

CHAPTER III METHODOLOGY

This chapter presents the methodology of the research. This section presents the research design, research site and participants, data collection, research procedure, and data analysis.

3.1. Research Design

This research utilizes an ex post facto research design. Ex post facto was relevant for this study because the participants have already used podcasts or are currently using podcasts to improve their English listening comprehension. The problem studied in this research was the students' voices of using podcasts to improve their English listening skills. In order to dig deeper, the challenges students have when using podcasts were also investigated.

3.2. Research Site and Participant

The site involved in this research was a public university in Indonesia. The participants in this study were fifteen students who are currently enrolled in university. Participants were students from semesters 2, 4, and 6. English students who have completed or are currently enrolled in a listening course, for example, listening for general communication, listening in professional context, and listening for academic purposes, participated. The technology that the students usually use in their class was a speaker from the front of the student that broadcasts a native speaker speaking English or listening to podcasts.

3.3 Data Collection

There are two types of data collection that were used in this research, namely questionnaire, and interviews. In this study, the type of questionnaire used was a closed-ended questionnaire. Participants must select a set of responses matching their views about the subject mentioned in the scale statements to complete the questionnaire. The data was collected using closed-ended questionnaires. The questionnaire was created based on Li's (2009) and Darwis's (2016) research. The study's second instrument is the interview. Darwis's (2016) study was also used to design the interview question.

- **Questionnaires**

The questionnaire aims to find the student's voices of using podcasts to improve their listening comprehension. The type of questionnaire used was a closed-ended questionnaire. Participants must select a set of responses matching their views about the subject mentioned in the scale statements to complete the questionnaire. Li's (2009) and Darwis's (2016) studies were adopted to design the questionnaire. There were thirteen statements in the original questionnaire in Li's (2009) framework, but the statements were modified to make the statements relevant to this research. The researcher also added five statements from Darwis's (2016) framework. The questionnaire was broken into fifteen statements in two sections for this investigation. Statement 1-10 asks the students' voices about listening to podcasts. The purpose of finding the student's voices is because in this research the participants are from different semesters and the researcher aims to find difference or similarities in voices between students in different semesters. This is important because it is in accordance with the research objectives. The purpose of the second part, which includes statements 11-15, is to determine how challenging the use of podcast for the student. Some of the questions have the same meaning (e.g. 2 and 5) or contradict one other (e.g. 6 and 10). This makes tracking the accuracy of the data easier. This is particularly important for determining whether participants are answering the questions thoughtfully or randomly.

Statements	
1.	I enjoy listening to podcasts
2.	I don't know how to handle this new technology.
3.	Podcast meet my need in learning English listening comprehension.
4.	Podcasts are useful for learning English listening comprehension.
5.	Podcasts are too new for me.
6.	I will not listen to podcasts again after this research.
7.	I think podcasts help me a lot in learning English listening comprehension.
8.	Podcasts are easy to handle.

9.	I like listening to podcasts.
10.	I will listen to podcasts in future.
11.	I think the length podcast is too long
12.	The content of podcast is not suitable for me
13.	It is hard to get podcast from the internet
14.	I think podcast is difficult to use
15.	I don't know how to use podcast

Table 1 Questionnaire

- **Interviews**

Darwis's (2016) study was also used to design the interview question. During the interview, participants can share their interpretations and perspectives on the issue (Cohen et al., 2007). The purpose of this instrument is to gather information to support and clarify the questionnaire's findings. For this research, semi-structured interview was used as the interview model. The purpose of this method is to see where participants were asked toward being honest and transparent about their thoughts and opinions.

A smartphone was used to record the interview with four students as samples. The interview consisted of four questions. The first, second, and third questions were designed to support the data on students' voices toward the use of podcasts to improve their listening comprehension. Meanwhile, the fourth question aimed to support the findings regarding students' difficulties in using podcasts to learn English.

(1) Do you like listening to podcasts? Why?
(2) Does Podcasts motivate you on improving your English listening comprehension? How?
(3) Do you think podcasts are a useful tool to improve your English listening comprehension? Why?
(4) Are there any problems that you have encountered while you are listening to the

podcast? What did you do?

Table 2 Interview Questions

3.4. Data Analysis

The data were analyzed descriptively to systematically characterize and explain an occurrence or phenomenon (Berg & Lune, 2012). The analytical technique for each instrument is detailed in the following sections.

- **Data Analysis on the Students' Questionnaire**

The Likert Scale was used to examine the closed-ended questionnaire qualitatively. Each statement on the Likert scale is divided into five groups. Strongly Agree (5), Agree (4), Fair (3), Disagree (2), and Strongly Disagree (1) were the five classifications. However, in this study, the questionnaire had four predetermined answers, with no option for fairness. This was done to encourage participants to choose statements with which they agreed or disagreed.

The percentage of each overall frequency of the student's answers to the questionnaire's items was determined as the first stage in the analysis of the questionnaire using the percentage formula. The classification of all responders who respond to the items is essential. The questionnaire's results were then evaluated in a descriptive manner.

- **Data Analysis on the Students' Interview**

The information gathered during the interview was saved on a smartphone. The interview is documented and transcribed in order to analyze the information. The data was analyzed in the context of the study's research objectives. The goal of this interview is to acquire information to back up and clarify the results of the questionnaire. For this inquiry, a semi-structured interview was used as the interview model. The purpose of this method is to see where respondents were requested to be open and honest about their thoughts and opinions. All questions are asked in English, and students can respond in Bahasa Indonesia. This enables them to express more complex ideas in their native language. The quotes from the conversations are translated into the discussion.