

CHAPTER III

RESEARCH METHODOLOGY

While the previous chapter (Chapter II) elaborates the information about the grounded theory in line with the topic of the study, this chapter discusses the research methodology that the researcher employed to answer the formulated research questions. It consists of five main sections namely: research design, site and participants, data collection, data analysis and pilot study. Each section is presented as follows:

3.1 Research Design

As previously mentioned in Chapter I that this study investigates EFL learners' perception on educational podcasting in developing listening skill and the implementation of podcasting in language learning. To answer the research questions, a qualitative method is employed. Furthermore, since this study explored the human feelings, actions, and values that are behind the facts, descriptive qualitative research is considered appropriate to be employed in this study (Creswell, 2012; Hamied, 2017).

3.2 Site and Participants

This study was carried out in a private vocational high school in Bandung. There are some considerations behind the selection of this school to be the research site. Firstly, this site was accessible and feasible to fulfill the purpose of this study. As mentioned by McMillan and Schumacher (2001) that time, skills, and mobility should be considered when selecting a research site. This school utilizes the new technology to teach listening by using podcast. Geographically, this school is far from the capital city so that it is interesting to shed the more light on how this school integrates technology in teaching and learning process. In addition, the researcher has a colleague who teaches in this school. It helped the researcher build a rapport by discussing some information about this school that relates to the study. Another consideration is the location of this school which is quite near to the place of the

researcher. This school has two majors: Office Administration, and Visual Communication Design. Regarding the curriculum use, this school has already implemented Curriculum 2013 since 2014.

Furthermore, after being considered to have fulfilled the requirement of a place to conduct research which in accordance with the purpose of the research, a class, Office Administration which consists of 24 students of the second grade, was selected purposefully. The participants are chosen for several reasons. First of all, the second-year students already have adequate prior knowledge of four language skills, especially listening since their previous stage of class. Generally speaking, year-two of vocational or senior school stage is considered to be in a *golden time* era which is fundamental in teaching and learning process. Besides having senior and junior at the same time, they also supposedly have the best fit time to be involved in the studying process. The first year students, on the other hand, was on their first step at a new school that they need to adapt, blend and learn in a new stage of high education. In other words, they are in the introduction stage towards EFL material. Meanwhile, the third year students are in the last stage in which they need more attention and energy besides learning a compulsory subject material as well as an additional preparation for National Examination. Considering those arguments, the writer chooses the second year students, majoring Office Administration to participate in the study. Hence, based on those rationales, this study employed purposive sampling as declared by Creswell (2012) and Hamied (2017).

3.3 Data Collection Techniques

In collecting data, this study employed several data collection techniques. Using several data collection techniques is helpful to gain data credibility and to reduce the weakness of each technique (Creswell, 2007; Hamied, 2017; Yin, 2003). There were three data collection techniques for this research namely questionnaire, interview, and observation. The following subsection elaborates each of data collection techniques along with the source of data and purpose.

3.3.1 Questionnaire

The first instrument of this study was a questionnaire. A questionnaire is a beneficial and mostly used instrument to gather survey information, provide structured, mostly in a form of numerical data and is often easy to analyze (Wilson & McLean in Cohen, 2007; Manion & Morrison, 2007). Questionnaire in this context is used to describe the percentage of participants' response to the use of podcast in developing listening comprehension.

Moreover, the utilization of the questionnaire has several reasons. First, since one of the purposes of this study is to elicit the responses of participants to use the podcast to develop listening skill, it is considered appropriate to employ a questionnaire to gain students' general response effectively as it could be done at the same time and in a limited time. As suggested by Dornyei and Taguchi (2010) that the questionnaire is employed as it could gather massive information in a short period of time. The questionnaire section was done by providing questionnaire items with a series of statements for them to react by selecting the available answers (Cohen et al, 2007; Dornyei & Taguchi, 2010). Second, a questionnaire is very resourceful. The questionnaire can be used successfully with a variety of people in a variety of situations targeting many topics (Dornyei & Taguchi, 2010). Third, Dornyei and Taguchi (2010) argued that the questionnaire measures three aspects that need to fulfill in this study namely (1) factual questions, which involves participants characteristics such as age, gender, race, socioeconomic status, and level of education, (2) behavioral questions, to gather information about participants' lifestyles and habits, (3) attitudinal questions, that focuses on attitudes, opinions, beliefs, interests, and values. This part was essential and relatable to this study, which is gathering a participants' opinion on the perception of using podcast to develop listening skill. Forth, a well-constructed questionnaire can limit the bias of interviewer effects and enhance the consistency and reliability of the results (Bryman in Dornyei and Taguchi, 2010).

In addition, the close-ended questionnaire was used in this study in a form of Likert scale. Originally, it was revised by Rensis Likert in 1932. There were two

reasons behind the use of the closed-ended questionnaire in this study. First, a closed-ended questionnaire was appropriate to this study since it can explore the perception, opinion, attitude, and feeling of participants towards the series of statements related to a social phenomenon (Bell, 2005). Second, the Likert scale is versatile, reliable, and simple to be used since it includes the value and the respondents' statements that involved value or direction. The participants, therefore, can easily indicate their agreement and disagreement with the statements (McMillan & Schumacher, 2001)

In this study, Likert scale was used in four choices with the scores begin with strongly disagree (1 point), disagree (2 points), agree (3 points), and strongly agree (4 points). The EFL learners were demanded to pick up one option that they thought it suits their mind (McMillan and Schumacher, 2001). Furthermore, the questionnaire distributed to the participants was written in Bahasa in order to avoid misunderstanding and to give them the opportunity to have an in-depth comprehension for each statement provided.

3.3.2 Interview

To verify and clarify the findings from the analysis of the questionnaire data and to provide further data triangulation, individual interviews were also conducted to 3 participants who were talkative and confident enough to answer the interview questions clearly, honestly and effectively. The interview was employed after observation and questionnaire sections were all done. An interview is a process of gathering the information through a conversation between two parties, the researcher and the participants (DeMarrais, 2004). An interview is a crucial role in this study since the researcher cannot observe the feeling, behavior, and how the people define the world around them (Merriam, 2009), especially in this study, the researcher cannot interpret the students' perception, a point of view related to the podcasting. By interviewing the participant, there is a good possibility to replicate the past event or their prior knowledge while comprehending the listening skill through podcasting.

As offered by Creswell (2012); Nunan (1992) there are two types of interview namely, semi-structured interview, and follow-up interview. Meanwhile, Merriam

(2009) divided it into three types of interview structure, namely a highly or standardized structured interview, semi-structured, and unstructured or informal interview. In relation to this study, the researcher decided to use a semi-structured interview to invite the interviewee to be more open and deeper in giving their opinion related to how the teacher can implement the podcasts in teaching English, and what challenges and benefits of the use of an online module in teaching. As proposed by Merriam (2009), the continuum of a semi-structured interview are as follows; no word order determined, mixture interview guidelines between structured and unstructured interview, guideline questions flexibly, required specific data from respondents, and the biggest area of interview guided by issues to be explored. The guideline of the interview in this study was adapted from Ince (2015) and Yildirim (2013). The interview was carried out to identify the perception and the challenges of the podcasts use in EFL classroom. In order to overcome the obstacles related to the culture and language, the interviewer used a native language of the interviewee, as recommended by Andrews (1995). The use of native language may gain some benefits such as create a conducive atmosphere, gain trust, build a rapport (Andrews, 1995; Tsang, 1998).

3.3.3 Observation

As proposed by Creswell (2012), there are two types of observation; covert participatory and non-participatory observation. Regarding the aim of this study, the study employed non-participatory observation in order to obtain the data related to English teacher and learners' activity during teaching and learning process comprehensively (Creswell, 2012). The observation was held within 3 meetings that were handled by an English teacher. Based on Merriam (2009), observation is as a tool of research in a frame of a system in order to lead a specific research question. There are two major reasons for choosing the observation which is to provide knowledge of the context of the study and triangulate the emerging findings for this study as stated by Merriam (2009). Furthermore, there are several elements which

should be involved in observation activity: the physical setting, the participants, activities and interaction, conversation, subtle factors, and the writer behavior.

The physical setting refers the setting which consists of the physical environment, context, design of behavior setting, space allocated, object, resources, technologies, principal office, school bus, the cafeteria, and classroom attributes. The participants are related to who involves in the scene, the number of people and the roles, the reason that puts them together, the people who are allowed and unexpected in the setting, and the relevant character of the participant of the study. Meanwhile, activities and interaction involve the definable sequence of activities, the interaction of people in the whole activities, the structure of norms and rules, and the duration of activities. While Conversation is about the content of conversation in the setting, who are involved in the conversation, the quotation, paraphrasing, and summarizing of conversation, subtle factors, relates to the informal and unplanned activities, symbolic and connotative meaning of words, nonverbal communication and a thing that is called what does not happen in the setting. The last but not least is the writer behavior which includes the role of the writer, as an observer or intimate participant, the activities and conversation which have been handled.

The observation recorded what English teacher and learners encountered in using a podcast in listening activities. It covered pre-listening activity, whilst listening, post-listening, the devices, the facilities, and other sources. This observation was conducted in 3 meetings of teaching and learning class. The classroom observations were carried out from 8th of October until the 30th of October 2018. The observation sheet was developed based on Ince (2015) and Li (2010). The observation activities were videotaped in order to keep maintaining the validity and to ease the data analysis and interpretation.

3.4 Data Analysis

This section discusses two main parts, including the instrumentation and the procedures of data collection techniques. Each will be discussed below.

3.4.1 Questionnaire

The questionnaire consisted of four options which were completed by a number of scores: strongly disagree (1 point), disagree (2 points), agree (3 points) and strongly agree (4 points) for positive word items. While the scores for negative word items (questions 13 up to 16) were: strongly disagree (4 points), disagree (3 points), agree (2 points) and strongly agree (1 point). The collected data were analyzed in two steps. The first step was computing the total number and score of the participants who responded those four options in positive and negative statements (20 statements in total). The second step was calculating the percentage of participants responded to each statement. Hence, the result could be calculated and interpreted accordingly.

3.4.2 Interview

The result of the semi-structured interview was recorded and transcribed in order to acquire more accurate data. The transcribed data were organized, coded, categorized, synthesized, interpreted and concluded. The data categorized into 5 themes as proposed by Ince (2015) they are: (1) EFL learners' prior knowledge on podcast, (2) the students' preference on podcasting, (3) the benefits of using podcast in listening class, (4) the barriers of using podcast in listening class, and (5) the use of podcast in listening class. For the interpretation, the collected data were compared and contrasted with the theories and with the previous related studies (see chapter II). In the end, the conclusion was drawn.

3.4.3 Observation

The data gathered from observation answered the research question related to how podcasts were used in EFL listening class. The data collected from observation were analyzed after the whole session of observation had been done. As aforementioned in the previous section, the observation was conducted by the use of observation sheet and videotaping. The collected data from observation were organized, coded, categorized, synthesized, interpreted and concluded based on themes of the use of podcasts in EFL classroom, which divided into three sections; (1) pre-listening, (2) whilst listening, and (3) post-listening activity.

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AN INQUIRY INTO EDUCATIONAL PODCASTING FOR EFL LEARNERS IN A VOCATIONAL HIGH SCHOOL: LEARNERS' PERCEPTIONS

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3.5 Pilot Study

The pilot study can be described as mini-version of a full-scale study or a trial run in preparation of comprehensive and completed study (Hassan, Schattner & Mazza, 2006). It also can be defined as both trial run and feasibility study which includes pre-testing instruments, questionnaires, and interviews (Teijligen & Hundley, 2001; Hassan, et al 2006). The pilot study helps the researcher to have a highly clear vision of research, the methods and the techniques which should be applied, and the best research schedule taking place. As argued by Blaxter (1992) in Teijligen and Hundley (2001), the pilot study refers to “the reassessment without tears” which means bringing all the research instruments to be tried out, then the result can give a researcher a clear vision of the research which should be conducted. Therefore, if it is necessary, the adaptation, revision, and modification can be applied.

Before coming to real research, the researcher conducted a pilot as a small scale preliminary study. In order to evaluate feasibility, time, cost and any improvement. The pilot study portrays the general view of the research before coming to actual research. It is expected that real research can be accomplished effectively, efficiently, and can provide the data that can answer the research questions. The result from pilot study is also expected to describe the obstacles that could appear in the real research, hence it can give the researcher a guideline how to deal with these obstacles. Based on the result of a pilot study (see Appendix), it is considered that the instruments are reliable and valid to be employed in actual research especially in collecting the data to answer the formulated research questions by following the protocol have been arranged in Chapter III.