

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes methodological aspects of the present study which attempts to find information about teacher's strategies in teaching listening in the language laboratory, their strengths and weaknesses, and the students' responses toward teacher's strategies. Three main aspects of the study are discussed: first, research design; second, data collection method; and third, data analysis method.

This study uses both qualitative and descriptive quantitative design by employing a case study. Three instruments of data collection methods: observation, interview, questionnaire, and supported by document analysis as the data collection techniques.

3.1 Research Design

This is a qualitative and descriptive quantitative study. It presented the results of analyzing data that consists of detailed description situation. Gall & Borg (1979) states that "descriptive research has yielded much valuable knowledge about opinion, attitude, and practices. The data are collected in natural setting without being manipulating, every detail data contributes to better understanding of behavior, the data focuses on process, and participants'

item of view is essential; therefore, the objective of qualitative research is to understand participants from their items of view (McMillan, 1989).

Furthermore, Merriam (1988:16) mentions that “A qualitative data consists of detailed description situations, events, people, attitudes, beliefs and thoughts; excerpts or entire passages from documents, correspondence, records and case histories”. This study can be considered as in case study because it possesses the characteristics of a case study among others.

The case of this study is to do with the people such as an English teacher and seventy-two students as research participants. In line with this, Merriam (1998) mentions that “a case study presents that the case, then, could be person such as a teacher, a student, a principles, a program, and so on. The analysis of the finding was aimed at presenting how the teacher implemented strategies in teaching listening in the language laboratory, their strengths and weaknesses, and the students’ responses toward the teacher’s strategies.

The other characteristics of a case study are it can be conducted in small scale (Merriam, 1988; Nunan, 1992; Connole et. al., 1993). A case study which is in line with this study is it used a variety of lines of action in its gathering segments and can meaningfully make up and contribute to the application of theory (Yin, 2003 as cited in Berg, 2007). Hence, this study employed multiple data collection techniques, namely observation, interview, questionnaire, and document analysis.

While, descriptive quantitative method in term of descriptive statistics is to analyze the students’ responses toward the strategies used by the English

teacher. Hence, this study employed three instruments of data collection methods; observation, interview, questionnaire, and supported by document analysis.

3.1.1 Setting of the Study

The study was conducted in a junior high school in Tanjung Pinang Kota Kepulauan Riau Province. It is a National Standard School which recently has become one of the most favorite junior high schools there. It has five classes for grade VII which consist of one bilingual class and four regular classes with 180 students, it equipped with a language laboratory that consists of 38 booths equipped with CCTV, headset, computer, microphone, tape recorder, TV, internet, VCD/DVD player, LCD, and just one English teacher who teaches them and they study listening skill in the language laboratory.

The access for the study became the reason why this study conducted in this school because the English teacher as participant is my fellow teacher in the group of course teachers (MGMP) in Kepulauan Riau Province. The teacher as the subject ever taught at the same school with the researcher for three years in a junior high school in Lingga Regency Kepulauan Riau Province

Thus, with the selection of the school being the research site, it is easy for this study to get an access to conduct his observation as well as to interview both teacher and students and questionnaire for the students.

3.1.2 Subjects of the Study

The subjects of this study include one English teacher who teaches grade VII students and seventy-two students of junior high school in Tanjung Pinang Kota. They voluntarily participated in this study. The teacher was chosen because there was one English teacher who teaches at grade VII and automatically she became the subject. She has taught English almost ten years and has experiences in teaching and learning in the language laboratory so that she can give valuable information related to this study.

Generally, grade VII students of junior high school are 11 until 14 years old. They may be categorized as young learners. It likes Slattery and Willis (2005:54) state that: “young learners (YL) were 7-12 years old; very young learners (VYL) were defined as under 7 years of age.” Harmer (2001:38) supports the idea with his statement as follows “young children, especially those up to the age of nine or ten, learn differently from older children, adolescents and adults.”

To teach children or young learners English as a second language requires specific skills and intuitions that differ from those appropriate for adult teaching. Five considerations may help give some practical approaches to teach children; they are intellectual development, attention span, sensory input, effective factors surrounding ego, self image and self-esteem are at their pinnacle, authentic, and meaningful language (Brown, 2001:87-90)

Furthermore, this study chose seventy-two students at grade VII as the subjects comprising thirty six students of bilingual class and thirty six students of regular class. They were taken to represent the five classes of grade VII

In teaching science, mathematics, and Indonesian in the bilingual class almost 50% of teachers use English, 90% use English in the language laboratory, and they visit foreign tourist resorts to practice their English every month, but the regular classes do not. They function as the subjects of this study for the purpose of obtaining data and information needed to find out the students' responses toward the strategies used by the English teacher. Besides that, this way was intended to know the situation of students in the class observation.

3.2 Instruments for Data Collection

In collecting data, this study used the appropriate instruments such as Observation, interview, questionnaire, and supported by document analysis which provided extremely rich, detailed, and in-depth information. All data collection was recorded in order to keep the authenticity of the data.

3.2.1 Class Observation

The observation in this study was conducted to observe what the teacher says and does what the students' responses toward teaching and learning listening in the language laboratory. In relation to this study, Van Lier (1988)

says “observation notes focused on what was said and done by both the teacher and students in the interactional setting” as cited in (Emilia, 2008).

The intensive classroom observation was conducted three times for each class in the first week until the second week of February 2009. During classroom observation, the observer sat among the students observing teacher’s activities and taking notes on the steps taken by teacher; teacher’s strategies and teacher’s skills in conducting teaching-learning process.

The purpose of this way was to investigate how far the teacher implemented strategies in teaching listening in the language lab, the strengths and weaknesses, and the students’ responses toward teacher’s strategies. The observer did not take part in the classroom activity or acted non-participant observer.

The class was observed carefully until the observer able to identify the pattern of teacher’s strategies in teaching listening in the language laboratory, the strengths and weaknesses, and students’ responses toward the strategies used by the English teacher. During the classroom observation the observer paid attention to the teacher’s presentation, methods, strategies, and teacher or students interaction in conducting the classroom activities.

This study used classroom observation checklist adapted from synthesis underpinned theories that can be seen in Appendix 1. In order to get the reliable data, the observer made field notes during observing the teaching and learning activities and the result of field notes was written in the observation sheet that can be seen in Appendix 1.2. The observer also used vediotape to record more

accurate data. The videotaping records all of activities, specifically during teaching and learning activities in the language lab. The research schedule arranged as drawn in Table 3.1 below.

Table 3.1 Research schedule for class activities

| No | Class | Kind of text | Day/Date | Time | Topic |
|----|-------|--------------|--|-------------|---|
| 1. | VIIA | Descriptive | Thursday, 12 th February 2009 | 07:30-09:00 | A descriptive text which describes a particular person |
| 2. | VIIIB | Descriptive | Thursday, 12 th February 2009 | 09:00-10:30 | A descriptive text which describes a particular person |
| 3. | VIIA | Procedure | Tuesday, 17 th February 2009 | 07:30-09:00 | Picture matching and note-taking dictation |
| 4. | VIIIB | Procedure | Tuesday, 17 th February 2009 | 09:00-10:30 | Picture matching and note-taking dictation |
| 5. | VIIA | Narrative | Thursday, 19 th February 2009 | 07:30-09:00 | Seek orientation, complication, and resolution in the story of Cinderella |
| 6. | VIIIB | Narrative | Thursday, 19 th February 2009 | 09:00-10:30 | Seek orientation, complication, and resolution in the story of Cinderella |

3.2.2 Interviews

In order to know the teacher's opinion, expectation, and experiences of strategies in teaching listening in the language lab, to know the strengths and weaknesses, and to explore the students' responses toward the strategies used by the English teacher, interviews were given to the teacher and the students

The interview was conducted to support the data from observation. The interview data were analysed in several steps such as transcribed the transcription, categorized into central theme, and interpretation. Relevant to the

issue Kvale (1996) says “the data from interview were then transcribed, categorized, and interpreted to address the research questions”.

3.2.2.1 Teacher Interview

Regarding with the function of interview which was used to gather the data and information, the interview to an English teacher was relevant to answer the research questions number 1, 2, and 3 that is to investigate how far the teacher implements strategies in teaching listening in the language laboratory, their strengths and weaknesses, and the students’ responses toward teacher’s strategies.

The interview was carried out after the class ended with the questions in Bahasa Indonesia and this study prepared the list of questions which can be seen in Appendix 2. The interview was in the form of semi-structured that lasted for 35 minutes and it was initiated with open ended question. The questions were then followed by subsequent questions, which were conversational, in an attempt to get the interviewee to further discuss what she has mentioned in her answers. The interview was also recorded. Thus, the interviewee’s contribution can be recorded and reanalyzed after the interview.

3.2.2.2 Students Interview

Interview to the students was used to answer the research questions number 3. It included the students’ responses toward the strategies used by the English teacher. The interview was in the form of semi-structure that lasted for

6 to 8 minutes for each student. It was carried out in Bahasa Indonesia to the thirty students who consist of fifteen students of bilingual class and fifteen students of regular class. Each class was classified into three groups; five students from the high proficiency, five from middle, five from low ones.

The questions were followed by subsequent questions, which were conversational, an attempt to get information and data to further discuss what they had mentioned in their answers. Therefore, there was no limitation of the number of questions asked to each participant. The interview was recorded, thus, all the interviewees' contribution can be reanalyzed after the interview. The list of questions can be seen in Appendix 3. The schedule of interview can be seen in Table 3.2 below.

Table 3.2 Schedule of interview with teacher and students

| Interview | Time and Place |
|------------------|---|
| First interview | February 19 th -20 th , 2009 with the students in the classroom |
| Second interview | February 22 nd , 2009 with the teacher in the teachers' room |

3.2.3 Questionnaire

Questionnaire was distributed to the seventy-two students on February, 23rd 2009 after following listening class in the language laboratory. The questionnaire was aimed to answer the research question number 3 concerning the students' responses toward the strategies used by the English teacher in teaching listening in the language laboratory. The questionnaire consists of fifteen questions in the form of closed item with likert scale as Nunan

(1992:143) mentions that “A closed item is one in which the range of possible responses is determined by the researcher, for example: foreign language should be compulsory in high school: Agree/neutral/disagree.”

According to Arikunto (1996) there are six aspects of questionnaire guideline; (1) learning material input, (2) listening activities, (3) listening goals, (4) listening competencies, (5) listening difficulties, and (6) problem-solving strategies. The study used Likert scale questionnaire to check the students' responses toward teacher's strategies with five alternative responses; strongly agree, agree, undecided, disagree, strongly disagree as Gall, Gall & Borg (2003:214) state that “ A Likert scale asks individuals to check their level of agreement (e.g. strongly agree, agree, undecided, disagree, or strongly agree).”

The questionnaire was written in Bahasa Indonesia to ensure complete understanding of items by participants. The questionnaire guide was presented in Appendix 4.

3.2.4 Documents Analysis

This study gathered additional information from documents to get the data required more accurately. The document data was taken from the materials used by English teacher, lesson plan, and the students' achievement in teaching English in the language laboratory. The data and information gathered from document were used to support findings from classroom observation and interview. The result of the documentation can be seen in Appendix 5.

In line with the instruments to collect data above, triangulation took place in this study. The triangulation has function to validate data Wiersma (1986) as cited in Sugiyono (2008) mentions that “triangulation is qualitative cross-validation. It assesses the sufficiency of the data that relates to the convergence of multiple data sources or multiple data collection procedures”.

3.3 Data Analysis

The data of this study were analyzed through qualitative and descriptive quantitative data analysis. The data analysis was immediately conducted after the data from observation, interview, questionnaire, and from document were available. All data were analyzed on basis of the research questions stated in chapter one, and were categorized into three main central themes: the teacher’s strategies, the strengths and weaknesses, and the students’ responses toward the strategies used by the English teacher in teaching listening in the language laboratory. There were two techniques in analyzing the data.

3.3.1 Qualitative Data

To answer the research questions number 1 concerning the teacher’s strategies in teaching listening in the language laboratory, number 2 concerning the strengths and weaknesses of the strategies used by the English teacher, and number 3 concerning the students’ responses toward the strategies used by the English teacher, observation and interview were carried out.

To support the answer of the research question number 1, document analysis was also conducted. The documentation, which covered students' text, was useful to gain data about the students' knowledge of developing skills in learning listening. Furthermore, teacher's lesson plans, teaching listening materials, and students' achievement were also taken to be analyzed to support the above findings.

3.3.2 Descriptive Quantitative Data

The descriptive quantitative questionnaire was applied to find respondents' tendency on perception, opinion, and judgment. It was used to analyze the students' responses toward the strategies used by the English teacher by using questionnaire. The data were analyzed by using the most basic descriptive statistic (frequency) which refers to how often something occurs. The steps were as the following:

- Scoring the students' responses on the questionnaire.
- Calculate the questionnaire to find frequency and percentage.
- Make a table consist of the statement, the frequencies and the percentage that have been computed.

To get a more a specific description of the data collection and analysis techniques above are described in the tabulation below.

Table 3.3 Data collection and analysis techniques

| No | Research questions | Data collection techniques | Data analysis techniques |
|----|-------------------------|-----------------------------|--------------------------|
| 1. | 1. What strategies does | Observation, Interview, and | Descriptive |

| | | | |
|----|---|---|-----------------------------|
| | the English teacher use in teaching listening skill to Grade VII students of Junior High School in the language laboratory? | document | analysis method |
| 2. | 2. What are the strengths and weaknesses of the strategies used by the English teacher? | Observation and Interview | Descriptive analysis method |
| 3. | 3. What are the students' responses toward the strategies used by the English teacher? | Observation, interview, and questionnaire | Descriptive analysis method |

3.4 Summary of Chapter 3

This chapter has discussed the detail context of the study. This study employed both qualitative and descriptive quantitative design by employing a case study. The setting of the study was a junior high school in Tanjung Pinang Kota and it involved an English teacher and seventy-two students grade VII as the participants.

The data for the study were collected through observation, interview, questionnaire, and supported with document analysis. This chapter basically has described how the study was conducted, thus, the next chapter, chapter 4 gave detail description of the findings and discussions.