

## **Chapter Three**

### **Methodology**

In this chapter, the researcher describes the research design, research participants, research setting, research instruments, and data collection methods and data analysis. Some theories related to the research method are also mentioned in this chapter to support the statements.

#### **Research Design**

This research employed a qualitative research method. This method was suitable for this research to ask students' opinion about the problems faced by students when they were learning listening. According to Creswell (2012), qualitative research is appropriate to be employed when it would identify research participants' opinion, belief, or even perception. The researcher chose a qualitative research design since it provided detail information which was needed to explore the students' opinion. The qualitative research aims to reveal participants' opinion.

Based on the research objective above, the researcher used descriptive qualitative. Hancock (2009) said that "descriptive is attempted to broaden and/or deepen the thoughtful of how things come to be the way in our social world" (p.6). The researcher considered using qualitative because it could present detailed description. In descriptive qualitative research, the researcher described all of the problems faced by students in English listening.

#### **Research Participants**

This research used criteria in selecting the participants. This involved identifying and selecting individuals or groups of individuals who were especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Plano Clark, 2011). In addition to

knowledge and experience, Bernard (2002) noted the importance of availability and willingness to participate, and the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner.

The participants of the research were students' year XII at A State Senior High School in Karangdowo. The researcher selected students in year XII who got low score in listening class by asking their English teacher. The researcher selected one participant from each class from four classes. Therefore, this research had four participants in this class.

The reason why the researcher chose students who got low score because, if they became participants, they had many reasons to tell why listening became difficult for them. If the participants were students who got high score, the researcher would not get much information about difficulties because they thought that listening was not difficult to learn. The researcher found the students with the low score by asking to the English teachers based on their listening score.

### **Research Setting**

The research was conducted in A State Senior High School Karangdowo because in this school there were some days that the students learned listening in class. In this school, listening was not taught specifically under a subject, but it was included in the English subject. In addition, it was accessible for the researcher because she graduated from this school and until now the researcher still maintains a good communication with the teachers in A State Senior High School in Karangdowo.

### **Research Instrument**

This research was conducted using interview guideline as an instrument for data gathering. The interview consisted of several types of questions that helped the researcher to

describe the problems faced by students in listening. The interview was conducted in the Indonesian language to make the participants easier to understand the questions. Cohen, et al. (2011) stated that interview enables the participants to “discuss their interpretation of the world in which they live, and to express how they regard situations from their own point of view” (p. 409).

### **Data Collection Method**

This study aimed to find out the problems in English listening faced by students at State Senior High School in Karangdowo. One-on-one interview was employed as a type of interview. It means the researcher and the participant was working face-to-face in the interview, one as an interviewer and the other one as a participant. It was in line with Creswell (2012) who stated that one-on-one interview is appropriate in order that the participants were willing to speak and could state ideas. There were several reasons in using one-on-one interview. First, the participant could feel more comfortable when he or she was being interviewed. The participants were also easier in answering the researcher’s questions because they felt comfortable. Second, on one-on-one interview, it turned out that the participants were more focused. According to Creswell (2008), with one-on-one interview the data gathered became more accurate because the participant can communicate naturally, comfortably, and clearly so that the researcher can ask if there is any misunderstanding on the questions asked. It was an opportunity for the researcher to get deep information and also the answers of participants were not influenced by one another.

When the researcher conducted the interviews, the researcher used Indonesian language. The reason in using Indonesian language was to make easier communication for both the researcher and participants. Next, the researcher used a recording application on her mobile phone to record the interviews.

## **Data Analysis**

The last stage to be explained in this chapter was data analysis. In analyzing the data, the researcher used steps proposed by Creswell (2008) which are: (1) collecting data, (2) preparing data for analysis, (3) reading through the data, (4) coding the data, (5) and coding the text for themes and description to be used in the research paper. Data analysis was done after the researcher collected the data by doing interviews. In this case, the researcher analyzed the data in order to comprehend and gather the data to answer the two research questions. The steps of analyzing the data was started by transcribing the interview result from four participants in the face-to-face interview. Then, after transcribing the recording, the researcher did a member checking. Each of the transcription was returned to the participants and they confirmed that all information in the transcription were correct. The researcher made sure the validity of the data gathered by doing the member checking.

After doing the member checking, the researcher analyzed the data using thematic analysis. Thematic analysis was a process of data coding. In coding the data, the researcher analyzed the script of the recording. It means that the researcher kept taking what the participants meant by their answer in each question. This activity was done by collecting all the statements that answered the research questions then the researcher made a statement that represents the participants' answer. After that, the researcher put different color to each statement that had the same meaning. Lastly, the researchers grouped answers of the same color to be found and then incorporated into chapter 4.