

CHAPTER III

METHODOLOGY

This chapter discusses methodology that was used in this research. The description starts with research design, research site, research participants, data collection techniques which are classroom observation, interview, and data analysis. It is ended by concluding remark.

3.1 Research design

The design of this research was largely a descriptive qualitative method; however, inferential statistic was also employed to enrich the result. This design is called concurrent triangulation strategy (Creswell, 2006, p. 237). Additionally, this research was a theory-driven (Holliday 2005, p. 19; Sugiyono, 2008, p. 7). This research focused on the investigation about what strategy trained by the instructor, how the instructor trained the strategy and what the effects of the strategy to the learners' listening ability. After that, the strategies that were found become the theory established in TOEFL listening section.

As the nature of qualitative research, this research figured out the instructor and learners' experiences in teaching and learning TOEFL listening section (Dawson, 2002, p. 14; Sugiyono, 2008, p. 7). The experience included the participants' personal opinions about the strategies used by the instructor in teaching TOEFL listening (Holliday, 2002, p. 6, Saedi 2002, p. 1, 3). This research used a qualitative approach which was provided rich descriptive data about what happen in the classroom (Day, 1990). Moreover, the findings of this research were explained deeply and related to the theories of teaching listening (Liamputtong 2009, p. 11) and cross-checked with the existing theories (Wallace 2002, p. 38).

In addition, inferential statistic was employed in order to provide more comprehensive evidence for studying the effects of the strategy training in learners'

listening ability and the significant improvement of learners' score (Creswell, 2006, p. 9-10).

3.2 Research site

This study took place in one Language Center in Bandung. The reason for choosing this place was because it provides a TOEFL preparation class, especially for learners of non-English majors. Besides, the site was accessible.

3.3 Research participants

The participants of this research were chosen by using purposive sampling. The participants were chosen by the researcher herself and guided by time and resources (Silverman, 2005, p. 136). In addition, the participants were chosen because of the specific purpose (Cohen, Manion and Morrison 2007, p. 214) that the instructor trained the strategy for the TOEFL and the learners learned it.

There were two kinds of participants in this research. The first participant was the TOEFL listening instructor. The instructor teaches TOEFL listening in the Language Centre in Bandung. The second participants were his learners who were from non-English majors. All of the learners were in the same class. There are 24 of them who finished the course (8 meetings). There were 8 learners from Magister program and 16 learners from an undergraduate program. To avoid the confusion, the participants would be called as *instructor* (I) and *the learners* (L).

3.4 Data collection techniques

In order to avoid bias, this research conducted triangulation data collection techniques. Triangulation is the attempt to get the fact as clear as possible by combining some data collection techniques (Silverman, 2005, p. 212) (see table 3.1). The data collection techniques in this research were classroom observation, interview,

and questionnaire. The data collection techniques and research questions answered can be seen in the table 3.1.

Table 3. 1 Research questions and data collection techniques used

Research questions	Data collection techniques used
1. What are the strategy training taught by the instructor in answering TOEFL listening section?	- classroom observation - interview - questionnaire
2. How is the strategy training conducted?	- classroom observation - interview
3. What are the effects of strategy training on the learner's listening skill?	- interview - questionnaire - pre-test and post-test result

3.4.1 Classroom observation

The first data collection technique used in this research was a classroom observation. This research focused on the paying attention to search information on what the instructor did in teaching strategy for TOEFL listening from the beginning of the class until the end, and what happened in the class during teaching and learning process through the sense (Emilia, 2000; Tsai, 2008 Cresswell, 2012, p. 213).

The technique of the observation done in this research was called field observation (McMillan and Schumacher, 2001, p. 437-442). It was the observation techniques that the researcher observed directly without interaction. Therefore, the researcher came into the class and observed what happened in the class directly and soughtfor the strategies trained. There was no interaction with the participant; only came and observed during the teaching learning process. In this research, the researcher's role was as nonparticipant observer. The observation was done by

visiting the site and recording notes without involving in the activities of the participants (Creswell, 2012, p. 214-215).

Table 3.2 Observation process

Observation	Date	The strategies training	TOEFL listening section
1.	February 7th, 2014	<ul style="list-style-type: none"> - focus on the second line, choose - answer with synonyms - avoid similar sound 	Part A
2.	February 14th, 2014	<ul style="list-style-type: none"> - draw conclusion about who what where - listen for who and what in passive - listen for who and what with multiple nouns 	
3.	February 21st, 2014	<ul style="list-style-type: none"> - listen for double negative expression, - listen for almost negative expressions - listen for negative with comparatives 	
4.	February 28th, 2014	<ul style="list-style-type: none"> - listen for expression of agreement, - listen for expression of uncertainty and suggestion - listen for emphatic expression of surprise 	
5.	March	<ul style="list-style-type: none"> - listen for washes 	

	7th, 2014	- listen for untrue conditions	
6.	March 14th, 2014	- listen for two-and three part verbs - listen for idioms	
7.	March 21st, 2014	- anticipate the topics - anticipate the questions - determine the topic - draw conclusion about who, what, when, where - listen for answers in order strategies	Part B and C
8.	March 28th, 2014	Post test	

The TOEFL preparation class was a two month process. There were 24 meetings for each TOEFL preparation class. Those meetings were divided into three sections, listening, structure and written expression and reading. Each of the section requires eight meetings. So there were eight meetings of listening that were observed by the researcher. The researcher joined the class in every meeting and did observation. There were two and half hours in every meeting, from 13.00 to 15.30. In summary, the researcher paid attention to what strategies taught by the instructor in teaching strategy TOEFL listening section.

There were some steps conducted in observing the classroom (Bowman, 1994; Emilia, 2000; Saedi, 2002; Gray 2004, p. 244, 250-256; Blessing and Chakrabarti, 2009, p. 104), they were as follows:

1. The observation format was designed based on the research questions. It was overt observation (the participant knew that they were observed) and it was also non-participant observation in which the researcher as an observer was not a participant.
2. The observations were focused on the strategies trained by the instructor in teaching listening TOEFL.
3. The data were gathered by using field note and were written up immediately following the observation. It was also saved by recording the whole activities in the class (Derry, 2007, p. 8). The components of field note were chronological log, reflection and recall, pre-analysis data (ideas and inference), impressions and personal feeling and forward planning.
4. The proses of observation was started by getting in, informed consent, becoming invisible (immersed), building raport, observing and learning, and getting out (see appendix 1)
5. The reliability of observation data was checked by reviewing the recording video done in every meeting
6. The observation format included the context of the class (setting of the class), number of participants, the place, strategies taught and steps conducted by the instructor.

3.4.2 Interview

The second data collection technique used in this research was interview. The interviews were between the researcher and the instructor, and the researcher and four learners. The interview in this research was the interaction (question-answer) between the interviewer and interviewee (Wallace, 2001, p. 124). In addition, this interview was semi-structured interview. In this kind of interview, the questions are open (Travers, 2001, p. 3; Wallace, 2001, p. 147). There were the guidance questions, and

then the followed up questions were intended to give an opportunity to the participants to interpret the question and encourage them to give detailed responses.

The participants interviewed were chosen randomly. There were four learners asked; they were Economic education learners of Magister program, an undergraduate learner of geography education, an undergraduate learner of business management and an undergraduate of family welfare education. The interviews were conducted after the post-test.

There were some steps conducted in gaining interview data (Saedi, 2002; Gray 2004, p. 219-221), they were as follows:

1. The interview was designed based on research questions. It was semi-structured interview.
2. The validity of the interview questions was checked by one of the instructors in that language center who was not a participant, and one of the learner who has already taken preparation class and was not a participant also.
3. The interview process was done after the preparation class was over and all of the interviewees were treated with the same protocol. The questions were asked one by one orderly and they were allowed to answer freely without limited time. And it was one-by-one and face-to-face interview in different places and times.
4. The indicators of the interview quality were the consistency (researcher actions and analysis), accuracy (the data were fair presentations of what the participant actually said) and neutrality (the researcher was aware of the possible confounding effect).
5. The participants were informed about the purpose of the interview.
6. The interviews were recorded and then transcribed manually.
7. There were 17 questions that were asked to the instructor and 18 questions asked to the learners (see appendix 2).

3.4.3 Questionnaire

The fourth data collection was a questionnaire. The learners were given a systematic format of the questions and it was answered by the learners. Therefore, The questionnaires were given to 24 learners of TOEFL listening preparation class. There were 13 questions in the questionnaire (see appendix 4).

There were some steps conducted in collecting the data through questionnaire in this research (Gray 2004, p. 205-207); they were as follows:

1. The questionnaire was designed based on the research questions. It was an open-ended questionnaire.
2. The piloting of the questionnaire was checked by giving the draft to one of the instructors in that language center who was not a participant in this research
3. The questionnaires were administrated by self-administrated. The researcher gave the questionnaire after the course over, and collected it right away after the learners filled the questionnaire.

3.4.4 Pre-test and post-test result

The fourth data collection technique was pre-test and post-test result. The tests were pre-test that was done by the learners before joining the class and post test was the one after joining the class. The result of pre-test and post-test result were taken from the Language Center itself. Therefore, the pre-test and post-test was conducted by the institution. The hypotheses were:

Ho: There is no significant improvement of TOEFL listening score.

H1: There is a significant improvement of TOEFL listening score.

In measuring the tests result, the application of SPSS 16 was used. It was measured by pair-sample t-test. The purpose is to find out the significance

improvement of the learners's score so that could enrich and support the data found. T-test was used to differentiate between two mean in order to see the significant improvement of the score.

3.5 Data analysis

The data were analyzed by using grounded theory or was called inductive process (Gray 2004, p. 346). It is the "the analytic process through which data is fractured, conceptualized and integrated to form a theory" (Corbin in Frankel, Wallen, and Helen Hyun, 2012, p. 436).

There were five steps conducted in analyzing the data in this research. The first thing was coding. The data found were assigned based on the items and its group (Maxwell 1996, p. 78; Gray 2004, p. 346; Blaxter, Hughes and Tight, 2006, p. 203; Creswell 2012, p. 236). This research focused on the strategies taught, the stages implemented and their effects on the learners' listening ability, so that the data coded were about the strategies found and its effects to the learners from data collection instruments. It was the process of dividing and sorting the data and put them into broader themes and issues.

The second step was annotating. The process in this step included the addition of notes and comments from the researcher (Blaxter, Hughes and Tight, 2006, p. 203) and interpretation of various data sources (McMillan and Schumacher, 2001, p. 461; Frankel, Wallen, and Hyun, 2012, p. 431). It was done by highlighting the significant data to this research. The third step was labelling. The data were labeled based on the research questions (Blaxter, Hughes and Tight, 2006, p. 203), that were about the strategies taught by the instructor, the stages implemented and their effect to the learners. It was also describing the findings and forming themes of data (Creswell, 2012, p. 236)

The fourth step was selecting. The significant data were chosen and then discussed and emphasized in this research (Blaxter, Hughes and Tight, 2006, p. 203). It included the process of choosing the data about participants' opinion, the answer of the questionnaire and the quotation from data interviews. After that, the data were represented and reported (Creswell, 2012, p. 236). The last step was summarizing. This was the process in which the synopsis of the whole data were produced (Mayring, 1983; Flick in Gray 2004, p. 328-329; Blaxter, Hughes and Tight, 2006, p. 203), made the generalization of the data about the strategies found and their effects on the learners' listening ability. In addition, the final summary also contained the clarification of the data and comments of the researcher (Emilia, 2009, p. 211).

Finally, the inferential statistic was employed to examine the improvement of the statistical significance. The pre-test and post-test results were measured by using SPSS 16.

3.6 Concluding remark

This chapter focused on a detail methodology discussion in conducting this research. It has explained that this research used largely a qualitative method and supported by the inferential statistics. This chapter contained research design, research site, research participants, and data collection techniques and data analysis.