teacher" (p.7)

The author acts as the classroom teacher since she already had teaching experiences in the school from the *Pengenalan Lapangan Persekolahan (PLP)* or the School Field Introduction program. The students were observed during the teaching process by another teacher inside the classroom, who acted as the observer. Moreover, the teaching process was also video recorded. This research followed Deeney's (2009) steps for conducting classroom research:

1. *Notice*: Initially, the researcher noticed the phenomenon which listening was neglected in the teaching process. in the classroom.
2. *Inquire*: The next move, the researcher gathered some insight from the fellow teachers regarding their experience in teaching listening.
3. *Ask*: The researcher developed the research question about the teaching practice.

4. *Plan*: The researcher designed the research plan on how to teach listening using audiobook.
5. *Implement*: The researcher applied the teaching strategy in the classroom while documenting the research process using observational checklist and video recording.
6. *Analyse*: The researcher analyzed the data using the theory of Miles et al. (2014).
7. *Reflecting*: The researcher reflected on which data has answered the research question is also a continuing work that constantly reminds the researcher about the initial research questions and aims.
8. *Reporting*: The researcher wrote the reports from the analyzed data.

### **3.2 Focus of the Research**

This research focuses on observing and describing the implementation of audiobooks as a teaching medium and its impacts on teaching listening skill.

### **3.3 Setting and Participants**

The research was conducted in SMPN 4 Tasikmalaya, West Java, Indonesia. The participants chosen were a classroom of 7th-grade students since the researcher had experience teaching 7th-grade students at the same school back then. The researcher acted as a teacher in class and observed their activities and interactions during the teaching process. Meanwhile, another teacher documented the process with observational checklists and video recordings.

### **3.4 Technique (s) of Collecting the Data**

The data for this research was collected by using Classroom Observation. Classroom observation is like other types of observation. It is looking, noticing, and recognizing a phenomenon or things that happen inside classrooms. It is a fundamental assessment tool for educators, whether new or seasoned, to pursue effective teaching and learning performance and further develop their skills and knowledge (O'Leary, 2020).

The observation was conducted in at least one lesson meeting and will continue if needed. During the observation, the author will use observational checklists adapted from Walker & Adelman's (2005) observation points to document the environmental setting, the students, the teacher, the classroom's resources, the lesson, and the school's background information. During the teaching process, another teacher filled out checklists to document the researcher's and students' interactions. The checklists construct points from the teaching objectives and activities to note which aspect occurs during the teaching process. Moreover, the teaching process was also documented using video recording. The video recording helps to provide a more detailed visual depiction of teaching-learning progression. Furthermore, the video recording was transcribed and analyzed later.

### **3.5 Technique (s) of Analysing the Data**

The collected data was analyzed using the flow analysis design by Miles et al. (2014) to find the impacts of integrating audiobooks as an assisting tool in teaching listening skills. The steps consist of:

1. *Data condensation*: This step involves choosing, narrowing, streamlining, abstracting, or adapting the data. To further condense it, the researcher can summarise, code, search for topics, categorize, and create notes until the final report is achieved.
2. *Data display*: The compressed data will be organized to make it simple to view and understand. The Researcher can utilize a matrix, graph, chart, or network.
3. *Drawing and verifying conclusions*. Lastly, the data will be interpreted using patterns, justification, causal chains, and theories. The researcher can then conclude to validate it, conduct a brief assessment, and perform a rigorous verification procedure.

### **3.6 Steps of the Research**

This research was conducted through multiple steps: identifying the research's problem, generating research questions and objectives, reviewing

the literature, and collecting data by classroom observation. Then, the data were transcribed and translated from Bahasa Indonesia to English, which was later analyzed with a flow analysis design. Lastly, the author wrote the research report.

### 3.7 Time and Place of the Research

This research was started on January 2023, with the researcher beginning to write the proposal until it finished on July 2023 and then attended the seminar proposal exam on August 2023. After several times, the researcher began the observation in March until April 2024 at SMPN 4 Tasikmalaya, Jawa Barat, Indonesia. It was conducted several times, starting from the pre-observation until the observation. After that, the researcher analyzed the data and then attended the comprehension exam and final exam, as described in Table 3.1 below.

**Table 3.1** *Research schedule*

Activities	Month							
	Jan - Jul	Aug	Sep - Dec	Mar	Apr	May	Jun	Jul
	2023				2024			
Research								
Proposal Writing								
Research								
Proposal								
Examination								
Data Collection								
Data Analysis								
<i>Seminar Hasil</i>								
Examination								
Final Thesis								
Examination								