

CHAPTER III

RESEARCH PROCEDURES

A. Research Method

This descriptive case study designed to investigate students' experiences to explore how they learn listening in the Listening Comprehension (LC). In the subsequent pages, the reader is reintroduced to the research questions as well as the data collection techniques and sources for answering the questions. The sections that follow immerse the reader in the data in order to fully address each of the research questions. Before each of these, though, the researcher describes understandings that he discovered about himself in the research process (Armfield, 2007). Descriptive case study helped to investigate this phenomenon. Thus, descriptive case study occupied in this study for investigating the students' self-experiences as a catalyst of students learning listening in Listening Comprehension (LC) as Indonesian students' particularly in Tasikmalaya, West Java, Indonesia.

B. Participants

The participants of this research were students from EFL students at Siliwangi University located in Tasikmalaya, West Java, Indonesia. The researcher chose them based on one of three aspects from each student (low-middle-higher). The researcher will investigate the student to identify

their experiences during learning listening comprehension in the classroom. In addition, the student with the average age of 18 to 19 years old. The students were multilingual (e.g Bahasa Indonesia, Betawi, Batak, Sudanese, and Javanese). The students has learned English since in elementary school. Before conducting the research, the researcher asked their willingnes to participate in this research. The researcher also informed the participants that any information on the investigation data will be kept intimate.

C. Research Procedure

In conducting the study, there are several steps were applied. First, the researcher obtained idea about students' perceptions on listening comprehension in one of University in Tasikmalaya. Then, the researcher choosed that topic for the thesis because listening comprehension are seldom to discussed in Indonesia. Moreover, the researcher used case study by semi-structured interviews to get the data. The researcher got the participants on English Department. The interviews recorded and conducted privately located at participant's university in two times. It used on *Bahasa Indonesia* in order to make the participant enjoyable in expressing or telling their perceptions toward their experienced on learning listening comprehension in listening classroom. Finally, the results of interviews were transcribed and analyzed by the researcher using thematic analysis (Braun & Clarke, 2006).

D. Data Collection

The data collected through semi-structured interview. Semi-structured interviewing, according to Bernard (1988), is best used when you won't get more than one chance to interview someone and when you will be sending several interviewers out into the field to collect data because questions can be prepared ahead of time. This allowed the interviewer to be prepared and appear competent during the interview. Semi-structured interviews also allowed informants the freedom to express their views in their own terms. The semi-structured interview by voice recording on handphone (Samsung J5 Prime 2016) used for obtaining more information about the students perceptions. Some open-ended questions were included in the interview in order to facilitate students to give their response.

E. Data Analysis

The data analysed after the researcher collect the interview to students using thematic analysis with data driven. As Braun and Clarke (2006) stated that Thematic analysis is acknowledged, yet widely-used qualitative analytic method (Boyatzis, 1998; Roulston, 2001). Thematic analysis also is a method for identifying, analyzing and reporting patterns (themes) within data (Braun & Clarke, 2006). The following phases, namely:

1) Familiarizing the data

In this phase, the researcher transcribed the result of interview in the form of audio. Then, the researcher read and reread the transcription in order to be familiar with it.

2) Generating initial codes

It is started by coding the transcriptions through highlight with the different colours. On this step, the researcher used seven different colours.

3) Searching for themes

Having the text highlighted with several colours, the researcher analysed the data using table list and find out the themes.

4) Reviewing themes

The researcher reviews the themes that seemed in the data. Then, the researcher make the data more specifically.

5) Defining and Naming the themes

On this phase, the themes used to be interpreted and giving name for each theme.

6) Producing the report.

The researcher sets of fully completed themes, and finish the report.

However, an absence of clear and concise guidelines around thematic analysis means that the anything goes" critique of qualitative research (Antaki, Billig, Edwards, & Potter, 2002) may well apply in some

