

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter described the method used in the study to answer the question previously stated in the chapter one. The chapter covers purpose of the research, research method and design, research site and participants, data collection, research schedule, and research procedure.

#### **3.1 Purpose of the Research**

This research' purpose is to investigate the podcast assisted listening subject in a middle school English class. Moreover, this research was accomplished to answer the research question "How was the students' responses about the podcast assisted listening subject in a Senior High School English Class?"

#### **3.2 Research Method and Design**

This study used qualitative method to conclude the data. Presissle in Creswell (1998) stated that qualitative research is a loosely defined category of research designs or model all of which elicit verbal, visual, tactile, data in the form of descriptive narrative like field notes, recordings, or other transcriptions from audio or video tapes, other written records and pictures or film. The purposes of qualitative method are to describe and explore the research (Ali, 2015).

The qualitative research characteristics based on Bogdam and Biklen in Sugiyono (2016) are: having the natural setting as the direct source of data and researcher

is the key instrument; (2) Descriptive. The data collected is in the form of words of pictures rather than number; (3) concerning with process rather than simply with outcomes or products; (4) tending to analyze their data inductively; (5) “Meanings” are essential of the qualitative approach.

Based on the statement above, qualitative research is more concerned on the quality of research. In other words, this method is emphasizing the process rather than the outcomes.

Furthermore, this research was conducted in the case study design which revealed specific, unique things in detail. This case study is also able to express the meaning in a research. A case study is not only giving factual report, but also expressed slight variation, inner-self view, or human’s thinking development in a case that will be a research material which cannot be analyzed by the strict quantitative study.

Stake in Bukhari (2007) explained the steps of collecting the data in case study design. The first is choosing the case. Second, collecting the data. Third, analyzing the data of the research. Fourth, refinement, and the last is writing the report.

Moreover, Cohan and Manion (cited in Nunan, 1992) stated that a case study observes the characteristics of an individual unit to investigate and analyze the multifarious phenomena that constitute the life cycle of unit with a few to establishing the unit belongs. It provides a unique example of real people in real situations, enable readers to understand ideas more clearly than simply by presenting them with abstract theories or principles.

The research method and design selection was based on the research aim and the research question to get an understanding deeply by investigating the process of how the students' responses toward Podcast assisted listening in a Senior High School English class.

### **3.3 Research Site and Participants**

This research was conducted in a private Senior high school in Bandung. The school was chosen since the researcher had been allowed to conduct the research and studies. There are the reasons of choosing this school as the site of research. First, the school is a private secondary school that has regulation to use English in their daily school-life. Besides, the topic in the syllabus of eleventh grader of senior high school was proper with the purpose of the research. The school accreditation is A that makes the researcher believed that it can be good students' capability in comprehending English subject.

The participants in this research are the students in class 11C which consisted of 18 students. The meeting is conducted three times. The meeting is conducted three times because There are three topics taught by the teacher; Chance, Natural World, and News Report. Those topics are related to the Cambridge Curriculum used in the school.

### **3.4 Data Collection**

Malik and Hamid (2016) stated the kinds of data comes from interview transcripts, field notes, records, video or audio tapes. Some data collections had been proposed by Malik and Hamid (2016) included questionnaires, interviews for the participants in the observations. To find out the implementation of podcast assisted listening in the Middle school, the

observation sheet was used while listening activities by using podcast. The interview was conducted to ten students after listening activities by podcast finished.

### 3.4.1 Classroom Observation

The observation data was analyzed from recorded videos during the activities in the class. The recorded videos were very beneficial to see the real situation in the classroom. This classroom observation conducted to find out the classroom behavior from direct observations that specifies the events that were observed and how they were recorded (Waxman, 2018). The purpose of this observation is to know what the meaning inside of students' responses about podcast assisted their listening subject. Through observation, the researcher learns about behavior and the meaning attached to those behavior (Marshall, 1995). Podcast assisted listening subject was implemented in one class. The activity was done by the participants during the observation. The listening activity and students' responses was included in this observation. Furthermore, the instruments consisted of interview and questionnaire for the participants were used. The questionnaire was given to the whole students in that class, and the interview was done to the students.

### 3.4.2 Questionnaire

Questionnaire is used for collecting data about students' responses to the podcast in the listening subject. The instrument is chosen following the view shared by several researchers that questionnaire is a written instrument consisting of questions to gather information regarding participants' knowledge, opinion, ideas, and experiences (Wallace, 2001; Gray, 2004; Cohen et. al, 2007; Dornyei and Taguchi, 2010).

The questionnaire is distributed to the 18 participants in a classroom of eleventh grader in Pribadi Bilingual School (11C). The questionnaire is opened by the introduction. It contains the purpose of the questionnaire, the clarification that the participants' personal information are confidential, and the statements that any of the answer provided by the participants will not be judged, altered, or misused.

There are four parts of the questionnaire. The first part (Part A) is about the participants' background information about podcast. The second part (Part B) consists of participants' access to the podcast and the category liked by the participants. This is expected to give insight into what the participants' way in using technology in their learning process. The third part (Part C) consists of students' opinion about podcast as medium in their learning process. The last part (Part D) consists of podcast advantages in listening subject, students' difficulties and their suggestion for the further lesson.

### 3.4.3 Interview

After classroom observation and questionnaires, the interview as the next step for collecting the data was conducted. Marshall and Rossman in Sugiyono (2016) state that the fundamental methods relied on qualitative researchers for gathering information are, participation in the setting, direct observation, in-depth interviewing, and document review. Those instruments aimed to gain depth information from the research.

The interview session was employed to reveal the students' responses toward the podcast application in assisting students' listening subject. The interview in this research is an unstructured interview with open-ended questions. Unstructured interview is an interview without guidance systematically to

collect the data (Sugiyono, 2016). The guidance is only used to highlight the problems that will be questioned.

Moreover, the interview session was conducted in using Bahasa Indonesia. It is to make the students easier to understand the questions and made them free to express their opinion. Interview data was analyzed by using several steps. First, the data transcribed into written data. Second, the result of written data is explained in relation with the research question and relevant literature such as the advantages of podcast in education according to Sawyer and King (2009), Campbell as cited in Popova and Edirisingha (2009), and Jain and Hashmi (2013). The researcher arranged the schedule of the research as follows.

**Table 3.1 Research Schedule**

No	Date	Instrument	Activities
1	October 26 <sup>th</sup> 2018	Observation Sheet	Implementing Podcast Audio in Listening subject
2	October 31 <sup>st</sup> 2018	Observation Sheet	Implementing Podcast Audio in Listening subject
3	November 9 <sup>th</sup> 2018	Observation Sheet and Questionnaire	Implementing Podcast Audio in Listening subject, and students filling the questionnaire
4	November 23 <sup>rd</sup> 2018	Interview	Students are interviewed to answer the question that supporting findings in

			classroom observation and questionnaire.
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### 3.5 Research Procedure

The research procedures consisted of several steps that conducted in the class as follows.

#### 3.5.1 Determining topics based on the learning curriculum

Topics were chosen in line with the curriculum applied in the school. According to the Cambridge curriculum, eleventh grader students should be introduced to... So, the main topic in this research entitled chance, natural world, and news report.

#### 3.5.2 Selecting the audio

The next step in selecting the audio, the researcher investigated the syllabus of eleventh grader in Senior High School. The audio is selected based on school curriculum (Cambridge Curriculum) in Private Bilingual School, Bandung. The audio selected are Chance to Live, Natural World, and News Report.

#### 3.5.3 Preparing lesson plans

The lesson plan was designed to be implemented in the class. This lesson plan related to the listening test and Senior High School students' curriculum. The researcher observed lesson plan that was created by the teacher based on Cambridge University Press.

### 3.6 Data Analysis

The data analysis in this case study, the instruments that consisted of classroom observation and the interview were analyzed qualitatively. There are main stages to analyze those instruments, there were data validation, data analysis of classroom observations, data analysis of questionnaire, and the data analysis of interview.

#### 3.6.1. Data Validation

Validity in the qualitative research need to make the findings showed the real situations in the research. In other words, there will be no doubtful research findings. This research need to be checked by member check and feedback. Denkin in Fatshaf (2013) stated that some methods; observation, questionnaire and interview need to be checked by triangulation to collect the data. Triangulation method is a method to identify a phenomenon from different perspectives. The researcher gets the information from different participants to check the validity. The participants (the students) need to answer the interview transcript to make sure that the finding will be accurate and appropriate with the participants' perceptions. The last but not least, the feedback from supervisors to check the validity in this research was given and attached in the appendices.