

CHAPTER III

RESEARCH METHOD

The most important aspect in conducting a research that should be arranged and need more attention by a researcher is methodology. It becomes important because in this part the researchers describes and explains about how the researcher's technique in conducting the research. By using suitable method, the research will get valid result.

The researcher was triggered by an assumption that: "listening is such a difficult skill to master since it involves an abstract material (non-written text), especially in teaching listening". Sometimes the researcher herself felt difficult to catch the correct spelling of the words through listening itself. Then, the original aims of this research were to answer these questions:

1. What teaching techniques are implemented in teaching listening at year two students of SMA I GRATI?
2. What are the stages usually used by the teacher during the implementation of the teaching learning process?
3. What problems are faced by the teacher during the implementation of the teaching techniques in teaching listening at year two students of SMA 1 GRATI?
4. How is the way teacher solve the problems faced during the implementation techniques in teaching listening at year two students of SMA 1 GRATI?

This chapter explains the detail research methodology that was employed in this study. The major components include such as: research design, research setting

and subject, data and source of data, data collection technique, instrument of the study and data analysis technique.

A. Research Design

This study uses qualitative research design. As Arystates, descriptive research is a research that asks questions about the nature, incidence, or distribution of variables; it involves describing but not manipulating variables¹. According to Ary, qualitative research is focused on understanding social phenomena from the perspective of the human participants in the study.²

In this study, the writer uses descriptive qualitative design to know what teaching techniques in listening comprehension are used by the teacher at second year of SMA 1 GRATI, what are the teacher's reasons in using the techniques in teaching listening comprehension and the Implementation of the techniques for the seconds grade students' .

The researcher used descriptive research method. According to Ary, "descriptive research studies are designed to obtain the nature of the situation as it is exist at the time of the study. Thus, the aim of descriptive research is to describe what exist."³ In short, the researcher wrote and concluded the data as same as what she/he got from her/his real observation in the real classroom teaching situation.

¹Donald Ary.2002.*Introduction to Research Education*. New York:Rine Hard and Winston Book Company.

² Ibid P.22

³ Donald Ary, et al, *Introduction to Research Education 4th*(NY: Harcourt Brace College Publishers, 1990), 415.

In addition, the researcher used qualitative method. The data that was found in qualitative method was non numerical data. According to Trochim, “notice that qualitative data could be much more than just words or text. Photographs, videos, sound recordings, and so on, can be considered as qualitative data”⁴ nevertheless, the data can be presented as quantitative in which the data presentation can be a descriptive essay. Thus, researcher is the main instrument in finding the data. Additionally, the process is as important as the final result.

The main aim of this research was to describe how is the implementation of techniques in teaching listening and the problems faced by the teacher as whether listening could overcome those problems or not. To answer those questions the researcher reported the real result from the whole research process without any reduction. Therefore, the descriptive design was well suited for these purposes.

B. Setting of the Study

This research will be conducted by the researcher at year two of SMA 1 GRATI. This school is located at Jl. Raya Sumurwaru No. 32 Nguling, Pasuruan, East Java. The class is consisting of 40 students 17 males and 23 females. The researcher chooses them as the subject of the study because the students especially at year two of first semester of SMA learn about listening. Besides, the researcher assumes they understand enough means by listening as one of English materials that

⁴ William M. K. Trochim, *The Research Methods Knowledge Base*, 2nd Edition, (Ithaca, N. Y. :cornell Custom Publishing, 1999), 11.

will be search by the writer. It was chosen also based on the result of pre observation and agreement from the principal of that school and English teacher preliminary study.

The data of this study was collected through observation in form of observation checklist, interview in form of interview guide, and documentation. Then, the data that was collected was used to answer these points of research, those are:

1. The kinds of techniques in teaching listening implemented at year two students of SMA 1 GRATI
2. The implementation of techniques in teaching listening at year two students of SMA 1 GRATI;
3. The problems faced by the teacher while techniques in teaching listening implemented in the class;
4. How does the teacher overcome the problems in implementing the techniques in teaching listening in the class?

Data of this study was the information that has collected from observation, interview and documentation. The data of observation was needed to answer the first problems have been gotten from teacher activities in implementing those techniques in teaching listening. The data of interview have been gotten from the interview with the teacher accordance with the techniques in teaching listening at year two as well as the problems in implementing techniques in teaching listening. Then, the data of

documentation such as lesson plan have been used to complete the collected information.

C. Data and Source of Data

According to McMillan, a subject is an individual who participates in research study or someone from which the data were collected. In this study, the data were collected from the result of interview, observation, and documentation.

Then, in this research the writer decides the source of data collected from two English teachers on the second year technique of the listening in that school. The writer used English teacher as the subject of this study because they are the only one teacher who teach in teaching listening.⁵ In this research the writer decides the source of data will be get from two English teachers from different class. And then the writer also gets the source of data getting from the students in that listening class are conducted.

D. Data Collection Techniques

Data collection technique could be defined as some ways to help the researcher in collecting data.⁶ In this study, the researcher held three techniques in collecting the data.

⁵ McMillan, H. James. 1992. *Educational Research*. New York: Harper Collins.

⁶ E. Kristi. Poerwandari, *Pendekatan Kualitatif untuk Perilaku Manusia*, Depok: MugiEka Lestari, 115

In this research the writer acts as the researcher not the teacher. In this research, the researcher collects the data by using interview, observation and documentation. The researcher uses interview to know the implementation of teaching techniques of listening used by the teacher in the class. The writer used observation in this research to observe process of teaching listening based on the techniques used by the teacher in class. For more clear understanding about the data collection techniques used by the researcher will be explained below:

1. Observation

Observation is the oldest technique for obtaining data in qualitative research. It is the effective technique to get valid data. Through this technique the researcher can observe the object directly and understand the activities been doing, the participant of event, the sense of event from the object perspective.⁷

According to Ary the qualitative researcher may be a participant in the situation being observed or non participant.⁸ In other words, there are two types of observations, those are: participant observation and non participant observation.

In participant observation, the observer actively participates and becomes an insider in the event being observed so that he or she experiences events in the same way as the participant. In other cases, researchers may interact with subjects to establish support but not really be involved in the behaviors and activities of the group. In this case, they are called non participant observers.

⁷ Ibid

⁸ Ibid P.430

In this research, the researcher take non participant observation because she observed teaching technique of the listening used by the teacher without participating or taking any active parts in the situations. As a non – participant observer, the researcher takes a seat at the back of the classroom and watches closely the activities in the classrooms.

Additionally, the researcher also used observation checklist to observe the whole classroom activities from the beginning, middle and the ending of the teaching learning process.

And in this research observation is used to answer the second question of this research that is about the stages usually used by the teacher in teaching learning process in the classroom.

2. Interview

There are many definitions of interview in books. SutrisnoHadiin his book says “If we want to know how people feel, what they remember what their emotion and motives are like, and the seasons for acting as they do why not ask them”.⁹

Interviewing is described as some sort of face-to-face interaction to get certain objectives. The record of an interview done use in the work of analysis and interpretation is a representation of that talk.¹⁰

As the researcher opinion about interviewing is described as some sort of face-to-face interaction between the observer and interviewer where in this chance the

⁹ Prof SutrisnoHadi, M.A, *Metodologi Research UntukPenulisan Paper, Skripsi, Thesis danDisertasi*(Yogyakarta: Andi offset 1991), 192

¹⁰ Ibid

observer faced the interviewer with some questions to get the data that needed by the observer.

Some definitions have been mentioned above the writer concludes the definition of interview as kind of tool used by most of researcher to get the data needed through asking some question to the object related with the topic of the research.

Berg stated that there are three types of interview: those are structured or standardized and unstructured or unstandardized and semi structured or semi standardized interviews.¹¹

Semi structured interview can be located somewhere between the extremes of the completely standardized and the completely unstandardized interviewing structures. This type of interview involves the implementation of a number of predetermined questions and special topics. These questions are typically asked of each interviewee in a systematic and consistent order, but the writer as the interviewers are allowed freedom to digress; that is the interviewers are permitted (in fact, expected) to probe far beyond the answers to their prepared standardized questions.

The researcher used semi structured interview because in addition to the questions prepared in advanced, the researcher asked other related questions to the

¹¹Berg. Bruce L. 2004. *Qualitative Research Methods for the Social Sciences*. New Jersey: Pearson Education, Inc. (page 78-79).

teacher freely during the interview about the techniques in teaching listening at second year of SMA I GRATI.

The interview is going to be conducted in Indonesia language in order to get information of the data clearly. Also the interview process will be done in the outside of class because the researcher does not want to disturb the learning process. Then the process of interview will be face to face between teacher and researcher. The interview process will begin with some questions to the teacher related to the topic which has been prepared before.

The interview technique was used to get more data found subjectively. So, in this study the researcher used the interview technique with teacher at SMA 1 GRATI to get detailed information about the stages of techniques in teaching listening, the problems and how does the teacher overcome the problems they found as their perspective.

The data of this study are collected in the following procedure:

1. Asking permission to the head master of SMA I GRATI for doing observation.
2. Joining the class during the teaching learning process. Making a note about the teaching technique in teaching listening in the classroom.
3. Doing Semi structured interview. Interviewing the English teacher in 45 minutes conversation to get more information about teaching technique that used.

The researcher collects the results of data observation then, describes them one by one briefly. Meanwhile, the results of interview are used to complete the results of observation. Both results were gathered to answer the research problems

of this study.

D. Instrument of the Research

Instrument can be defined as the tool that is used to ease the researcher in collecting the data in order to get a complete and systematic data. In this part, the researcher uses some instruments to complete the data which are needed by the researcher in this study. In this research, the instruments is used by the researcher are interview guide, observation checklist and also documentation.

1. Observation checklist

The researcher creates checklist in doing the observation. According to Sutrisno Hadi checklist is a list that contains of subject's name and factors that are observed. Checklist is used to systematize the transcript of observation.¹² And the researcher uses the observation checklist when observing the process and learning process of teaching listening in SMA 1 GRATI.

In observation, the researcher observes the class during the learning and teaching process. The aspect observed is: the topics, the techniques and the teaching and learning process.

By doing this observation the researcher knows the topics, the techniques and also the teaching and learning process which was applied in that school. For example the topic; is the topic accordance with curriculum.

¹²Prof.Drs. SutrisnoHadi, M.A, Metodology research.....151

2. Interview Guide

Interview guide is a practice instrument that is used by the researcher before conducting interview technique. Interview guide is used to help the researcher to keep the conversation stay in the topic of study.

Interview guide it was a research instrument that was in the list of question. The researcher made list of questions that was answered by both the English teachers and the students as the subject of the research. The question list was arranged in a sequence that made the interview easy in answering so the researcher got the data needed. This was why it was called interview guide. The form of interview guide (Appendix II)

Before doing the research, the researcher has made an interview guide for the teachers that contain question about kinds of techniques in teaching listening, the stages of techniques in teaching listening, problems in implementing techniques in teaching listening and the solve problems of implementing techniques in teaching listening.

E. Data Analysis Technique

This study used descriptive analysis and qualitative approach in analyzing the data. The analysis of data that was gotten from observation, interview and documentation was presented as follows:

The data from observation was analyzed by using descriptive analysis. The researcher observed the teaching-learning process that happen in the classroom. To obtain the data the researcher prepared observation checklist.

The aim of this observation was to get all data from all activities and the process implementing techniques in teaching listening in the class. The observation checklist was marked based on the situation in the classroom. Then, all the data gotten from observation was translated into the information that needed by the researcher (descriptive essay) after about six meeting.

Then, the data from interview will be analyzed using descriptive analysis. The researcher will interview the English teacher as the informant in her research. Then, the data will be in written form. The different answer will be written in point of them.

In this technique, the researcher used interview guide to ask some questions related to the material, technique and teaching-learning process. The interview was done face to face outside the classroom activities. It was possible if the researcher did the interview in her last day in doing research at the school.

Furthermore, the researcher analyzed the data that was gotten from documentation using descriptive analysis also. The researcher took some notes also pictures as documentation data. The documentation was done in the classroom while teaching-learning process was done. The data of documentation was gotten from the activities, the materials and the technique. Then, the data of documentation was used to support the data of interview and observation.

Finally, the researcher analyzed the data from observation and interview to get the information about teacher steps in overcoming the problems of teacher and students in implementing techniques in teaching listening. To support the data, documentation of lesson plan was needed.