Chapter Three

Methodology

In this chapter, the researcher discusses the methodology that was used in this study. The first were about research design that used in this research. Second, the research setting was presented. Third, the researcher explained who the participants of the research are. Fourth, the researcher described the research instrument that used in this study. Fifth, the data collection method was explained by the researcher. And the last is about the data analysis method.

Research Design

The aims of this research were to investigate and to find about types of questions usethe pre-service teacher obstacles and solution in developing listening test. From this research, all aspects of language assessment and testing related to developing listening were revealed. The participants in this research were informed their experience when developing listening test. Based on the aim of this research, the researcher employed qualitative research design in this study to explain the pre-service teacher experience. Cohen, Manion, and Morrison (2011) argued that qualitative research design is the best design to discover and advance a detail understanding of a central phenomenon. To be precise, the researcher used qualitative description as a method of this research. Based on Sandelowski (2000), qualitative description is the method of choice when straight descriptions of phenomena are desire to know who, what, and where of several topic, events or perceptions. Most of the data result later described the perceptions of the

participants by words. The researcher also described an experience in the process of featuring certain aspect of it. Therefore, the researcher used qualitative research design and qualitative description for explained the participants' experience in developing listening test.

Research Setting

The research was conducted at English Education Department (EED) of Universitas Muhammadiyah Yogyakarta. The researcher conducted this study started from November 2016 until May 2017. There were several reasons why the researcher chooses EED of UMY became the setting for this study. First, EED of UMY was a department where the researcher was studying. Second, Language Assessment and Evaluation Course (KU242) became one of the subjects offered by the department, and it was suitable with the researcher's objectives. Last, a research on developing a test especially for developing listening test was not yet to be researched on this department. Thus, the researcher had basic knowledge from this department for conducted this research. Based on those statements, it also eased the researcher in time management when conducted and collected the data of the research.

Research Participants

The participants of this study were pre-service teachers at EED of UMY batch 2013. Besides, in this batch the pre-service teachers had been taken Language Assessment and Evaluation Course (KU242). There were class A, B, C, D and E on the EED of UMY batch 2013. Therefore, the researcher was only taken one pre-service teacher from each class of EED UMY batch 2013. So,

totally there were 5 participants on this research. From class A until C was 3 female and the other 2 was came from class D and E. Their contribution towards this research was because they already had an experience on teaching students on various levels. Moreover, they also finished the entire internship program which has 3 teaching experience starts from elementary until high school students. So it is easy for the researcher to get the deeper understanding about their experience and perception.

There were several reasons why the researcher chosen the five participants. The first, they were pre-service teachers from class A to E from EED of UMY batch 2013. It is because the researcher wanted to know more about the other pre-service teacher on the other classes. Then, they already had taken the Language Assessment and Evaluation courses in the academic year 2014-2015 in the fourth semester of their study. Third, the pre-service teachers were taught by the same lecturer on the same course. Next, the participants already had an experience on developing listening test. It is because the researcher wanted to know based on their experiences. Last, the pre-service teacher completed Language Assessment and Evaluation Course as their subject and got C for the minimum score required. Therefore the research were more updated and more deeply presented the pre-service teacher experiences on developing listening test. Those, considerations were helped the researcher gained the purposes of the research.

Instrument of The Research

When gained the data from each participant the researcher used in-depth interview. Based on Boyce and Neale (2006), in-depth interview is a qualitative

research method that engaged the participant in performing an intensive individual interview with a small number of participants to explore the perception in a program or situation. In addition, Allmark, Boote, Chambers, Clarke,Mcdonnell, Thompson, and Angela (2008), argued that in-depth interview is typically semi-structure with the interviewer has subject matter questions in which to focus on discussion. In-depth interview was the most appropriate method for this study, because the researcher wanted to identify the perception of the participants toward developing listening test. The participants were asked several questions related to their perceptions and opinion in developing listening test. Then, to get deeper understanding the researcher asked another follow up questions to the participants. Both participants and the researcher used *Bahasa* Indonesia during the interview process. The first reason why the researcher use *Bahasa* Indonesia in this process, because it was easy for both the researcher and participants to understand the topic. Second, it made the respondent feels comfortable, relaxed and inclined to speak. Then, the questions were answered orally to obtained detail information from the participants.

Data Collection Methods

There were several steps that the researcher did to collect the data. First, the researcher made an interview guideline based on the theories in order to obtain the deeper data from the participants. Second, the researcher made an appointment with the participants to recruit the research participants. The appointment was made by phone invitation, it is because it more accessible and easier for the researcher to get participants schedule for the interview. Third, the interview was

conducted around Universitas Muhammadiyah Yogyakarta. The interview was

used *Bahasa* as the language to reduce misunderstanding words between the

researcher and the participants. The interview was taken 11 – 15 minutes for each

participant. In order to get deeper information, the researcher was added some

follow-up questions to the participants. Last, the interview was recorded by the

audio recorder used researcher smartphone to make the researcher easier while

transcribed more detail information from the participants. In order to keep the

privacy of the participants, the name data of the participants were remained

pseudonym. Therefore, the researcher named them P1 as Anna, P2 as Moli, P3 as

Yuri, P4 as Agil, and P5 as Okim.

Data Analysis

After doing and getting the data from participants by interview, then the

researcher analyzed the data by transcribing as similar as possible with the data,

checking validity and the last was coding. Each of participant's utterance was

transferred into the words. So, it was important for the researcher who is

underdoing the qualitative research. Doing all the steps for data analysis in

qualitative was affect the result of the study at the end.

Transcribing. After recording, the researcher transcribed the data into

words. Based on Hesse-Biber (2010), transcription is a way to interpret and

explain the data. In this case the researcher delivered the data through listening the

interview section by mobile phone. The researcher also transcribed the result of an

interview in Bahasa Indonesia, based on the real opinion of the participants. There

were no changes between the participants statements during the interview and

after the researcher done the transcription. So the result of the data transcription was exactly the same with the interview.

Verifying. After transcription, the researcher verified the result of the transcription to the participants. This activity also called as member checking. As also indicated by Patton and Cochran (2002), member checking giving the transcription back to the participants and assessing how far the data reflect from their perspective during an interview. Verifying was also a method for the researcher to check the accuracy and get the data validity.

The researcher sends the result of the transcription by whatsapp and email. It is depends on the participants request whether they want to receive the result of data transcription by whatsapp or email. Then, trough this method it is more accessible and easy for both researcher and participants. Moreover, after get the data transcription, participants was tell the researcher that the transcription is exactly the same with what they have been said during the interview without any additional words or changes.

Coding. In qualitative research especially for qualitative description itself, the data was divided into small pieces of words. Based on Flick (2009), the major featured of qualitative data analysis was coding which represented the data, conceptualized and set back together in new ways. Moreover, coding was simply name or label that the researcher given to a piece of text that contained an idea or a piece of information Cohen et al. (2011). From coding, the researcher was also

classified similar data information, group, and tag the data depend on the richness

and contents of the data.

Open coding. First, the researcher applied open coding after transcription.

Open coding was used to categorize, translate and thematize the data. Cohen et al.

(2011) said that open coding can be presented on a line-by-line, phrase-by-phrase,

sentence-by-sentence, paragraph-by-paragraph or unit-by-unit transcript base. In

fact, the researcher was coding the data transcription line-by-line and sentence-by-

sentence. This is the example for line-by-line open coding that Moli said "Kalau

text to speech bisa pake *editing* itu. Apa namanya ee *audacity*. (P2.33) Nah

kebetulan di PBI ini kan kita diajarin jugakan pake *audacity* itukan. (P2.34) Nah

kita bisa atur, temponya, suaranya, e bisa kedengeran sama mereka enggak kayak

gitu?". Moreover, here is the example for sentence-by-sentence open coding that

Agil said "(P4.3) Keuntungannya *multiple choice* ya satu itu saya katain tadi,

mudah".

Axial coding. The next step after open coding was axial coding. In this

step, the researcher more specified towards a set of activity, idea and behavior

from the transcription. As also indicated by Cohen et al. (2011), axial coding is a

category label in new ways following the open coding. The researcher was also

categorized whether which one of the categories that is related to the purpose of

the study and appropriate with the interview protocol. The researcher given

symbols of colour for each categorize. Such as yellow for types of question used,

green for the obstacles, and cream for the strategies.

Selective coding. The last step was selective coding. Selective coding used to select the main statement of each participant that occurs in the transcription. The researcher will categorize the statement into sub-category. According to Cohen et al. (2011), said that selective coding is identifying the core categories of text data and integrating them into a form of words. Selective coding was the final process of data analysis in qualitative research. The researcher used the data from selective coding to be her results and findings.

On this step, the researcher breaking down the main categorized from three colours that has been mention on the axial coding. Then, the researchers also give symbols of colours for each sub-category. Such as blue for multiple choice questions types, orange for speaker speed of speech and another colour that has been report on the appendices. Then, the researcher translated the question responses and participant information from *Bahasa* Indonesia into English to specific categories for the purpose analysis. Afterward, the researcher summarized the transcription into the short words from the statement it was make the researcher easier to analyze.