

CHAPTER III

RESEARCH METHODOLOGY

This chapter will discuss the research methodology adopted in the present study. In this chapter, the researcher will provide a detailed delineation of the methodology of study. The description will include: research design, research site, research participants, and data collecting techniques and data analysis.

3.1 Research Design

This study employed a qualitative case study design. A case study was chosen because this study observed characteristics of an individual unit in order to attempt a phenomenon by studying in depth about the teachers' strategies on teaching listening comprehension in the classroom (Gay, 1992; Cohen, Manion & Morrison, 2007; Fraenkel and Wallen, 2007; and Dornyei, 2007). In line with this, it was an ideal design to understand and interpret observations of educational phenomena (Heigham and Croker, 2007).

3.2 Research Site

This study was carried out at one junior high school in Bandung Regency in West Java Province, Indonesia. The research site has been chosen for two reasons. First, this school was chosen because the school located inside the researcher's campus and not so far from the researcher's resident. This reason could make the researcher easy to access the site and the campus in order to collect the data

needed and to get related theories at hand (Alwasilah, 2009). Second, hopefully, the results of this study would be useful for improving the quality of teaching and learning English, especially for teaching listening comprehension in this school.

3.3 Research Setting and Participants

The study was undertaken at SMP Lab. School UPI located in Indonesian Education University Bandung. The school is insight the researcher's campus and it is not too far from the researcher's residence. Moreover, the principal is very open-minded to welcome to the research program in order to improve the ability of his English teachers as well as his institution. At the first meeting, he immediately recommended the English teachers to discuss with the researcher to suit the classroom schedules. The English teacher at this school is also very kind to allow the researcher to interview him and to take video in their classroom. The reasons above make the accessibility to gain the data is easier.

The participant in this study was one of EFL teacher of UPI SMP Lab. School Bandung. The English teacher was chosen as the participant because he had better experiences and allowed the researcher to take data needed. However, this study is not aimed at comparing those teacher teaching strategies but to get concrete information as much as possible about teachers' strategies in teaching listening comprehension, and to find out the type of listening strategies used most by the teachers in the listening classrooms.

Convenience sampling was used in this study because the participant or the teacher was chosen he had special characteristics (Alwasilah 2009). He was a very active teacher, such as: he was often as the presenter when some visitors as guest from other school came to see English class in this school, he joined many courses for English teacher, and the important one is he welcomed any researcher who wanted to study his classroom.

3.4 Research schedules

The research was taken place at one junior high school in Bandung from April 8th – June 03rd 2013. The data was recorded five times at grades eighth in this school. The researcher could observe the teaching listening comprehension activities every week because of the teaching listening was conducted integratedly with other skills. In other words, teaching listening comprehension was administered as often as reading, speaking or writing. Most of teaching listening comprehension activities taught integratedly with other skills, for example when teacher taught reading skill, he integrated it with listening activity. For the detail research activities can be seen below:

No	Date	Place	Time	Notes
1.	April 8 th	Office	09.00	Meet the Headmaster
2.	April 8 th	Teacher's office	12.00	Meet English Teacher
3.	April 12 th	School	13.00	Survey
4.	May 7 th	VIII	09.30-11.00	Observation
5.	may 9 th	VIII	11.00-12.30	Observation
6.	may 14 th	VIII	09.30-11.00	Observation
7.	may 16 th	VIII	11.00-12.30	Observation
8.	may 21 st	VIII	09.30-11.00	Observation
9.	June 03 rd	Administration Office	14.30	Interview

Table 4.1 Research Schedule

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3.5 Data Collecting Techniques

As it is mentioned earlier, this study is employed qualitative research, precisely a qualitative case study, so that, to explore the characteristics and phenomenon of the single case, multiple data collection techniques intended to use. They were classroom observation and interviews.

3.5.1 Classroom Observation

The classroom observation is aimed to have a direct understanding about the teacher-student interaction in the teaching-learning process that is focused on the teacher's strategies in teaching listening in the real classroom (Alwasilah, 2009).

The observation was carried out five times for each classroom, and they are all video-taped in order to avoid the possibility of missing some behavior during the process and could review time and again to help ensure that important aspects of the incident were not overlooked. And of course it would make easier for the researcher to analyze the data. The researcher, in this activity, acts as a non-participant observer (Frankle and Wallen 2007; Thomas, 2003). Furthermore, in this observation activity (video recorded) was supported with the help of systemic observation instruments such as observation checklist (Van Lier, 1988).

3.5.2 Interview

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The interview with one teacher was carried out in this study was the second technique of data collection in order to support the data from observation. Frankle and Wallen (2007:455) say that interviewing provides the researcher with a means of gaining a deeper understanding on how the participants see and interpret a phenomenon that cannot be gained through observation. They also believe that interviewing is an important way for the researcher to verify or refute the impression he has gained through observation.

The interview was conducted in order to find out the teacher perception all about teacher strategies in teaching listening. This interview is took place in the administration office after the classroom observation. Individual semi structured interviews with open-ended questions were used in this study. In which the interviewer used an interview guide with specific questions that were organized by topics but were not necessarily asked in specified order (Bailey, 2007: 100). Heigham and Croker (2009) explained that most interviews used semi structured approach involving the asking of structured questions followed by clarifying unstructured or open-ended questions. He also added that the unstructured questions facilitate explanation and understanding of the response to the structured questions.

Before the interview, the researcher informed the interviewees (the teachers) some important things like; (1) points to be discussed, (2) the use of pseudonym in the research report, (3) the fact that the conversation would be tape-recorded and transcribed, and (4) the transcriptions that will be reconfirmed to the

interviewees. All these were taken out to meet the ethics of a research, so that the interviewees were willing to disclose a lot of personal information (Dawson, 2009: 149).

3.6 Data Analysis

Data analysis was conducted after collecting the data over the study. The data that analyzed and interpreted based on the data from observation, and interviews. All of the data analyzed by using the major phases of data analysis: data reduction, data display and conclusion drawing and verification (Miles and Huberman, 1984, in Sugiono, 2011: 246).

3.6.1 The Data from Classroom Observation

The data from observation were analyzed in several steps. First, the researcher transcribed the data from the video tape. Second, the researcher classified the data into sub-categorization relevant to research questions (Alwasilah, 2009:231).

3.6.2 The Data from Interview

The second step of the analysis was on the interview with the teachers. Each participant's recorded interview was coded and categorized immediately after the data were gathered. This was underpinned by Alwasilah (2009: 159) saying that coding helps the researcher to facilitate phenomenon identification, facilitates the counting of phenomenon frequency as well as the coding frequency emergence themselves that lead to the tendency of findings, and lastly helps the

researcher to categorize and sub-categorize. The data gained from interview was interpreted to answer the third research questions



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