

CHAPTER III

METHODOLOGY

This chapter concerns about the object of this research and the method applied in conducting this research.

3.1 Research Design

Hatch (2002, p.148) defined the data analysis as a systemic search for meaning, as a way to process qualitative data so that what has been learned can be communicated to others. Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. It often involves synthesis, evaluation, interpretation, categorization, hypothesizing, comparison, and pattern finding.

This study is aimed at finding out the use of authentic materials in reducing the students' listening anxiety in a private junior high school. A qualitative and quantitative research designs are used in this study since all the data collected both quantitative and qualitative data, will be analyzed descriptively under descriptive study. This is in line with what Grimes & Schulz (2002, p.145) argue that a descriptive study is "concerned with and designed only to describe the existing distribution of variables, without regards to causal or other hypothesis". The researcher will select the best method(s) based on his/her research question: will the researcher study individuals (narrative, phenomenology); explore processes, activities and events (case study, grounded theory); or learn about the broad cultural-sharing behavior of individuals or groups (ethnography) (Creswell 2009, p.177).

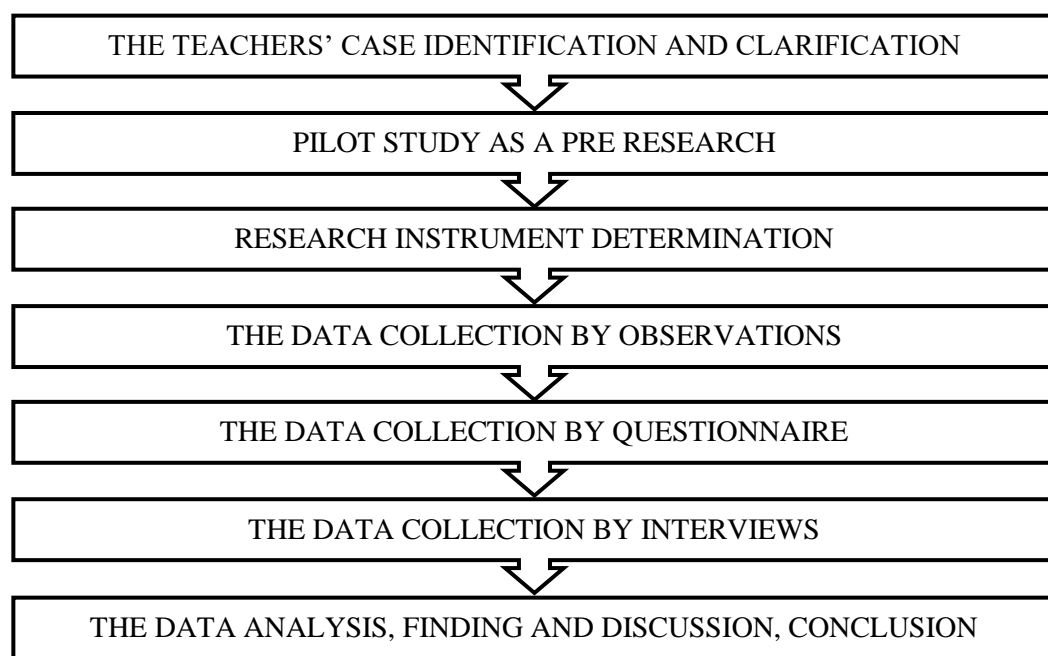
Denzin & Lincoln (2005, p. 3) defined a qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the

world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meaning people bring to them

Whereas, according to Clissett (2008, p. 100) qualitative research covers a wide range of approaches for the exploration of “human experience, perceptions, motivations and behaviors” and is concerned with the collection and analysis of words whether in the form of speech or writing. In this aspect, qualitative inquiry means to understand what others do and say or to “get grasp, hear, catch and comprehend” what something means (Grant, 2008, p. 1). In addition, Schwandt (2007) believes that understanding is itself a phenomenon which lies at the core of the qualitative research because “qualitative methodology and underlying philosophy are highly appropriate for understanding complex personal and social issues” (Creswell & Clark, 2007).

Qualitative data in this study are analyzed descriptively where it is to describe the situations or phenomena in the field as it is.

Figure 3.1 Research Process



This study will employ triangulation technique to gather data from different respondents and use some types of data collection methods (Croker, 2009). The data will be obtained through questionnaire for students, classroom observation, interview the teachers. These could affirm the conclusions derived from the data analysis (Rallis & Rossman, 2009).

The research was conducted in a private Junior High School, located in Bandung. It was chosen as there was a listening class that needs to be engaged by all students. One of the biggest problems faced by the students is to be able to listen and comprehend the English texts, called anxiety. The teachers found an anxiety when they need to comprehend the listening materials. Another reason is that the students have so different listening skill background and teachers are mostly using many kinds of materials in supporting the listening class activities.

Nevertheless, there is not a significant result found, even, when the teachers used the authentic materials, which hopefully, could be easier to be comprehended by the students. This research, then, tried to find out the students' anxiety causes and to overcome the students' anxiety. As Thornburry (2005, p.28) stated that the lack of vocabularies, improper grammar, and fears of mistakes are some of the factors that can contribute to failure and cause an acute sense of anxiety when it comes to listening.

Moreover, the site is accessible by the researcher who happens to work in that school. That means the researcher could have a good rapport with the respondents and the data could also be gathered easily (Maxwell, 1996).

3.2 Data Collection

3.2.1 Sample/object/respondents, Population, or Subjects

Populations in this study are the 40 ninth grades students of a private junior high school in Bandung. Out of the populations, the class of the school is chosen randomly as the samples of a private junior high school in Bandung. These students are involved in the administration of questionnaire. The selection of them

is intended to reveal more information about their problems that are revealed in learning process as the richness of the data. It may support the aim of this research that is to find out the use of students' listening anxiety.

The researcher is also involved two English listening teachers, as a compared perspective with the students which may influence the students' listening anxiety, too.

3.2.2 Instrumentations

Instruments used in this study are questionnaire, interview and observation. The questionnaire consisted of close-ended items in terms of Likert-Scale. The statements were given in *Bahasa Indonesia* to make it easier to be understood by the students. The respondents marked SS (*Sangat Setuju*) if they strongly agree, S (*Setuju*) if they agree, R (*Ragu-Ragu*) if they hesitate, TS (*Tidak Setuju*) if they disagree, and STS (*Sangat Tidak Setuju*) if they strongly disagree. Meanwhile, the interview and observation are undertaken to describe how the implication of the teaching process by using authentic materials

3.3 Respondent

The research involved the teachers from English Department who generally have a high-level English proficiency. They have taught for 3 years minimally in the school. It may support their English teaching experiences. Besides, all of them have been tutoring for Teaching Development Interactive by face to face meeting and online learning. The training may help them to have a higher-level of English proficiency and to be equipped by the English teaching methods. They are all mandated to use English during activities since the goal of the listening class is to give English exposure to respondents.

They are going to guide students for each listening activities starting from explaining the activities to respondents and giving example, letting them prepare

themselves, assessing their performance, and giving feedback. Each teacher guides a group of respondents at a time.

The respondents are the ninth grades students. They are 40 students taking English listening class whose subject focuses on learning to listen and comprehend the English texts. Their English level of proficiency varies started from the low one to the high one. The number of respondents is determined since that is the approximate number of the ninth grade students in the school.

3.4.1 Teachers' profiles

The two teachers involved in this study as respondents have different educational background and they have high-level of proficiency in English. The description of them is provided below.

Teacher A graduated from English Department of a private University in Bandung. He started teaching in the Junior High School since 2012 up to present. He also participated in all *Teaching Development Interactive* training and all the activities. In this academic year, he is teaching listening class for 8th grade students.

Teacher B graduated from English Department (Linguistics Major) of a private University in Bandung. She started teaching in the Junior High School since 2014 up to present. She also participated in all *Teaching Development Interactive* training and all the activities. In this academic year, she is teaching listening class for 9th grade students.

3.4.2 Students' profiles

The student respondents in this study are the ninth grade students of a private junior high school in Bandung, who take English listening class that focuses on listening English. The level of the students' listening ability in english started from level one to three out of four. They are selected because they are required to join the listening class to improve their listening skill. The level is determined through the listening score obtained when they took English speaking test in their previous grade.

Sylviana Stefani, 2017

THE USE OF AUTHENTIC MATERIALS IN REDUCING THE STUDENTS' LISTENING ANXIETY

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

The learning textbook source they mostly use is *The New Success* (McKinlay, 2012) volume 9. They have to attend the English listening class twice a week.

3.4 Variables in the Study

Variables in this study are authentic materials and the students' learning anxiety. Authentic material constitutes the independent variable, whereas English listening anxiety is the dependent variables.

3.5 Procedure

The data collection is conducted in the language laboratory of a private junior high school in Bandung. There are for kinds of the data collection. They are pre research class observation, class observation, students' questionnaire, and teachers' interviews. After deciding site to be observed by obtaining the permissions necessary to get access to the research site, there are some steps to carry out. The first thing to do was observing the classes by writing down notes when the teaching-learning process, focused on listening skill, as the early class observation.

In undertaking the observation, the researcher takes on the role of observer-as-respondent (Fraenkel & Wallen, 2006) since there is no interference to the teaching-learning process. The early data used as the based information for the research class observation. Then, the questionnaire is administered to the students of each class. Instructions and explanations are delivered to the students in order to minimize mistakes in filling out the questionnaire. After students finished filling out the questionnaire, the questionnaires are collected and rechecked that all the parts of the questionnaire are completed. Finally, with the help of the teachers, two teachers were given the interview questions. Their responses were also recorded as means of analyzing the data.

3.5.1 Observation

Sylviana Stefani, 2017

THE USE OF AUTHENTIC MATERIALS IN REDUCING THE STUDENTS' LISTENING ANXIETY

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

The data collection during observation was taken manually and electronically Nunan & Bailey (2009). In this study, the observation is conducted both manually and electronically. Manual observation is conducted by observing the interaction between the teachers and respondents to be able to find the use of authentic materials upon the students' listening anxiety.

Electronic observation is conducted through audio-recording to get the whole conversation of both teachers and respondents. By audio-recording the activity, it allows the researcher to transcribe interactions between respondents (Nunan & Bailey, 2009) They are recorded starting from the beginning of the activities until giving feedback for each respondent joining the listening class. Through this, it is expected that the use of authentic materials upon the student's listening anxiety can be figured out. Alwasilah (2012) argues that as for the description of the data, to avoid the validity threat, which might be the data inaccuracy and incompleteness, in doing the observation, the interaction that occurs between the respondents needs to be recorded or, if it is not possible due to one thing or another, it could be conducted through observational notes. In this study both audio-recording and observational notes are employed to collect the data.

The observations were conducted for getting the pre research data and the main research data. The pre research observation was conducted for about a week before the main research observation, as the early study. It was aimed to see the listening learning process, the learning process, and the facilities connected with the use of authentic materials in listening learning process and the students' anxiety.

The researcher also tried to find the early data, such as the earlier students' scores, out-of-class facilities which might support the listening learning, the wisdom of board of BPK PENABUR for the English listening learning in the junior high school level.

The class observation was mainly aimed to find out the research purposes, based on the indicators. Based on the definitions, there are some characteristics that indicate the authentic materials. They are: 1) the main sources are native

speakers; 2) the authentic materials are exposed in many forms; 3) it connects to daily activities; 4) aims for academic achievements; 5) it may produce some micro skills; 6) it will give a new knowledge to the students; 7) it may give a pleasing experience.

In terms of the observation, one meeting for each listening class guided by each teacher that lasted for about forty minutes. This is meant to see if there is variability of the use of the authentic materials and the anxiety between the teachers in each activity.

3.5.1 Questionnaire

The questionnaire in this study is administered to the students. The questionnaire is employed in order to find out the students' perspectives on the teachers' use of authentic materials in listening learning and also the anxiety appeared.

The questionnaire consists of two parts and uses *Bahasa Indonesia* to avoid students' misinterpretation. The questionnaire is adapted from Schweers' (1999), Ahmad & Jusoff's (2009), and Jingxia's (2010) questionnaires and is developed to meet the study needs. The first part asks about the students' personal anxiety feeling in attending the English listening class. The second part deals with the teachers' method in using authentic materials in the class. All 46 questions use Likert scale. In this study, the researcher administers close-ended questionnaire questions.

3.5.2 Interview

After the observation and giving the questionnaire, the teachers are interviewed concerning their use of using the authentic materials in their teaching and how they overcome the students' anxiety by using the authentic materials. This is intended to find out the teachers' perspectives in using authentic materials upon the student's listening anxiety. This enables the researcher to verify the teachers' use of authentic materials in the listening class. Interviews are conducted to know people's thoughts, knowledge, behavior, experience, motivation and

information (Richards, 2009; Alwasilah, 2002). Thus, it gives a deep understanding that is rarely obtained through questionnaire (Richards, 2009).

The type of the interview employed in this study is semi-structured interview that according to Nunan (1992, p.149) in this kind of interview, “the interviewer has a general idea of where he or she wants the interview to go, and what should come out of it, but does not enter the interview with a list of predetermined questions.” It means that when it comes to the interview session, the interviewer has some flexibility to ask depending on the interviewee’s response regarding the concerned topics or issues, but that does not mean the interviewer is totally driven by the interviewee. After this type of interview questions are answered, finally the result is then transcribed, categorized and interpreted.

Table 3.2 below displays the classroom observation and recordings schedule.

Table 3.2 The Schedule of Classroom Observation and Recordings

Data Collection Methods	Day, Date	Time
Pre Research Class Observation	Monday, May 2 nd 2017 – Thursday, May 5 th 2017	08.00 – 11.00
Class Observation	Monday, May 8 th , 2017 – Friday, June 3 rd , 2017	08.00 – 11.00
Questionnaire	Monday, July 24 th , 2017 – Friday, July 28 th , 2017	08.00 – 11.00
Teachers’ and Students’ Interviews	Monday, July 31 st , 2017 – Friday, August 4 th , 2017	14.00 -16.00

3.6 Data Analysis

As this study used a qualitative and quantitative research design, the analysis was done descriptively. The data analysis is done for the data from the Likert-scale of questionnaire, the interview results, and the observation result.

The data analysis is the process of systematically searching and arranging the result of the collected data through the instruments the researchers employ to improve their understanding of the data and it allows them to present the result of the taken data to other people (Bogdan & Biklen, 1992, p.153). The data analysis of this study is directed by the research questions. To answer the first research question to find out whether the anxiety appeared as they attended the class, the interaction of teachers and respondents is observed by recording the interaction. The result is then transcribed to find the use of authentic materials in reducing the students' listening anxiety.

The observation data was confirmed by the questionnaire that was given out to the students. It contained the questions connected with the use of authentic materials in the listening class, their perspective of being anxious in attending the class and how the authentic materials overcome their anxiety in listening learning.

This is strengthened by interviewing the teachers regarding the use of authentic materials in overcoming the students' listening anxiety. The result of the interview is recorded, transcribed, coded, and categorized qualitatively. Meanwhile, the data from questionnaire are used to answer three of the research questions concerning the use of authentic materials upon the students' listening anxiety. The result is statistically analyzed.

3.7 Validity

To examine the validity of the research, there are some techniques that could be employed, namely triangulation, feedback, member check, rich data, quasi-statistics, comparison, long-term observation, participatory mode of research, etc (Alwasilah, 2012). In this research, two techniques are employed, namely triangulation and member checks.

3.7.1 Triangulation

Sylviana Stefani, 2017

THE USE OF AUTHENTIC MATERIALS IN REDUCING THE STUDENTS' LISTENING ANXIETY

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

According to Rallis & Rossman (2009), triangulation is one of the strategies used to help establish the credibility of a study. It refers to the collection of the data from several data sources through different data collection methods, such as interview, observation, questionnaire, document review, to name a few. Based on Alwasilah (2012), this could help the researchers to reduce the risk of the limited conclusion to certain method and data source and also to increase the validity of the research conclusion. In this study, the researcher employs triangulation to collect the data from observation, interview, and questionnaire and from two data sources, namely teachers and students.

3.7.2 Member Checks

Member checking refers to the strategy used to confirm what the researcher is writing about with the respondents (Rallis & Rossman, 2009). It is meant to see whether they agree or disagree with it. In this study, the member checking is employed for the observation and interview and based on Alwasilah (2012), it is aimed at avoiding the misinterpretation of the respondents' answer during the interview and the misinterpretation of the respondents' behavior during the observation. Therefore, the result of the observation notes and the interview transcript of this study are verified with the respondents.

3.8 Concluding Remark

This chapter discusses how the study is carried out. It covers the design of the study which is a case study to answer three research questions, namely how do the authentic materials reduce the students' listening anxiety. The site of the study is at a private junior high school in Bandung and it involves 40 students and two teachers as respondents. The data are collected through observation, interview, and questionnaire. A triangulation is used so that the data gathered are considered valid.

The next chapter describes the findings and discussions of this study.

Sylviana Stefani, 2017

THE USE OF AUTHENTIC MATERIALS IN REDUCING THE STUDENTS' LISTENING ANXIETY

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu