

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the procedures and stages of the research employed by the researcher. The discussion begins with the formulation of the problems, then describing the research method and the research design, participant, research site, data collection and data analyses.

3.1 Formulation of problems

The main point of the study was investigating the strategies used in teaching listening comprehension. Therefore, this study focused on answering the formulated questions as follows:

1. What strategies do the teachers use in teaching listening comprehension?
2. What are the students' responses toward the strategies used by the teachers?

3.2 Research Design and Method

This study employed descriptive design in particular. Best and Khan (1989) cited in Suherman (2011) state that descriptive method is the method that describes, records, analyzes and interprets conditions that exist in certain group. Furthermore, descriptive method determines and report the ways things are and the researcher has no control over the variable that was being researched (Gay, 2003). This was in line with McMillan and Schumacer (2001, p. 283) that in descriptive research, the subject of the study is not manipulated or treated by the

researcher and it simply describes attitudes, behaviors or other characteristics of a group of subject. In addition, the term descriptive study also utilizes both elements of quantitative and qualitative method within the same study since it involved data collection and data analysis using those methods (AECT, 2007).

In present study, the descriptive method was used to investigate the teachers' strategies in teaching listening comprehension. Hence, it was done by exploring and investigating behaviors and attitudes that happened in the classroom, and then simply described it without involving manipulation or treatment to the research subjects or variables. Moreover, it was conducted to acquire an in-depth comprehension regarding the process of teaching listening comprehension related to the strategies applied in classroom. Furthermore, descriptive method in term of descriptive statistics was used to analyze the students' responses toward the strategies used by the teachers. It means that the data were calculated to seek the answers regarding to quantity of the students' responses that gained through questionnaires.

3.3 Site and Participants

The selection of site and participants in this study was on purpose or it was well known as purposive sampling. It was based on previous knowledge of population and the specific purpose of the research so that researcher used personal judgment to select a sample (Fraenkel and Wallen, 2009, p.99).

The site of study took place at English department in one of State Universities in Bandung. This place was chosen by researcher because it had a

developed listening program, which was related to the study. Whereas, the participants of this study were three college lecturers (written as teachers in this study) and English department students who took listening lesson as one of their subjects. The participants were considered appropriate with the focus of the study since the teachers had experiences in teaching listening that was necessary to gain data. Moreover, the students studied listening as their subject.

The study involved the first semester students of English Department. There were six classes that had participated. They were labeled as A1, A2, B1, B2, C1 and C2 class with total 107 students. The students were selected because they represented the population of English Department students who took listening lesson. In accordance with this, Maxwell (1996) cited in Alwasilah (2009, p.147) states that the use of purposive sampling were based on several reasons such as special characteristic or representation of the setting, individual, or activities and heterogeneity in population.

3.4 Data Collections

The data was gathered from three main sources. The data sources were from observations, questionnaires and teachers' interview. The observations were conducted in the classroom during the lessons and the later was conducted outside the lessons in a place and time that has been compromised.

3.4.1 Classroom Observation

One of the instruments that were used to collect the data in this study was through observation. According to Alwasilah (2009, p.211), observation is a systematic and planned monitoring that aims to gain data. Through observation, the researcher learns about behavior and the meaning attached to those behaviors (Marshall, 1995 cited in Sugiyono, 2008, p.310).

The intensive classroom observation was conducted three times for each class. During classroom observation, the observer sat among the students observing teacher and students activities, taking notes and checklist on the steps taken by teacher, and observing students' responses in teaching learning process.

The purpose of this observation was to investigate what strategies were used by the teacher in teaching listening and the students' responses toward teacher's strategies. The class was observed carefully until the observer could identify the pattern of teacher's strategies in teaching listening comprehension, and students' responses toward the strategies used by the teacher. During the classroom observation the observer paid attention to the teacher's presentation, methods, strategies, and teacher or students interaction in conducting the classroom activities. This study used classroom observation checklist adapted from theories. The checklist can be seen in appendix A. Here is the observation checklist framework adapted from Brown (20010 and Rost (2002)

Table 3.1 Observation framework
Adapted from Brown (2001) and Vandergrift (1996) in Rost (2002)

Categories	Total item
Bottom-up exercises	6
Top-down exercise	5
Planning	7
Monitoring	7
Evaluating	7

In order to get additional and detailed data, the observer made field notes during observing the teaching and learning activities. It was done to get a clear idea about what really happened in the classroom. The result of field notes was written in the observation sheet that can be seen in Appendix B. The observer also used videotape to record more detail data. The videotaping recorded all of activities, specifically during teaching and learning activities.

3.4.2 Interview

Another instrument that was used in this study was interview. It aimed at gaining more information related to the issue and at finding out what the respondents think or feel about something (Fraenkel and Wallen, 2009). It also built trust and relationship between respondents and interviewer, and it might obtain information that the individual probably would not reveal by using other data collecting techniques (Gall and Borg, 2003).

The present study employed a semi-structured interview. It involved asking the series of structured questions and then probing more deeply using open-form questions to obtain additional information (Gall and Borg, 2003).

The interview was conducted and recorded once for each teacher to investigate in-depth about the strategies that were used by teacher that could not be found and clarified in the observation. As suggested by Fraenkel and Wallen (2009, p.445) that “interview is important to check the accuracy of—to verify or refute—the impressions the researcher has gained through observation”. The interview schedules can be seen at appendix A. Here is the interview framework

Table 3.2 Interview framework

Number of items	Details
15	Identifying specific method or technique
5	Identifying students’ response in relation to the strategies’ used by teacher

The total number was 20 questions. The sample questions were provided as follows

- Identification of the strategies used in teaching listening comprehension

What do you usually do in starting listening lesson?

- Identification of the students response

Are the students able to answer the questions related to the listening materials?

3.4.3 Questionnaire

The questionnaire was used to get some information of students’ response towards the strategy used in teaching listening comprehension. The questionnaire consisted of several questions that related to the following categories.

Table 3.3 Questionnaire framework

Adapted from Brown (2001) and Vandergrift (1996) in Rost (2002)

No.	Categories	Indicators	Item Number
1	Bottom-up strategies	Listening for specific details	1, 2, 6
		Recognizing word pronunciation	3, 4, 5
		Recognizing word-order pattern	5
2	Top-down strategies	Listening for the main idea	7,8,9
		Predicting	9
		Drawing inferences	10, 13
		Summarizing	11,12
3	Metacognitive strategies	Planning for the successful completion of a listening task	14, 19
		Monitoring comprehension during a listening task	16, 17, 18
		Evaluating the approach and outcomes of a listening task	20 to 23
TOTAL			23

The form of the questionnaire was closed-ended, where the respondents should choose between the answer that has been provided by researcher (Arikunto, 2004). This was the best for obtaining demographic information and data that can be categorized easily (McMillan, 2001). Thus, the respondents were required to put a check or thick (√) in the place that best reflects their opinion or beliefs about statements that had been given in the questionnaire.

The questionnaire in this study used Likert scale that scaled from strongly agree – agree – disagree – strongly disagree. According to Schreiber and Asner-Self (2011, p.132), “Likert scale is a set of several items, not a single item, where the participants’ responses are added and/or averaged to create an overall score”, which means that each questions are related (in terms of scoring) and can be counted to find out overall score that reflect the reliability and validity of data.

3.5 Trustworthiness

Trustworthiness is the truth which is derived from description, conclusion, interpretation and other kinds of report (Alwasilah, 2002). The trustworthiness of data consists of credibility (validity) and dependability (reliability) (Sugiyono, Wahyuningsih, 2007, p.40).

In conducting this research, there is awareness that there might be biases. Therefore, to avoid the two treats, the present study applied triangulation to enhance the trustworthiness of qualitative data as Cresswell (2008, p.266) states:

Qualitative inquires triangulate among different data sources to enhance the accuracy of the study. Triangulation is the process of corroborating evidence from different individuals (e.g. principal and a student), type or data (e.g. observation field notes and interviews), or method of data collection (e.g. documents and interview) in descriptions and themes in qualitative research.

Thus, in gathering data and information, the study applied more than one techniques which are observation, questionnaires and interview that was collected from different subject of study or participants.

3.6 Data Analysis

The data analysis was conducted regarding to the instruments used in this research. First, the data gained from observation, and second, the data gained from interview and questionnaires.

3.6.1 Analysis data from observation

There are several steps adapted from Dornyei (2011) in analyzing the qualitative data gained from observation.

1. Transcribing the data that meant transforming the recording data (from observation check-list, videotaping, and field notes) into a textual form.
2. Determining which materials might be relevant to the study.
3. Analyzing and classifying the data into some categories based on the theories adapted from Brown (2001) and Vandergrift (1996) in Rost (2002) related to the main focus, that is the strategies in teaching listening comprehension. The central theme was about teaching strategies used by teacher.
4. Interpreting the data from observation to address the study and drawing conclusions.

3.6.2 Analysis data from interview

The data from interview were analyzed through several steps as suggested by Alwasilah (2002) as follow:

1. Transcribing the interview into write-ups form
2. Categorizing the write-ups
3. Reducing inappropriate data
4. Interpreting the data and drawing conclusions.

3.6.3 Analysis Data from Questionnaires

The descriptive quantitative data analysis was applied to find respondents' tendency on perception, opinion, and judgment. It was used to analyze the students' responses toward the strategies used by the teacher by using questionnaire. The data were analyzed by calculating frequency which refers to how often something occurs.

The steps were as the follows (1) Scoring the students' responses on the questionnaire, (2) Calculate the questionnaire to find frequency and percentage, (3) Make a table consisting of the statement, the frequencies and the percentage that have been computed.

3.7 Clarification of Terms

The title of this study is "Teachers' Strategy in Teaching Listening Comprehension (A descriptive study in Public University in Bandung)". In order to give a clear understanding about the study, some terms are clarified here:

a. Teacher

In this study, teachers that became focus are university lecturers who teach listening comprehension.

b. Strategy

Brown (2001) defines strategy as specific methods of approaching a problem or task, or planned designs for controlling and manipulating certain information.

c. Listening

According to Vandergrift (2002), it is a process of matching speech with what listeners already know about the topic.

d. Comprehension

Comprehension is the ability to grasp something mentally and the capacity to understand ideas and facts (SIL, 1999).

3.8 Conclusion

This chapter has been written to discuss a methodological description of the research. It includes the discussion of the instruments used in answering the two research questions. The instruments used in this research were observation, interview and questionnaire. All of them were used to answer the first and second research questions. The whole research finding will be discussed in chapter IV