

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology, including research design, research site and participants, data collection, and data analysis.

3.1 Research design

Relevant to the purpose and research questions, a case study was employed as the research design. This was taken because this research has the characteristic of a particular case in a small scale (Frankel and Wallen, 1996; Marczyk, DeMatteo, and Festinger, 2005). The case which was investigated was the use of humorous video ads in an English listening skill subject.

3.2 Research site and participants

The research took place at the language laboratory in an academy of secretary in Bandung, West Java-Indonesia. The research site was chosen for two reasons. First, the researcher was one of the teaching staffs in that academy. Therefore, the researcher would have an easy access to the research site and it made this research feasible to be conducted (Bogdan and Biklen, 1998; Marczyk, DeMatteo, and Festinger, 2005; Silverman and Marvasti, 2008). Second, the academy had an English listening skill subject in which the research problems were investigated (Marczyk, DeMatteo, and Festinger, 2005).

The participants of the research were nine. The nine students were selected from the fourth semester students. There were two reasons behind this selection. First, they were chosen because at the time when this research was conducted, they followed the English listening skill

subject (Frankel and Wallen, 1996, Creswell, 2003; Marczyk, DeMatteo, and Festinger, 2005). Second, the nine participants were chosen from three different classes. Therefore, there were three students selected from each class. These three students represented three different categories of achievements, namely high, middle, and low. The creations of these categories were for the purpose of this research. Moreover, the selection was taken in order to represent the nature of class observed and to give the complete information as needed (Frankel and Wallen, 1996). Therefore, the student participants were chosen by a purposive sampling technique (Morse, 1989; Kuzel, 1992; Frankel and Wallen, 1996, Creswell, 2003; Dawson, 2009).

The participants were coded according to the class where they learned, namely R1, R2, and R3 were from A class; R4, R5, and R6 were from B class; and R7, R8, and R9 were from C class. Besides that, the participants were also categorized into their achievement levels, that is, R1, R4, and R7 were categorized into high achievers. R2, R5, and R8 were categorized into middle achievers and R3, R6, and R9 were categorized into low achievers. This categorization was based on their performance in the previous subjects and investigation before the research was conducted by holding a performance test. Furthermore, to avoid misleading judgment concerning the participant grouping, the researcher crosschecked the participants' data to the lecturers who used to teach them and to the documents which were available at the administrative section related to their English grade.

3.3 Data collection

In answering the research questions, multiple data collections (Frankel and Wallen, 1996; Creswell, 2003; Silverman and Marvasti, 2008), namely observation, questionnaire, and

interview were used. The data collection was conducted for two months. For clarity, the data collection was clarified one by one in the following sections.

3.3.1 Observation

Observation aimed to gain the data which could not be elicited by questionnaire and interview (Maxwell, 1996). Observations in this research were conducted in a language laboratory (see appendix II), the place where the participants took the English listening skill subject, and were followed by nine participants (R1, R2, R3, R4, R5, R6, R7, R8, R9). Observations were intended to know the meanings, events, actions or processes being done by the participants (Alwasilah, 2006). In the observation phases the researcher conducted the detail analyses of the participants' behaviors before, while, and after studying the humorous videos ads in the English listening skill subject. The researcher observed and analyzed how the humorous video ads engaged the participants in the English listening skill subject (Frankel and Wallen, 1996; Creswell, 2003).

During observations, the researcher was utilizing three procedures of viewing a video (Stoller, 1992; Tomalin, 1992; Stempleski, 2002; Koksall, 2004) such as pre-view activity, while-view activity, and post-view activity (see appendix II). In these phases, the student engagement indicators proposed by Jones (2009) were incorporated.

The pre-view activity observed the participants' activities before following the while-view activity (Stoller, 1992; Tomalin, 1992; Stempleski, 2002; Koksall, 2004). The observation focused on the participants' motivation which, to some extent, was represented by their attention or question toward the researcher's explanation regarding the videos being watched. The while-view activity observed the participants' activities while studying the humorous video ads. In this

phase, the observation focused on participants' body language, consistent focus or attention, and fun and excitement (see section 2.7.2). Finally, the post-view activity observed the participants' understanding toward the humorous video ads in terms of their verbal participation as well as their confidence when presenting the verbal participation (see section 2.7.2).

There were some steps done in the observation phases. These steps corresponded to the procedures of viewing video (Stoller, 1992; Tomalin, 1992; Stempleski, 2002; Koksals, 2004) such as pre-view, while-view, and post-view. The pre-view activity in the English listening skill subject followed several steps (Stoller, 1992; Tomalin, 1992; Stempleski, 2002; Koksals, 2004). First, researcher told participants the kinds of video which would be seen. Second, he gave them some hints regarding the vocabularies, words, and context which were usually used in the videos being discussed. Meanwhile, the while-view activity in the English listening skill subject followed several steps (Stoller, 1992; Tomalin, 1992; Stempleski, 2002; Koksals, 2004). First, he played the videos. Second, if the participants asked him to repeat the videos because they did not understand the videos, he repeated the videos. Finally, the post-view activity in the English listening skill subject followed one step (Stoller, 1992; Tomalin, 1992; Stempleski, 2002; Koksals, 2004). That is, he asked the participants to describe or to discuss the content of the videos after they had already watched the videos. This was taken to elicit the data related to the verbal engagement. To avoid losing the data, these activities were recorded. Therefore, a video-camera was operated while the observation was taking place.

The observation was conducted six times since in the six-time observations the data had reached saturation point (Glaser and Strauss, 1967). The observation time was the same as the schedule of the English listening skill subject. Hence, the duration of time for each observation was 100 minutes. From all observation phases (see appendix II), it was found that some

participants were absent. These participants were R3, R5, R7, and R8. R3 did not attend the observation one time, R5 two times, R7 one time, and R8 one time.

Three humorous video ads were shown in every observation phase. Consequently, there were eighteen humorous video ads were played (see appendix I) in all observation phases. Regarding the assessment of students' behaviors before, while, and after studying the humorous video ads, the characteristics of student engagement proposed by Jones (2009) and to some extent Skinner and Belmont (1993) were used as guidance as well as an analytical tool. Meanwhile, for the selection of the videos, the researcher used the criteria proposed by Arcario (1993) like watch ability, completeness, length, appropriateness of content, level of maturity, and availability of related materials. Even though, the researcher used the selection criteria as proposed by Arcario (1993), the researcher chose the humorous video ads by himself. This was the limitation of this research since this selection would cause bias.

3.3.2 Questionnaire

Questionnaire was used to answer the research questions and to support the observation data (Alwasilah, 2006). Questionnaire was administered to the nine participants (R1, R2, R3, R4, R5, R6, R7, R8, R9). Five questions were addressed to every participant (see appendix III). Questions available in the questionnaire covered some aspects which were investigated in this research. The aspects which were included embraced the student engagement indicators, disadvantages, and advantages while and after the participants studying the humorous video ads in the English listening skill subject. The questionnaires were written in Indonesian to ensure the participants' complete understanding of the items. The type of questionnaire used was a mixture from open-ended and close-ended type. This was chosen to make the participants able to give a

very complete and a truly free answer as well as certainty to their position (Frankel and Wallen, 1996).

The questionnaire data were gained in three steps (Bernhardt and Geise, 2009). First, the questionnaires were distributed to all participants. Second, the questionnaires were taken after being filled by the participants. Third, the questionnaires which had been answered were collected and submitted to the researcher.

3.3.3 Interview

Interview aimed to clarify the data gained from the observations and questionnaire (Frankel and Wallen, 1996). The interview was conducted in a semi-structured style with open-ended questions. The interview was followed by nine interviewees (R1, R2, R3, R4, R5, R6, R7, R8, R9) and was conducted individually. It contained two questions (see appendix IV) and lasted for 5 minutes. Questions available in the interview covered some aspects investigated in this research. The aspects which were included embraced disadvantages and advantages while and after the interviewees studying the humorous video ads in the English listening skill subject. Furthermore, to avoid losing the information, the interview was recorded. Therefore, there was a voice recording which was used in this process.

The interview data were gained in some steps (Kvale, 2006; Folkestad, 2008). First, the researcher asked the availability of time from every interviewee. Second, he arranged the interview schedules. Third, he prepared the questions which would be asked in the interview. Fourth, he did the interview at the student's organization room. Fifth, he recorded the interview. Sixth, he transcribed and sorted the interview data.

3.4 Data analysis

Data analyses were conducted during and after the data collection. It meant that the process of data analysis was simultaneous with the ongoing activities in the English listening skill subject. In analyzing the data, a qualitative method was used (Morse, 1989; Kuzel, 1992; Frankel and Wallen, 1996, Creswell, 2003; Dawson, 2009). The qualitative method was used to analyze the data collected from observations, questionnaires, and interviews. To increase the validity of data analysis, triangulation was applied at the end of the data analysis (Frankel and Wallen, 1996; Creswell, 2003; Silverman and Marvasti, 2008). As mentioned in section 3.3, three methods of data collections, namely observation, questionnaire, and interview were applied in this research. Therefore, the next sections would clarify how the data from these three data collections were analyzed.

3.4.1 Observation

Observations were conducted six times (see section 3.3.1). Therefore, data from the six observations were analyzed from nine participants (R1, R2, R3, R4, R5, R6, R7, R8, R9). The analysis of data from observation was conducted with the ongoing activities in the English listening skill subject. Thus, the observation data were analyzed on going with the process of research (Frankel and Wallen, 1996; Creswell, 2003). The analysis of data from every observation was consisted of three phases that is, pre-view, while-view, and post-view (Stoller, 1992; Tomalin, 1992; Stempleski, 2002; Koksals, 2004). In the pre-view, the researcher analyzed whether the participants were motivated or not to follow the English listening skill subject. In this phase, the motivation was represented by two factors such as consistent gaze and verbal participation in the form of question. In the while-view, the researcher analyzed whether the

humorous video ads fulfilled the indicators of student engagement such as positive body language, consistent focus or attention, and fun and excitement. In the post-view, the researcher analyzed if the participants could participate in verbal participation phase and whether they showed confidence or not while presenting their verbal expressions. All of these viewing techniques, further, were analyzed by qualitative method (Morse, 1989; Kuzel, 1992; Frankel and Wallen, 1996, Creswell, 2003; Dawson, 2009).

To illustrate how the observation data were analyzed, the researcher took some steps (Creswell, 2003). First, the observation data were arranged according to name, class, level of listening ability, and time. Second, the observation data were presented and analyzed by referring to the viewing techniques (Stoller, 1992; Tomalin, 1992; Stempleski, 2002; Koksai, 2004) and by referring to the student engagement indicators (Skinner and Belmont, 1993; Jones, 2009). Third, the findings resulting from the data analysis were interpreted by the relevant theories and previous research findings provided in chapter 2. Fourth, the results of interpretation were used to answer the first research question.

3.4.2 Questionnaire

Questionnaires were addressed to nine participants (see section 3.3.2). Therefore, nine questionnaires were obtained and analyzed. The analysis of data from the questionnaires was conducted after all questionnaires were collected. The qualitative method (Morse, 1989; Kuzel, 1992; Frankel and Wallen, 1996, Creswell, 2003; Dawson, 2009) was applied to analyze the data from the questionnaires.

All questionnaire data were analyzed in some steps (Creswell, 2003; Bernhardt and Geise, 2009). First, the questionnaire results were checked in case they were not properly

answered. Second, the questionnaire results were coded by arranging them according to class, level of listening ability, and time. Third, after the data were coded, they were categorized according to the themes related to the characteristics of student engagement (see section 2.7.2) for the first research question and to disadvantages and advantages of using humorous video ads in the English listening skill subject for the second research question. Fourth, after the data had been categorized into those themes, they were, then, analyzed. Fifth, the findings resulting from the analysis of questionnaire data were interpreted referring to the relevant theories and the previous research findings provided in chapter 2. Sixth, the results of interpretation were used to answer all research questions.

3.4.3 Interview

Interview was followed by nine interviewees (see section 3.3.3) and was conducted individually. Therefore, nine interview data were obtained and analyzed. The analysis of data from interview was done after all interviews were conducted. The qualitative method (Morse, 1989; Kuzel, 1992; Frankel and Wallen, 1996, Creswell, 2003; Dawson, 2009) was applied to analyze the data from interview. There were some reasons to use interview data. First, the researcher was interested in knowing ‘direct’ point of view of the interviewees when they followed the English listening skill subject (Frankel and Wallen, 1996). Second, the interview data were used as the validation of questionnaire data (ibid).

All interview data were analyzed in some steps (Cohen and Manion, 1994; Creswell, 2003; Kvale, 2006; Folkestad, 2008; Silverman and Marvasti, 2008). First, the interview data were transcribed. Second, the interview data were coded according to the name, class, level of listening ability, and time. Third, after the data were coded, they were categorized based on the

disadvantages and advantages of using humorous video ads in the English listening skill subject. Fourth, after they were categorized into those themes, the data, then, analyzed. Fifth, the findings resulting from the analysis of interview data were interpreted based on the relevant theories and the previous research results provided in chapter 2. Sixth, the results of interpretation were used to answer the second research question.

3.5 Conclusion of chapter 3

This chapter has presented a brief discussion about the methodology used in this research embracing research design, research site and participants, data collection, and data analysis. Regarding the data collection and analysis, three different instruments namely observation, questionnaire, and interview were applied. Those instruments were used to answer the research questions as depicted in the subsequent chapter.