

Chapter Three

Methodology

This chapter discusses a method used to gather the data that will complete this research. This chapter includes the research design, research setting and participant, data collection method, and data analysis.

Research Design

The aim of this research is to explore teachers' view and experiences of dictation technique to teach listening at one of junior high schools in Yogyakarta. This research used qualitative method for gathering the data. Cresswell (2012) argued that qualitative is suitable for the researcher to employ when it identifies research participants' opinion, belief, or even perception. In this qualitative research, the researcher used a qualitative descriptive research design to describe the use of dictation technique in teaching listening. According to Sandelowski (2000), qualitative descriptive is especially yield to obtain straight and largely answers to questions relating to what are people's response (e.g., thoughts, feelings, attitudes) toward an event. Based on that definition, it is suitable for the researcher to use a qualitative descriptive research design since the aim of the research is to know teachers' views and experience of dictation in teaching listening.

Research Setting and Participant

Research Setting. This research was conducted at SMP Muhammadiyah 2 Yogyakarta. There are two reasons why SMP Muhammadiyah 2 Yogyakarta was

chosen as the research setting in this research. Firstly, English teacher at SMP Muhammadiyah 2 Yogyakarta implements the dictation method in teaching listening. Secondly, the English teachers there are cooperative and willing to share information and make the researcher easier to gather the data. Creswell (2012) stated that “in any given qualitative study, you may decide to study site (e.g., one college campus), several sites (three small liberal arts campuses), individual or groups (freshman students), or some combination” (p. 206). With those reasons, the setting of the research was selected. In addition, the research was conducted on May-June 2017.

The participants of the research. English teachers at SMP Muhammadiyah 2 Yogyakarta were chosen as participants in this study because the English teachers in that school use dictation method in teaching listening. Therefore the teachers have experiences of dictation in teaching listening to the students and were able to tell their views about the research topic. Creswell (2012) also stated that one of the characteristics of qualitative research is small sample size, in which there is no definite sample size. Based on that theory the researcher chose the small participants, because the researcher only selected two participant that can really understand about the situation that was undergone in this study. The reason why the researcher only selected two participants in this study was because the researcher has done an observation and met with one of English teachers there. She explained that actually there were four English teachers there, but only two teachers used dictation method in the listening class. Therefore, the researcher only selected two participants in this research.

Research Instrument

To collect the data in this research, the researcher used interview and observation to gather the data. The researcher used interview to explore the views and experiences of the participant toward dictation technique. Then, the interview followed by classroom observation for a validity check and to add the data.

Interview. Data collection technique that the researcher used in this research was interview. According to Kvale (1996) cited in Cohen, Manion, and Morrison (2011) “interview is regarded as an interchange of view between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, emphasizes the social of situatedness of research data” (p. 409). The reason of using interview was that the researcher wanted to get more insightful explanation from teachers about their views and experiences on the use of dictation method in teaching listening.

In this study, the type of interview that the researcher was used interview guide approach. According to Patton (1980) cited in Cohen et al (2011), interview guide approach as the type of interview, if the researcher wants to use it the interviewer has to list questions specifically. The interviewer asked questions to the participants randomly. In addition, in constructing the question of the interview, the researcher used open-ended items which means that interviewer asked follow-up questions so that she can go deeper in the interview. According to Guion, Diehl, & McDonald (2001), the characteristics of in-depth interview are the use of open-ended question format. They explain that open-ended question is kind of interview question in which it requires more than “yes” or ”no” answer

and it allows the participants to expound their answer. Then, the researcher prepared several things related to interview section. Those are pen, mobile phone as the recorder, question lists, and a piece of paper to take a note.

Observation. Another data collection technique was observation. In this case, the observation conducted by observing the technique that teachers use during teaching and learning. When the observation, several things related to observation section that the researcher prepared are also same as before (pen, mobile phone as the video recorder, and a piece of paper to take a note). The researcher observed all participant in English class, the classes were class VIII D and IX E, the participant were teachers who had an interview with the researcher before. In one week, two meetings were observed. Each observation lasted approximately 80 minutes, following the duration of a meeting. Furthermore, the observation was used to confirm and to add data that already obtained from the previous interviews.

Data Collection Method

Before conducting the interview, the researcher decides the purpose in this study. It was begun by outlining the theoretical basis of the study. Kvale (1996), sets seven stages of conducting an interview: thematizing, designing, interviewing, transcribing, verifying and reporting. Then, the purpose has been decided, the researcher designed about the interview schedule, and questions that was asked to the participants. In the interviewing process, Indonesian language was used to all the interviews, so the participants could expand their answers. In addition, all the interviews were audio-recorded because it helped the researcher

to get the accurate information and help the researcher to transcribe the responses more detail.

The interview conducted on May 9, 2017. In the interviewing process, all the interviews were conducted in Indonesia language. All the interviews were audio-recorded because it helped the researcher to get the accurate data and it would enable the researcher to transcribe the responses in detail. In addition, during the interview process, the interviewer posed some probing questions to explore the views and experiences of the participant. Thus, after doing the interview, the researcher did observation in the next day. The observation conducted on July 25, 2017 for the participant 2 and on July 27, 2017 for the participant 1. In the observation process, the researcher used mobile phone as the video recorder. Observation done during English teaching learning process. The observation was used to confirm and to add data that already obtained from the previous interviews. The researcher joined in the classroom that the participant teach, and observed how the teacher applied the technique during teaching listening, how the condition of the students, how the classroom situation, how the interaction between teacher and students. During the observation, the researcher recorded teaching and learning activities to make the researcher easier to report the data. Then, the researcher take a note all the things that she got from the observation. In the end of the class, the researcher confirmed it to the teacher.

Data Analysis

After the research data has been collected, the researcher analyzed the data. Firstly, the reasearcher transcribed the data. Cresswell (2012) argued that

“transcription is the process of converting audiotape recordings or field notes into text data” (p. 239). Secondly, after transcribing, the researcher did a member checking. The researcher showed the transcription of interview result to each of the participants to make sure that the data were valid and there was no manipulated data. There were statements which are not appropriate with the interviewees’ meaning, the researcher revised till it was approved by the interviewees. There are also statements which did not answer the question clearly, so the researcher asked again in the following day. Fourth, the researcher analyzed the data by coding them based on category. The last step, it was describing the data and making reporting.

Coding. According to Kerlinger as cited in Cohen, Manion and Morrison (2011) “coding has been defined as the translation of question responses and respondent information to specific categories for the purposes of analysis” (p. 599). There were several coding steps that was conducted by the researcher. The first step that the researcher did in coding was marking the statements by coloring them. The colored statement that the researcher thought answered the research questions namely dictation implementation and the challenges of implementing dictation. In this case, there were 7 different colours used to represent all the answers from the two participants who were involved in this research. The explanation of each colours will be described through the following table below:

Table 3.1

No	Color	Explanation
Dictation Implementation		
1	Green	One change dictation implementation
2	Pink	Peer dictation implementation
3	Grey	Completion dictation

Table 3.2

No	Color	Explanation
Challenges of Implementing Dictation		
1	Red	Managing students
2	Yellow	Difficult in spelling and pronouncing vocabulary for teacher
3	Blue	Difficult in writing vocabulary for students
4	Navy	Lack of vocabulary

After labelling the statements, the researcher was grouping all of the statements which had been colored into the table. Then, the researcher dissociate every statement which had same color into the same category in new table. The researcher translated all the statements into English after all statments were grouped. The last, after the researcher did coding, the researcher writes the findings and discussion.