CHAPTER III
RESEARCH METHODOLOGY

This chapter briefly explains the methodology used in this research. Portraying the step-by-step procedures conducted to answer the research questions posed, this chapter comprises of the design of the research, research site and participants, the procedures of the research, the data collection techniques, the analysis of data, and ethical considerations.

3.1. Research Design

This study was aimed at exploring the students' L2 oral vocabulary learning via extensive listening, focusing on their vocabulary learning gains and the way they practiced EL for learning L2 oral vocabulary outside the class in the one-month period. Selected students of the seventh grade of junior high school were involved in this study. To garner insights into the implementation of EL from students at the junior high school level, a case study was used in this research. In educational settings an instrumental case study can be used to explore the implementation of a program or a series of activities (Creswell, 2012). As said by Creswell (2012), in an instrumental case study the issue is determined first, followed up by selecting a case to cast light on the issue. Insights from a case study on ER by Pigada & Schmitt (2006) also served as a guide to this study. Both qualitative and quantitative data were garnered to delve further into the students' L2 vocabulary learning via EL and how they practiced EL outside the class.

3.2. Research Site

Participated in this study were the students of a junior high school located in South Tangerang city, Banten Province. The school was a labschool of a university located in South Jakarta. The students participating in this study were mostly residing in South Tangerang city. However, the EL program in this study was done online via distance learning. Thus, all the meetings between the researcher and the students were conducted virtually via the Zoom platform. Communications between the researcher and the students were done primarily via

WhatsApp both personally and in the WhatsApp group. The English teacher helped set up the WhatsApp group consisting of the researcher, the English teacher, and the students. The researcher could thus communicate with the students more easily.

The selection of junior high school to be the site of the study was based on several considerations. First, the ages of young learners were considered to be ranging between 4 and 14 years old. Thus, junior high school students were eligible if looking at the age ranges. Then, the seventh grade level was considered to be more appropriate since the activities of 'listening to stories' (narrative) were still relevant to the formal English curriculum in that level. In addition, the practice of listening itself was actually not new in the context of junior high school (e.g., Chen & Chen, 2019). However, looking at the available studies on listening in the junior high school context, the listening was mostly not under 'extensive' conditions expected by the ten principles of Day & Bamford (2002) as adopted into EL. As EL was relatively less implemented at this level if compared to the higher level such as university settings, looking into how EL was performed by the students of the junior high school was thus necessary. But in practice, the students did not do such activities at school; instead, they did their EL practice at home, with the assistance of the researcher via virtual meetings.

3.3. Research Participants

The participants of this study were the seventh graders of junior high school. There were three classes in the seventh grade level including VII-1, VII-2, and VII-3 classess, with a total of 90 students in that level. Each class on average consisted of 30 students. Initially, to measure the students' L2 aural vocabulary knowledge, the students were given a vocabulary test namely LVLT (Listening Vocabulary Levels Test) developed by McLean, Kramer, & Beglar (2015). Thus, the 90 students were scheduled to attend the LVLT test set by the researcher. Among those students, a total of 35 students participated. They completed the LVLT test and submitted their test answers via a Google form provided by the researcher.

In addition to looking at the results of LVLT, the researcher also confirmed to the English teachers about the students' daily learning in class. Some necessary aspects were considered by the researcher in selecting the participants, as it is allowed for the researcher to choose the participants through personal considerations (Fraenkel & Wallen, 2008). The researcher considered whether the students were cooperative and whether they possessed smartphones or other technological devices to support their EL practice as well as their distance learning. It was to make sure that the students could follow the EL program well. After scrutinizing the results of the LVLT test and confirming it to the English teacher, 17 students were considered eligible for the EL program. The researcher, with the help of the English teachers, then invited those 17 students to join the program on a voluntary basis. Of those invited, a total of 12 students accepted the invitation and aggreed to join the program. The program was voluntary and there was no compulsion for students to join it. After the process, seven students had completed all of the stages from the beginning to the end of this program. They were ADK, CZK, MKA, NIH, RS, SAR, TAF. In its process, those students were cooperative and they did the program well. They participated in all stages of the EL program. Thus, the data regarding the implementation of the EL program in this study were garnered from those seven students.

3.4. Research Procedure

The step-by-step processes were done by the students so that they experienced the listening practice under the 'extensive' conditions in line with the principles of ER by Day & Bamford (2002) (as adopted into EL) and also the necessary requirements for EL (Renandya, 2011; Renandya & Jacobs, 2016; Waring, 2008). From the ten principles of Day & Bamford (2002), as explained by Jeon & Day (2015), there are five key cores of ER, and when adopted into EL: the listening materials should be easy for students to listen; students are given a chance to self-select their listening materials; students listen to a considerable amount of materials; they perform EL personally; and they do it with the assistance of the teacher. The seven students in this study did the EL program following those

principles. To make EL practice more viable for the students, the researcher set up the EL program following the interpretation of Boutorwick, Macalister, & Elgort (2019) on those principles, "… the elements of the folk definition of ER: lots of easy, enjoyable reading." Thus, to create the extensive conditions for the students' listening practice, the following procedures were implemented in this study.

To gain information about the students' level of aural vocabulary knowledge, the seventh grade level students were tested using LVLT developed by McLean, Kramer, & Beglar (2015). This test was actually the oral version of NVLT developed by McLean & Kramer (2015) used to measure the students' receptive written vocabulary knowledge. As said by McLean, Kramer, & Beglar (2015), LVLT can be employed to know whether the students' levels of L2 aural vocabulary knowledge fits to the listening materials, so that the appropriateness of the listening materials can be determined. For the interpretability of the test, as explained by McLean, Kramer, & Beglar (2015), 23 out of 24 correct items can measure the students' aural vocabulary knowledge of 1000 word-level. Thus in this study, if the students could answer 23 or 24 items in the part 1 of LVLT, their levels of vocabulary matched with the lexical coverage of the most frequent 1000 English word families.

After determining the students' levels of aural vocabulary knowledge, the researcher gave options to the students to select the listening materials suitable at their level. In this regard, graded readers from Oxford Dominoes were used by the students for their EL practice. Referring to Prtljaga, Palinkašević, & Brkić (2015) on how to choose graded readers, in the Oxford Bookworms (the level of headwords in Oxford Bookworms is similar to Oxford Dominoes), the Starter Level consists of 250 headwords, whereas Level 1, 2 and 3 comprise of 400, 700, and 1000 headwords. To make the extensive conditions for the listening, the students' vocabulary level should be higher than the listening texts. Thus, the Starter Level with 250 headwords were used in this study. Students who were able to answer 10-12 items from the LVLT test correctly were eligible for listening to Oxford Dominoes Starter Level. To ensure that the listening materials were appropriate for them, in addition to using the LVLT, the additional information

was also garnered qualitatively through interviewing the students whether the levels of graded readers were suitable to their level.

Students who were considered eligible were invited to participate in this EL program on a voluntarily basis. After the students accepted the invitation, they were given choices to self-select the graded readers they wanted to listen to. In this regard, the researcher followed the procedure by Pigada & Schmitt (2006) who let the participant chose some series of graded readers. In Oxford Bookworms Starter Level, there were several stories available. The students were given seven options of audio graded readers including "Heidi", "Hercules", "Mobi Dick", "Changing Place", "Journey to the Centre of the Earth", "Kidnap", and "Mulan". Those all stories were taken from Oxford Dominoes Starter Level with 250 headwords. The students were then required to choose four stories. The four stories chosen by the majority of the students were used in the EL program. Those four stories were "Kidnap", "The Journey to the Centre of the Earth", "Hercules", and "Mulan". The students completed listening to each of the stories in one week. In the first week, they listened to the story "Kidnap", followed by "The Journey to the Centre of the Earth" in the second week, "Hercules" in the third week, and "Mulan" in the fourth week. For one month, the students had listened listening to the all four graded readers. In addition to listening to the stories at their own convenience, the students met with the researcher via Zoom meeting twice a week to learn the L2 oral vocabulary using EL. Each meeting was recorded. The video recordings of the meetings were then observed by the researcher to look into the way the students learned the L2 vocabulary via EL.

To facilitate interaction outside the class and to guide students in doing their EL practice, following Day & Bamford (2002) in their tenth principle of ER, the researcher assisted the students' learning via the WhatsApp group. The researcher also provided each of them an account of the online platform namely Penzu so that they could write their diaries of EL activities. The researcher also sent the students a google form periodically so they could write a brief summary of their activities. Both an online platform and a google form were used as such a 'reminder' for them to perform their EL daily. One-to-one personalized interviews

were also done to capture their way of learning L2 vocabulary through EL. At the end of the program, a post-test of 60 target words was also conducted to measure the students' L2 vocabulary learning gains. If summarized briefly, the following are the step-by-step procedures in this study.

Table 3.1 The Research Procedure

1.	The students were tested using Listening Vocabulary Levels Test (LVLT) developed by McLean, Kramer, & Beglar (2015) to measure their levels of L2 aural vocabulary knowledge.
2.	The selected students chose four series of audio graded readers (Oxford Dominoes Starter Level) suitable to their vocabulary levels (it followed the steps by Pigada & Schmitt, 2006).
3.	Students did the pre-test of the 60 target words from the graded readers. Following the steps by Webb & Chang (2015), those target words were selected randomly, without function words and proper nouns included.
4.	Students practiced EL in the one-month period using the four selected audio graded readers. In a week, the students listened to one audio graded reader. They did it independently at their own pace and with the researcher in virtual meetings via the Zoom platform. The students met with the researcher twice a week for learning L2 oral vocabulary, with each meeting lasted around 60-90 minutes. Each meeting was recorded and then observed carefully to look into how the students learn L2 oral vocabulary via EL. Students were also encouraged to write their EL activities in the online diary namely Penzu and also a google form.
5.	One-to-one personalized interviews were conducted to explore the way the students practiced EL and how they learned vocabulary via EL.
6.	Students did the post-test using the same 60 target words in the pre-test. Since this study focused on the students' oral receptive vocabulary, the testing of the target words were conducted orally through a meaning-recall (L2 to L1 translation). The students' scores of pre- and post-test were calculated to capture the students' L2 oral vocabulary relative learning gains after implementing EL.

3.5. Data Collection

To address the two research questions posed, the researcher garnered the qualitative data primarily from the meetings' observations, supported by the one-to-one personalized interviews. Those qualitative data were used to answer the research question number two on how students learned L2 vocabulary through

practicing EL. Meanwhile, the quantitative data were obtained through the LVLT test, the pre-test of the target words, and the post-test of the target words. Those quantitative data were used to answer the research question number one on the students' L2 vocabulary gains after practicing EL in the one-month period.

3.5.1. Vocabulary Tests

Listening Vocabulary Level Test (LVLT)

To gain the data on the levels of students' aural vocabulary knowledge, the researcher used LVLT developed by McLean, Kramer, & Beglar (2015). It is available to be downloaded at McLean's academia website https://www.academia.edu/39018577/LVLT.English_Translation_v. It was the oral version of NVLT (McLean & Kramer, 2015) used to measure the levels of students' written receptive vocabulary knowledge. Through a correspondence with the developer of the test Stuart McLean via email, it was informed that this LVLT could be better used to measure the students' aural vocabulary knowledge through a meaning-recall test (L2 to L1 translation). Hence, instead of asking students to answer the multiple choice questions, the researcher presented each word orally followed with one sentence consisting of that word. He then asked the students to write down its meaning in their L1.

For instance, the researcher mentioned orally the sentence in the item number 1 *time: They have a lot of <time>;* the students were then asked to translate the word 'time' in their L1 (in Indonesian language 'waktu'). There were five parts available in the LVLT. The part 1 measured the students' L2 aural vocabulary knowledge of 1000 word families. As said by McLean, Kramer, & Beglar (2015), regarding the interpretability of the test, when students are able to answer 45-46 items correctly in the part 1 and 2, they are able to know 2000 most frequent English word families. So when the students could answer a half of it, 23 -24 items in part 1, they were supposed to understand the audio graded readers which consisted of the 1000 word families or below, for instance Oxford Bookworms Starter Level (250 headwords), Level 1 (400 headwords), and Level 2 (700 headwords) (see Prtljaga, Palinkašević, & Brkić, 2015).

The Pre- and Post-Test of the Target Words

In total 60 target words from the four selected graded readers were used to measure the students' L2 vocabulary learning gains after practicing extensive listening in the one-month period. Looking at the steps by Webb & Chang (2015), in total 60 words form the four graded readers were selected quasi randomly, in which function words and proper nouns were not selected as the target words. Following Pigada & Schmitt (2006), the target words selected in this study only comprised of nouns and verbs. Students were given the pre- and post-test on the 60 target words taken from the graded readers. Since the study focused its attention on the students' oral receptive vocabulary, all the target words were presented orally. A meaning-recall (L2 to L1 translation) was then employed, requiring students to write the target words in the L1. After the students finished listening to the four audio graded readers (Oxford Dominoes Starter Level), the post-test was conducted to know their L2 vocabulary learning gains after practicing EL for one month.

3.5.2 Meetings' Observations

The data in this study were garnered primarily from the meetings' observations. The students met with the students for a total of eight times. In each meeting lasted around 60-90 minutes, the students practiced EL for learning L2 vocabulary with the assistance of the researcher. The researcher played the audio listening and also showed the graded reader on the screen. Thus, the students could get the exposure of the audio listening with the assistance of textual and visual input available on the screen. The students could also pay attention to the researcher who was on the screen assisting their L2 oral vocabulary learning via EL. The students' learning in the Zoom platform was done naturally. The students did not notice that they were observed. All the meetings with the students were recorded by the researcher. In the Zoom platform, there was a feature that allowed the host to record the meeting. At the end of each meeting, the video of the students' learning were automatically saved in the researcher's folder. The researcher then played the video and carefully observed the students' learning.

The researcher then made the observation notes describing in detail the students' process of learning L2 vocabulary through EL practice. Among several, portrayed in the observation notes were the way the students learned new words that they just encountered, the way they recalled words that they had previously known but they forgot, how they got the meaning of the words that matched with the context of the story, and their understanding of the stories that they were listening to. These observation notes served as the main qualitative data in this study to answer the research question number two on how the students learned L2 oral vocabulary via extensive listening practice.

3.5.3. Semi-Structured Interviews

Focus Group Interviews

Focus group interviews were used to gather the information on the students' preferences on the audio graded readers. The focus group interviews were conducted once before the implementiation of the EL program. The interviews were used for piloting the EL materials, whether it was suitable for the students. The students were asked whether the audio graded readers were interesting and understandable. They were also asked what stories they would like to listen to. In Oxford Dominoes Starter Level, for instance, there were several series of audio graded readers available. Students were required to select a total of four stories that they wanted to listen to.

One-to-one Personalized Interviews

To gain a deeper insight into the students' experiences after implementing EL for one month and how students learned the L2 vocabulary via EL, the one-to-one personalized interviews were conducted by the researcher. Although it took more time to interview them one by one, but it was necessary to gain the data in a deeper way. Undergirded by the principles of ER by Day & Bamford (2002), approximately 15 questions were provided to explore further the students' experiences in practicing EL including the time in doing EL, the listening materials they listened to, and the perceived benefits of practicing EL. More importantly, the interviews were used to know how the students learned L2

vocabulary through practicing EL. It was used to support the qualitative data garnered from the meetings' observations.

3.5.4. Learning Diaries

The extensive listening diaries were actually used to assist the students' independent EL practice. The researcher provided each student with an account of an online platform namely Penzu. It could be accessed via the website https://penzu.com/. The students were encouraged to write their diaries of EL activities in that platform. It was actually used to monitor the students' independent extensive listening activities, whether the students did the EL practice daily. It was also used as a 'reminder' for them to practice EL at their convenience. In the diaries, the students were encouraged to write their EL activities such as when they did the EL, what stories they listened to, the new words that they got, and the difficult words that they met.

However, although in this study the researcher garnered the data from the students' online learning diaries, the data were not included for further analysis. It was because the data from the learning diaries were relatively limited. Among the seven students participated, only one student, SAR, who consistently wrote her learning diaries on the online platform. The researcher have actually tried to remind the students for several times to write their learning diaries so that they could capture their EL activities in each day. The researcher also tried to provide Google forms for students to write the shorter version of their diaries. But it was not easy to let the students write their own learing diaries. At the end, there was only one student who provided the data from such method. For this reason, in this study, the data from the learning diaries were not included for the analysis. But, the researcher might consider using the data for a separate case study 'digital diaries of extensive listening practice' with this one student. This study informed that using learning diaries for collecting the data from the students might be challenging especially when dealing with young learners. Thus, for further investigations on EL in the EYL context, careful considerations need to be taken into account when using learning diaries as a method for collecting the data.

3.6. Data Analysis

In this study, the researcher garnered both qualitative and quantitative data. The qualitative data were obtained primarily through the meetings' observations. It was then supported with the results of personalized interviews with the students. Meanwhile, the quantitative data in this study were garnered from the vocabulary tests. The data from the pre-test were analyzed quantitatively referring to the interpretability of LVLT. In addition, the scores of the pre-and post-test of the target words after the implementation of a project were analyzed to know the students' L2 vocabulary learning gains after they practiced extensive listening practice for the one-month period. The vocabulary learning gains were investigated using descriptive statistics, calculating the difference between the pre- and post-test scores and the students' relative learning gains. Then, for the qualitative data, the steps in Miles & Huberman (1994) consisting of data reduction, data display, and drawing conclusion were employed. The qualitative data here were used to shed light on the way the students learned the L2 vocabulary through practicing extensive listening

3.6.1. Analysis of Tests

Listening Vocabulary Level Test (LVLT)

The pre-test was conducted using LVLT developed by McLean, Kramer, & Beglar (2015). The LVLT comprised six parts. Part 1 to 5 consisted of 24 items each, measuring the students' aural vocabulary knowledge of 1000-5000 most frequent word families. Part 6 was suitable for measuring the students' aural vocabulary knowledge of academic words. The first level, part 1 and 2 of the test was expected to be suitable for the primary school level. Through a personal correspondence with Stuart McLean via email, it was informed that when conducting the test, it was better to use a meaning-recall test (L2 to L1 translation) than asking students to answer the multiple choice questions.

There were a total of 48 items in the part 1 and 2 measuring the students' L2 aural vocabulary knowledge of the most frequent 1000 and 2000 word families. As said by McLean, Kramer, & Beglar (2015), answering correctly 23-24 items

means that students are able to understand the listening texts comprising of the first most frequent 1000 word families. The analysis of LVLT results was used to identify the students' levels of aural vocabulary knowledge so that the researcher could determine the audio graded readers appropriate for them. As mentioned in Prtljaga, Palinkašević, & Brkić (2015), Oxford Bookworms Starter Level (the level of headwords in Oxford Bookworms is similar to Oxford Dominoes) consists of 250 headwords, while Level 1, 2, and 3 comprise of 400, 700, 1000 headwords respectively. If the students can answer 23-24 items in the LVLT correctly, it means that Starter Level, Level 1, and 2 are appropriate for them because it matches to their levels of aural vocabulary knowledge.

Target Words

After practicing EL in the one-month period, the seven students did the post-test of the 60 target words taken from the audio graded readers. The post-test was conducted to detect the students' L2 vocabulary learning gains after practicing EL for one month. Looking at the steps of the data analysis by Webb & Chang (2015), the students' L2 vocabulary learning gains were measured through calculating the difference berween mean scores in the pre- and post-test. Following Webb & Chang (2015), the relative gains were better used in this context since all participants possessed the different knowledge of the target words. The following is the formula by Webb & Chang (2015, p. 9) to measure the students' L2 relative vocabulary learning gains [(posttest score - pretest score) / (number of test items – pretest score) × 100].

3.6.2 Analysis of the Meetings' Observations

After observing carefully the recorded video of each meeting, the researcher made observation notes describing in detail the students' extensive listening practice. The emphasis was given on the students' learning of L2 vocabulary via EL. So, the observation notes mainly consisted of the description of the students' process in learning the L2 vocabulary. It focused on describing the way the students learned new words that they had never met before, the way the students recalled the previously known words but they forgot it, and the way the students learned

the word in the context. The data from the observation notes were then analyzed through coding and categorizing it into the emerging themes. For instance, in practicing EL, when the students guessed the meaning of the word correctly through looking at the pictures available, it was categorized into a theme "learning L2 vocabulary via EL with the help of visual input." When the students could recall the meaning of word because it was repeated frequently, it was categorized into a theme "the frequency of occurence to help students learn L2 vocabulary via EL." The major themes that emerged from the data were then discussed through intertwining it with the related theories and the findings of the previous studies.

3.6.3. Analysis of Interviews

The data gathered using interviews were transcribed verbatim first. It was then coded and categorized referring to the principles of Day & Bamford (2002). The data were classified based on the categorization. For instance, the data from interviews "I want to listen to animal stories in the YouTube" could be classified into a theme "preferences of listening resources". Both the personalized and focus group interviews were recorded. The analysis of data from the interviews with students were used to answer the research question number two on their way learning L2 vocabulary via EL, supporting the data garnered from the meetings' observations.

3.7. Ethical Considerations

In this study, the author requested permission from the headmaster of the school through a formal letter. In addition, the permission to conduct the research was requested to the English teacher. Students were selected based on the LVLT results and their daily English learning activities such as the students' participation in class and their attitudes. The selected students were offered to take part in the EL program for a one-month period. They were under no compulsion to join this program. The students were invited on a voluntary basis. After the students agreed to join the program, permission was also requested to their parents because the students' EL activities were done at home.