CHAPTER III
RESEARCH METHODOLOGY

A. Research Method

The method is according to the research objectives. The purpose of this qualitative descriptive study was to demonstrate the benefits of learning to speak through podcasts for an English Department in Indonesia. Qualitative research, according to Juliet Corbin and Anselm Strauss, is study in which a researcher collects and interpret the data, thereby attempting to make the researcher a contributor in the process of research and the data they provide.[1] They also contend that qualitative approach is the type of study in which the conclusion is reached without the use of statistical procedures or other quantification methods.[2] Statistics are not used in qualitative research to analyze data. However, data analysis is done in stages, which are collection of data, assessment, and interpretation.[3] Based on the definition above, it is possible to conclude that a descriptive qualitative approach is a study in which the results are explained in the form of descriptive or sentences without the use of measurement methods.

The importance of listening in language learning and teaching makes it essential for language teachers to help their students become effective listeners. Teaching listening means transferring some material by giving the understanding of language system. It is better conducted

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[1] Juliet Corbin and Anselm Strauss, *Basic of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*, 4th ed. (USA: SAGE Publications, Inc. 2015), 3, https://www.academia.edu/26974367/Basics_of_Qualitative_Research_Techniques_and_Procedures_for_Developing_Grounded_Theory

[2] Juliet Corbin and Anselm Strauss, *Basic of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*, 4th ed. (USA: SAGE Publications, Inc. 2015), 17, https://www.academia.edu/26974367/Basics_of_Qualitative_Research_Techniques_and_Procedures_for_Developing_Grounded_Theory

[3] Albi Anggito and Johan Setiawan, *Metodologi Penelitian Kualitatif*, (Sukabumi: CV Jejak, 2018), 9, https://books.google.co.id/.

continuously so that the students are familiar with the material. Teaching listening process in English department should be appropriate with the purposes. Aside from that, the process must be equipped with the right materials so the teaching and learning process will be interesting. The materials are usually equipped with some media to make the teaching and learning process more interesting.

There were some problems found at an English Department in Indonesia related to the listening activity. The first problem was the students were seldom conducted the listening activity in the listening laboratory. Second, they had lack of vocabulary. Third, they had lack of English sound and spelling. Thus, the researcher was going to use a direct interview to find out what the students needed to help them improve their listening skills.

B. Research Setting

A research design is a plan for addressing research issues in a methodical manner. It is a branch of science that studies how research should be carried out. It entails collecting, processing, and evaluating data in a systematic and objective manner in order to solve an issue. The researcher will conduct the research in an English Department in Indonesia. The researcher will take one of the classes in which the student mostly has the lowest confidence in listening English. The researcher discovered problems such as students' inability to listen based on the researcher's experience during the learning process of listening skills. Another factor that drew the researcher to conduct the study at this institution was the presence of students from various educational backgrounds. As a result, the researcher noted that it is pertinent to the research that will be carried out.

C. Research Subject

The participants of the research were the students and researchers from the seventh semester students of an English Department in Indonesia. There were 2 classes. The researcher interviewed the seventh semester, including

A and B classes. There were five females and five males. In addition, our English proficiency was not really good because we did not have enough confidence to speak, even with friends or with the teacher. The researcher decided to choose the student from the seventh semester students of an English Department in Indonesia based on the researcher's own experience.

D. Instrument and Data Collection Technique

The qualitative data was gathered through CEFR test and interviews with students and observations made during the listening process and action implementation in the field. Field notes and interview transcripts were used to collect data. Interview guidelines, observation sheets, and a mobile phone were used to collect data. Structured interview was helpful as a reference for the researcher when carrying out interviews with the study's issue. Following the observation, an observation checklist is utilized to gather information well about explanation from the seventh semester. Meanwhile, a mobile phone as a tool for doing interviews and observation with the subject of the study was given to the seventh semester students of an English Department in Indonesia.

In this research, the researcher gathers information through observations, interviews with research subjects, and the collection of relevant documents.

1. Observation

Observation is a data collection technique that occurs when the researcher obtains information by closely observing the work that is recognized. Observation, according to Farida Nugraha, is a data collection method for gathering data from a source that takes the form of places, actions, objects, or documented images.[4] As a result, the researcher's data was founded on facts. Field research includes the activity of observation. Field notes were used to record

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[4] Farida Nugrahani, *Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa*, vol. 1 (Surakarta: Farida Nugrahani, 2014): 162, http://e-journal.usa.ac.id.

observations' findings. Field notes were important for examining experiences in order to better understand them by writing about them. It was used to document actions and circumstances that occurred during the research. The researcher could study the data and cope with analysis issues by taking field notes. The goal of analysis is to explore an actual scenario related to the research. The information gathered during the observation was noted through the researcher. In order to collect valid data, the researcher conducted several observations on seventh semester English Department students.

2. **Interview**

The methodology of inquiring the interviewee for specific data orally is known as an interview. There are two parties involved in the interview process: the interviewer (who asks the challenge), as well as the interview subject. As stated by Cohen in Robi Darwis, participants in interviews can analyze their explanations and how they see the subject from their individual point of view.[5] The interviews focused on the students' perspectives on the acts, their efforts to enhance their listening abilities, and their challenges throughout the actions.

The researcher conducted this study was using semi-structured interviews to gather relevant data in-depth and openly. A structured interview, on the other hand, is more structured than a semi-structured interview. The interviews were conducted with a number of participants who are expected to provide information on the use of podcasts to improve listening skills. The researcher had prepared an interview guide prior to conducting the interviews in order to organize the points of data that the investigator required. The

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[5] Robi Darwis, Students' Perceptions Towards the Use of Podcast in Learning English: A case Study of the Second Grade Students at One High School in Bandung, *Journal of English and Education* 4(2), Department of English Education Indonesia University of Education (2016): 87, https://media.neliti.com/media/publications/191846-EN-students-perceptions-towards-the-use-of.pdf

researcher will comprehend the dialogue and note down it, which will then be used as research data.

The data for this study was gathered through an interview. The interview with the seventh semester students of an English Department in Indonesia was conducted to answer the question about the usefulness of using podcasts in learning to speak, especially in learning pronunciation. At the beginning of carrying out the research, the researcher did an interview with the seventh semester.

The researcher conducted all of the direct interviews. For the first interview, there were 10 participants. The researcher chose these subjects because he wants to know what the results will be if we if podcast media is used in the learning process, because most of them are not confident in having a conversation in English, particularly in pronunciation. In this interview, the researcher used a direct interview to get the data from 10 participants. This interview was turned into a tool to help with more accurate data collection. There are 10 participants in this direct interview, 5 of whom are females, and 5 of whom are males.

3. **Documentation**

A documentation technique is a data collection technique that uses data in writing form that has been documented. According to Suharsimi Arikunto in Husni Muzzakiyyati, documentation comes from the word document, which means written stuff.[6] It means that in the documentation technique, the data can be obtained from objects related to variables in writing form, for example, transcripts of notes, books, documents, and so on. In this study, the researcher obtained the data in the form of archives regarding the

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[6] Husni Muzakkiyati, "*The Internalization of Multicultural Value in Islamic Education Learning to Increase the Tolerance of Religion at State Senior High School 8 Malang*", Thesis, Maulana Malik Ibrahim State Islamic University Malang (2017): 41, https://etheses.uin-malang.ac.id/10639/.

seventh semester of an English Department in Indonesia.

E. Research Data Validity

Valid data is required for research. The statement is strengthened by Haradhan Kumar that Reliability and validity are the two most important and fundamental features in the evaluation of data instruments for good research. According to Sugiyono, validity is the degree of accuracy between the data that happened in the object of the study and the data that can be reported by the researcher.[7] To fulfill the validity of the research, five criteria proposed by Anderson cited in Burns are employed. The criteria are as follows[8];

1. Democratic validity. Democratic validity is the process validity that is related to how collaborative the research is. This study attempted to meet this criterion by conducting interviews with students and conversations with the English teacher in order to identify and choose problems to be solved.

2. Outcome validity. Outcome validity is associated with the concept of activity resulting to "successful" results within the research environment. This study was supposed to alleviate more than one difficulty in the teaching-learning process, such as those connected to listening abilities, motivation, and involvement.

3. Process validity. Process validity is connected to the extent to which the research process raises issues. The validity of this study was intended to be fulfilled by observing classroom activities, taking field notes during lessons, interviewing students and the teacher, and holding conversations with the headmaster during the allocated period.

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[7] Sugiyono, *Metode Penelitian: Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2015), 267.

[8] Burns A, *Collaborative Action Research for English Language Teachers*, New York: Cambridge University Press(1999): 161, https://books.google.com.

4. Catalytic validity. The extent to which the researcher permitted participants to deepen their awareness of their social realities in the setting, their role, and the actions performed as a result of these changes is related to catalytic validity. In this example, the students' and teachers' reactions to the changes in their own lives were evaluated for validity.

5. Dialogic validity. Dialogic validity is proportional to how closely it resembles the process of collaborative inquiry or reflective dialog with "critical friends" or other participants. This criterion was met by asking the teacher to act as an observer who watched and reported on the students' reactions during the teaching and learning process.

According to Sugiyono, there are some techniques in checking the validity of the data, such as extension of researcher attendance, persistence improvement of the researcher, triangulation, negative case study, referential sufficiency, and member checking.[9] Furthermore, the researcher used techniques of investigation persistence improvement.

Improving persistence means conducting the observation more accurately.[10] By conducting observation more accurately and systematically, the researcher will obtain accurate data and can recheck whether the data is false or true. In this research, the researcher improves persistence by reading several books as the references, along with the observation results or other documents related to the study. By reading them, it will expand the insight of the researcher. Therefore, it can be used to check if the data found is accurate or not.

F. Data Analysis Technique

It is important to carry out data analysis when conducting a study. Sugiyono stated that data analysis is the

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[9] Sugiyono, *Metode Penelitian: Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2015), 270.

[10] Sugiyono, *Metode Penelitian: Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2015), 270.

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process of systematically searching and organizing the data that has been obtained, such as data from interview transcript, observation, and drawing conclusions so it will be easy to understand by both the researcher and the readers of the study. Furthermore, Wahidmurni asserts that in qualitative research, data analysis techniques are carried out during the data collection process until the study has been completed.[11] The data analysis techniques used by the researcher were data collection, data reduction, data display, and conclusion drawing.

1. Data collection

    The fundamental technique of data analysis is data collection. According to Farida Nugrahani, data analysis in qualitative research was carried out concurrent with the data collection process and will continue until all the research questions have been answered.[12] The researcher collected the data by conducting observation, interview, and documentation related to the use of podcast in seventh semester.

2. Data reduction

    Reduction means summarizing, selecting, and focusing only on the important data and eliminating the unimportant data. Therefore, it will provide a more clear description and make it easier for the researcher to carry out the next step.[13] So, it can be concluded that in the process of reducing data, the researcher selected, organized, and simplified the data in order to make the researcher' life easier in the data processing. In this study, the researcher selected the data needed, such as the use podcast to improve listening skills, the problem faced by the seventh semester, and its solutions.

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[11] Wahidmurni, "Pemaparan Metode Penelitian Kualitatif", (2017):13, https://www.google.com/.

[12] Farida Nugrahani, *Metode Penelitian Kualitatif Dalam Penelitian Bahasa*, vol.1 (Surakarta: Farida Nugrahani, 2014): 171, http://e-journal.usd.ac.id/.

[13] Sugiyono, *Metode Penelitian: Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2015), 247.

3. Data display

The next step after reducing the data is displaying the data. Display means showing something. In this case, what is displayed is data of the study. According to Sugiyono, data displays can be presented in the form of description or narration, charts, tables, graphics, and so on.[14] Data display is aimed to organize the data and make the researcher easier to understand what is happening. The researcher displayed the data in the form of description or narration.

4. Conclusion drawing/ verification

The last step is conclusion drawing. After all of the steps had been completed, the researcher concluded the data. The activity of drawing conclusions is an interpretation of the analysis result.[15] The preliminary conclusion is still tentative, and it will be changed if there is no strong evidence supporting it. Credible conclusions can be reached if they are supported by valid and consistent data.[16] In this study, the researcher drew a conclusion that was supported by the data obtained in the field research. The conclusion will answer the research problem, and the researcher will get a general conclusion about the use of podcasts to improve the listening skills in an English Department in Indonesia.

After collecting the data, the researcher analyzed the data from interviews conducted during the research. Meanwhile, the researcher analyzed from the results of the students' listening performances after listening to our listening materials. The researcher analyzed the results from the CEFR test that had been done earlier.

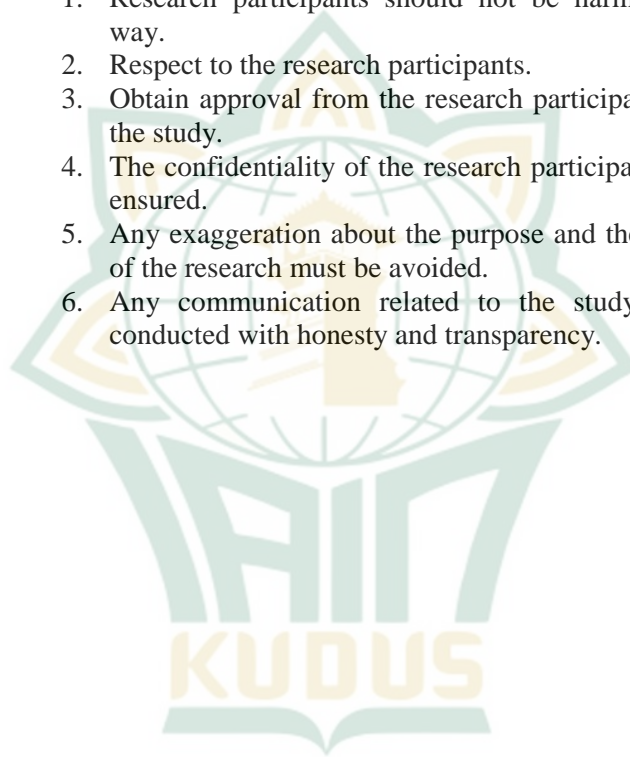[14] Sugiyono, *Metode Penelitian: Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2015), 249.

[15] Farida Nugrahani, *Metode Penelitian Kualitatif Dalam Penelitian Pendidikan Bahasa*, (Surakarta: Farida Nugrahani, 2014), 177, http://e-journal.usd.ac.id/.

[16] Sugiyono, *Metode Penelitian: Kuantitatif, Kualitatif*, Dan R&D (Bandung: Alfabeta, 2015), 249.

G. Research Ethical Consideration

This study was conducted after obtaining approval and research permission from seventh semester students of an English Department in Indonesia. The researcher also pays attention to several points that represent the most important principles related to research ethical considerations.[17]

1. Research participants should not be harmed in any way.
2. Respect to the research participants.
3. Obtain approval from the research participant prior to the study.
4. The confidentiality of the research participant must be ensured.
5. Any exaggeration about the purpose and the objective of the research must be avoided.
6. Any communication related to the study must be conducted with honesty and transparency.

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[17] Alan Bryman and Emma Bell, Oxford University Press, USA, Business Research Method (2007), https://books.google.co.id.