

Chapter Three

Methodology

In this chapter, the researcher discusses about the methodology that the researcher used to conduct this research. The chapter explains the methodology into four main parts. The first part of the chapter discusses about the research design. In this part, the researcher explains the reason why the researcher chooses that method. Next part, the researcher describes the research setting and participant, where this research takes place and requirement of the participants of this research. Third, the researcher explains how data were collected and the instrument for collecting data in data collection method. The last is data analysis that talks about processing the data.

Research Design

This research attempts to explore students' strategies to improve listening ability. The researcher used qualitative methodology to conduct the research. It fits best to this study because this research aims to explore students' listening strategies in improving listening skill. Creswell (2012) suggested that qualitative research can ease the researcher to address and explore the problem in order to get deep information. Nassaji (2015) added that qualitative research can give a rich data, including participant behavior, thought, and perspective. This research employed descriptive qualitative as the research design. A descriptive qualitative enabled the researcher to give detailed information and understanding about the issue to be seen in the end of the study (Creswell, 2012; V. Lambert & C.

Lambert, 2012; Magilvy & Thomas, 2009; Nassaji, 2015). Thus, this research design provided explanation about students' strategies and elaborated their strategies toward issue on improvement in listening as a social phenomenon that happened in learning language circumstances. Those were the reasons why the researcher employed descriptive qualitative as this research design.

Research Setting

The research was conducted at one of the private universities in Yogyakarta at the English Language Education Department. The researcher conducted this research at the university because of three reasons. First, the university has many majors that learning English intensively, one of their majors is English Language major in Language department. In this major, almost the classes were conducted in English and several classes have listening activity. In addition, this department had classes focusing on listening activity. Second, the evidence happened in the university in English Language Department. Students in this English Language Department faced problems in listening. They are aware that listening is one of language learning skill that important to be improved besides reading, speaking, and writing.

Research Participant

The researcher chose participants from English department as participants of this research. The participants should fulfill the criteria before being a participant of this research. The requirements were students of English Language department, as the field of this research was about learning English language. The criteria

namely students who had high score, average score, and low score in Pre-test TOEFL listening as the researcher explored strategies from different perspective of different students' ability. The researcher used pre-test TOEFL for her criteria because the score is a valid measurement to indicate which person who has high score, average score, and low score. Over all, the highest score of the pre-test TOEFL score was in 680 points and the lowest was in 380 points. The researcher calculated the score and she got that high score was in scale 680 until 570, followed by the average score was in scale from 570 until 520, and the lower score was 520 until 380 in scale. Based on this score, it helped the researcher to choose participant. The researcher believed that for example a person who is successful in listening for academic such as listening during lecture or taking test, is able to do listening for daily life such as listening to music, watching movie, and having regular conversation. Hence, it helped the researcher to choose those participants in order to get nuance information about the strategies that they used. Students should be in batch 2014 because this batch was the oldest batch that had been learning English in this semester. Most of the students in this batch had been taking classes which were conducted in English, some of them were still learning in that department because of particular reasons.

There were six participants in this study. The participants were two students of each score level; high score, average score, and low score. The participants were three female students and three male students. The researcher chose six participants because the researcher wanted to enrich and gave nuance information about participants' strategies used in listening by providing two participants from

each level. Cohen, Manion, and Morrison (2011) stated that in qualitative research, researchers often pick the characteristics to be included in the sample based on their similarity and interest about particular fields. The number of participants has been stated by Creswell (2012) that the one of the characteristics in qualitative research is few size of sample and there is no certain sample size.

Data Collection Method

This study explored students' strategies in improving listening ability. This research employed in-depth and guided interview approach to collect data. Cohen, Manion, and Morrison (2011) explained that interview can be used to gather data through behavior, spoken and hearing. Furthermore, the participants could express their experience, feeling, knowledge and idea through interview. By using interview, the researcher was able to dig information about listening strategies of one student. There were several stages to collect data for this study through interview. The data gathered using interview guideline. Next, the researcher made a piloting test in order to avoid misleading response and unsure participants about questions the researcher gave. The result of piloting was the interview guideline was answering the research question. After piloting, the researcher asked one of the students who were fulfilling the criteria to be her participant by asking their permission to be interviewed for this research. The student agreed to be participant; she made an appointment to meet. The participants were asked their availability to be interviewed and recorded. The researcher recorded the interview instead of taking note because the researcher avoided missing important information. The interview took around ten until twenty minutes. The interviews

were conducted in 11 August 2018 until 15 August 2018. The researcher interviewed the participants by looking at the interview guideline. The interview was conducted using Indonesian language in order to ease the participants to express and describe what they thought confidently and comfortably. Also, Indonesian language is mother tongue of both the researcher and the participants. Next, the researcher used a recording application to record the interviews. After doing interview, the researcher reported the interview result. The researcher disguised the participants' identity in order to keep their privacies. Beside, the researcher used pseudonym technique to name the participant. The first participant named Krisan, the second named Mawar, the third was Anggrek, the fourth was Melati, the fifth was Kamboja, and the last was Gerranium.

Data Analysis

After conducting the interview, the researcher transcribed the data based on the recording from the interview. The researcher converted the recording into text data. In this step, the researcher had to transcribe carefully in order to avoid risks such as missing important information. After transcribing, the researcher asked the participants about validity of transcription through member checking. Member checking is used for the researcher to improve accuracy, credibility, external validity and reliability (Barbour, 2001). The researcher did member checking by showing the transcription to the participant. From the member checking, it showed that the participants approved all information in transcription. The obtained data was processed using coding for labeling and segmenting into theme (Creswell, 2012). The data were analyzed using three steps namely open

coding, axial coding, and selective coding. Data analyzes were using following steps; first step was open coding the data. According to Cohen, Manion, and Morrison (2011), open coding provides analysis through categorizing and characteristics of a category. In this step, the researcher broke down the information into piece of categories and picked the information to the appropriate category that is related to the research. The next step was axial coding. Strauss and Corbin explained that axial coding break down categories from open coding into small units from the whole text (as cited in Cohen, Manion, & Morrison, 2011). After doing open coding, the researcher developed categories from open coding into smaller unit of meaning. The third step was selecting the same between open coding and axial coding into bigger theme. This called selective coding (Cohen, Manion, and Morrison, 2011). In this step, the researcher chose the result on open coding and axial coding into one category of students' listening strategies that answered the research question. The last was reporting the data. After transcribing and coding process, the data was reported into sentences; the researcher elaborated the obtained data through report and explained the category in the findings using theories in discussion section of chapter four. Also, the researcher summed the findings and recommended in chapter five.