CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study is a descriptive study. Generally, descriptive research is non-hypotheses research, so in the action of the research does not need to formulate the hypotheses. In this study, the writer used descriptive explorative research. The purpose of this research is to describe the condition or phenomenon.[28] This research also giving more detail picture of indication or phenomenon.[29]

Related to the purpose of the study, which are to know the media and material used by the teacher in teaching listening in the language laboratory, to describe the teaching learning process of listening and to find out the problems faced to the applied of language laboratory in teaching listening; the researcher choose descriptive research only to describe the condition or phenomenon of the implementation language laboratory in teaching listening.

The analysis of the data gathered will be classified into two groups: quantitative data and qualitative data. Quantitative data have the shape of number,

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[28] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 1998), p.245-246

[29] Bambang prasetyo dan lina miftahul jannah, *Metode Penelitian Kuantitatif*, (Jakarta: PT Raja Grafindo Persada, 2008), p. 42

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while qualitative data will described by words, sentences or symbols and take part as supporting of quantitative data.[30]

The study will be conducted in the language laboratory as the main place of the study. In order to get the data, the researcher used three instruments of the research: observation, interview and questionnaires. Here, the researcher will be the non-participant observation through the teaching learning process of listening in the language laboratory, then do an interview to the English teacher who taught the listening subject and to the students itself as supporting data of observation and questionnaires. The last, the researcher will give questionnaires to know the students responses.

The researcher will collect, identify, analyze, and interpret the data. Since the research is descriptive qualitative, all the data gathered from the research will be classified into two groups of data. The first is quantitative data by numbers. The second is qualitative data using words, sentences or symbols.

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[30] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.245

B. Population, Sample and Sampling Technique

According to Arikunto," *Population is all members of research subject*".[31] Based on the definition above, population is all individuals from whom the data are collected. The population of this study was the second grade students of MTsN Kedunggalar-Ngawi. The total number of population is 316 students divided into 7 classes (IIA-IIG). The number of students of each class as follows:

VII. A: 46   VII. D: 46   VII. F: 46

VII. B: 44   VII. E: 44   VII. G: 44

VII. C: 46

The reason for choosing the second grade students is because they have experienced studying listening in the language laboratory during their first year. Also, they have more enthusiasm and interest in studying English especially in teaching learning process of listening in the language laboratory.

In some cases, the number of population is too big, so it is out of the reach. In this case, the research conducted to a part of the whole population. This part must have the characteristics that represent the whole population. Then if we will only take a part of population, it called research sample. According to Suharsimi Arikunto," *Sampel adalah sebagian atau wakil populasi yang diteliti".[32]* Selection

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[31] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, op.cit., p.130
[32] Ibid., p.131

of sample is a very important step in conducting a research study. A "good" sample is one that is representative of the representative of the population from which it was selected. In selecting sample of the research, the writer used purposive sample. It is kind of sampling technique. Purposive sample means that the way to take the subject of the research not based on strata, random or area, but based on certain purpose.[33]

According to the writer's opinion, the writer will only take the sample from a part of the whole population. The sample consist 40 out of 46 students of class IIA because the six students did not come in the class of research. The reasons why the writer chose one class is because of limited time, energy and money so the writer cannot take in a big sample. Other reason is that each class of the second grade students (IIA-IIG) is *heterogeneous*. It means that the teacher has divided the students of each class into the same levels, which has good, average and poor students. Based on the reasons above, it is not to be a problem when the researcher will choose only one class as the sample of the research.

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[33] Ibid., p.139

C. Data Collection Techniques

Data collection technique is the ways of researcher to get the information. To collect the data of the research, the researcher will use three components of the instrument of the research. They are:

a) Observation

The observation used to describe the classroom phenomenon during teaching learning process of listening in the language laboratory. There are three types of observation: nonparticipant observation, naturalistic observation, and simulation observation. The writer used nonparticipant observation, the writer as observer is not directly involved in the situation to be observed. In other words, the observer is on the outside looking in and does not intentionally interact with, or affect, the object of the observation.[34]

While the teacher was teaching listening, the writer observed how he taught listening used observation field-notes to facilitate the writer conducting the observation. Field-notes are the written expression of what is heard, seen, experienced.

The aspects that will be observed are:

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[34] L.R. Gay, *Educational Research*, (Charles E Merrill Publishing Company, A Bell & Howell Company, 1981), p.169

- Media and material used by the teacher in teaching learning process of listening in the language laboratory

- The teaching learning process of listening using language laboratory

- The problems faced in teaching learning process of listening using language laboratory and how to solve it (see appendix 2)

b) **Interview**

The second instrument is interview. Interview is used to get information from responder. An interview is a conversation between two persons or more. The interview will be conducted in order to get the data in a direct explanation from the responder (face to face). The writer used *"semi structured"* interview, it means that the writer will make some structured questions then do interviews with them.[35]The purpose of interview is to clarify the result data of observation, questionnaires and supporting data.

The subject of the interview or as the main responder is the teacher who taught listening at the second grade students of IIA in the language laboratory and the other English teacher to support the data. Another responder is part of the second grade students of IIA consist of twenty two who had joined listening class as the subject of the research and supporting data (see appendix 3).

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[35] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, op.cit., p. 231

c) Questionnaires

The third instrument is questionnaires. Questionnaire is a number of within questions which are used to gain information from respondent about the respondent themselves, or their knowledge, belief, etc. There are two types of questionnaire based on the way to answer the question:

a) Opened questionnaires, the respondent can answer the question their own sentences

b) Closed questionnaires, the respondent can directly the appropriate answer[36]

Questionnaire is used by the writer to get the students' responses of the teaching learning process of listening using language laboratory. The writer will give closed questionnaires based on two items. The first items is about the students' responses to the language laboratory, it consists of ten questions. The second items is more about the teaching learning process, it is consisted of nine questions to the students, and the student will only choose or write the answer in the following task (see appendix 4 and 5).

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[36] Ibid., p. 140

D. Data Analysis

According to the research design is descriptive qualitative, the data gathered from the research then classified into two groups of data. The first is quantitative data by numbers. The second is qualitative data using words, sentences or symbols. Furthermore, the qualitative data will eliminate for a while, because it will useful to participate and complete or supporting the analysis of quantitative data. The shape of quantitative data as the result of accounting and measuring will totaled, compared, and take the percentage of it.[37] There are kinds of data that will analyze, are:

1) The first is concerning the result of data observation

2) The second is concerning the result of data interview from the teacher and the students as a responder.

3) The third is concerning by data questionnaires

The analysis of data questionnaires, the writer will use statistic analysis in order to get the percentage of data questionnaire. The formula is as follows:

P = <u>F X 100 %</u>

N

Explanation:

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[37] Ibid., p.245-246

P : Number of percentage

F : Obtained value

N : Total number[38]

In order to get valid data will be conduct by transcribing all the result of data observation, interview and questionnaires. It will be conduct for selecting an appropriate data to answer the research problems. Each topic contains on the teaching learning process of listening in the language laboratory, the media and material by the teacher, and the problems faced to the applied of language laboratory in teaching listening.

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[38] Ahmad Hisyam Asy'ari, *Pengaruh Penerapan Kurikulum Terhadap Prestasi Belajar Studi Fiqh Di MTsN Kedunggalar Ngawi*, (Unpublished STITI-KP), p. 97