

Chapter Three

Methodology

This chapter provides further information on how this study was conducted. It gives information on a method used to answer the research question in this study.

This chapter is arranged as follows: design of study, research setting and participants, data collection method, and data analysis.

Design of the Study

This study has two objectives. The first aim is to reveal students' problems in attempting the listening section of the IELTS test. Then, the second aim is to investigate the strategies used by students in attempting the listening section of the IELTS test at the EED UMY. Hence, qualitative research was employed in this study. Denzin and Lincoln (2005) argue that "qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (p. 3). Based on Denzin and Lincoln's (2005) statement, the aim of qualitative research is to understand and interpret a phenomenon. The goal of understanding a phenomenon from the point of view of the participants and its particular social and institutional context is largely lost when textual data are quantified. Therefore, qualitative research is appropriate to this study because it relates to the phenomenon of the problems and strategies used by students in attempting listening section of the IELTS test.

In this study, the researcher used descriptive qualitative as the data collection technique. According to Sukmadinata (2006), descriptive research intends to describe

phenomena including natural phenomena or human behaviors. Based on Sukmadinata's (2006) argument, descriptive describes the situation, issue or problem, and the habit of people. How to give interpretation based on participants' condition will be explained. In this study, the researcher wanted to describe information about the problems of the study in detail. Therefore, descriptive qualitative was chosen to report the results of this study.

Setting of the Study

Setting of the study describes place of the research. This study was conducted at the English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY). The researcher had two reasons for choosing the English Education Department of Universitas Muhammadiyah Yogyakarta as the research setting.

Firstly, the IELTS test existed at the English Education Department of UMY and it presented on International Language Testing course in 2015. It was attended by students of batch 2012 in the sixth semester. The IELTS test measures four skills including listening. In consequence, the researcher was fascinated to explore their problems and investigate how the students used strategies in attempting the listening section of the IELTS test at the EED of UMY.

Secondly, the researcher decided to conduct this study at the English Education Department of UMY because a study of strategies in attempting the listening section of the IELTS test has not done yet at the department. Referring to

the two reasons above, the English Education Department of UMY was an appropriate place to conduct this study.

Participants of the Study

The participants of this study were students of the English Education Department of UMY of academic year 2012. They were in same batch with the researcher. There were two reasons why she chose the batch.

Firstly, students of the EED of UMY of academic year 2012 had experience of the IELTS test twice when they took International Language Testing course. They revealed that the listening section in the IELTS test was very challenging and difficult. Indeed, only some students got high score.

Secondly, the students of academic year 2012 learned many courses for listening, namely Listening and Speaking for Daily Conversation, Listening and Speaking for Formal Setting, Listening and Speaking for Academic Purpose, and Listening and Speaking for Career Development. Moreover, in Teaching English as Foreign Language (TEFL) course, they also learned about listening more deeply. By enrolling in many listening courses, they actually applied strategies based on their experiences where it could help them to get high score. Those strategies may be implemented when they attempted IELTS listening test. Therefore, students of batch 2012 were valid as this research participant.

However, in qualitative research, it would be better if the researcher selects the participants who are able to describe central phenomena specifically. In line with Creswell's (2012) argument, in qualitative research the researcher chooses people or

sites that can assist the researcher to understand problems under study. Thus, the researcher chose participants who could give detail information to answer research questions of this study. There were two criteria in choosing participants, namely students who had low score and high score in attempting listening section of IELTS. The researcher believed that the students who had low score face many problems. Hence, they could explain briefly about their problems. Second, the students who had high score was chosen by the researcher because they were assumed to be able to give detail information about the strategies that they used.

In addition, there is no rule about number of participants in qualitative research. According to Cohen, Manion, and Morrison (2011), in the qualitative researches there are no clear rules on the number of participants and it is informed by fitness for purpose. In this study, the researcher chose six participants. They were two males and four females. The reason why the researcher chose six participants was because there were only three classes of batch 2012. The researcher chose two students who had low and high score for each class. The researcher enforced the study within a few individuals because the researcher wanted to explore and acquire in-depth information about participants' problems and strategies used in listening IELTS test. Therefore, there are six students that meet the qualification to be the participants in this study of the research.

Data Collection Method

In this study, the researcher used interview as data collecting method. According to Cohen et al. (2011), interview is a flexible tool for data collection,

enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard. Then, to get more detail information, in-depth interview was used by the researcher to investigate and collect the data from the participants. Newby (2010) made a strong argument that the in-depth interview, as its name suggest, is conducted to explore issues, personal biographies, and what is meaningful to, or valued by, participants, how they feel about particular issue, how they look particular issues, their attitudes, opinions and emotions. In-depth interview tends to be semi structure, to enable the course of respondents' responses to dictate the direction of the interview, though the researcher also has an interview schedule or guideline to keep an interview on track and may operate probes to enquire further into issues. In addition, Cohen et al. (2011) also gave explanation about characteristics of in-depth interview.

Some characteristics of in-depth interview are open-ended questions and semi structure format. Cohen et al.(2011) stated that in-depth interview uses semi-structured format. Semi-structured format reveals to the format of the interview in which the exact wording and sequence of the questions are determined. However, during the interview, the interviewer is allowed giving question to follow-up questions based on participants' responses. Hence, in-depth interview was chosen because it sustains to investigate and explore the problems and the strategies used by students to answer questions in listening section of the IELTS test. The researcher also used examples of listening test of IELTS to recall memory about question types of the test.

Technique of Data Collection

The technique of collecting data in this study was done in several stages. Based on Kvale's suggestions, the researcher should make a piloting test to ascertain participant understands in responses of the questions. The piloting test should be done before collecting the data. Besides, the researcher did piloting test to avoid leading question to the participants when she collected the data. The researcher chose one student of the same batch who has ever taken IELTS. She interviewed the participant by looking interview guideline and construct of interview. She interviewed the participant around fifteen minutes. The result of piloting showed that the researcher sometimes did leading questions unconsciously. It made the researcher more careful when she gained the data. In the interviewing process, all of the interviews were conducted in the Indonesian language. In that way, the participants delivered in the detail responses. All of the interview processes were done based on guideline of interview to ensure that the processes of the interview stayed on the right track. In reporting the interview result, the name of participants were hidden by using pseudonym technique. The participant was name as P1 for the first participant, P2 as the second participant, P3 as the third participant, P4 as the fourth participant, P5 as the fifth participant and P6 as the sixth participant. The length of each interview was around ten until twenty minutes. The researcher used the audio recorder and it had helped her to get the data accurately and helped her to transcribe the responses in detail.

Analysis of Data

The researcher conducted data analysis after transcribing the data from interviews. The main way to analyze qualitative data is coding (Gibbs, 2007). “Coding is the process of segmenting and labeling text from descriptions and broad themes in data” (Creswell, 2012, p. 243). The data of interviews were analyzed through three steps which are open coding, axial coding, and selective coding.

After the process of transcribing, the researcher did member checking. Member checking is primarily used in qualitative inquiry methodology and defined as a quality control process by which a researcher seeks to improve accuracy, credibility, external validity, and fittingness (Barbour, 2001). From member checking showed that there any information was not added by participants. After finishing member checking, the next following step was open coding. Open Coding was defined by Straus and Corbin (1990) as a way to simply a new label from a pieces of text to describe and categorize. After finishing of open coding, the researcher developed categories types, behaviors, classifications, and ordering those units of meaning. Those processes called axial coding (Cohen at al., 2011). Then, the researcher did selective coding. In this process, the researcher selected the results of the axial coding which were related to answer research questions and literature reviews. Selective coding has a function differential between productive and unproductive interview to answer research questions. The last, data was summarized and accumulated with the theory to be included in finding and discussion. In addition,

the researcher provided a summary and recommendation of the research. Therewithal, the researcher finished the processes of analyzing the data.