CHAPTER III

METHODOLOGY

This chapter highlights the procedures during conducting this research which compiles: the design of the study; setting and participants; procedures; method of data collection and analysis; and research schedule.

A. Research Design

The research design used in this present study was descriptive case study. Whereas, it aims to describe an invention or phenomenon and the real-life contex in which it occurred (Yin, 2013). In teaching learning context, case study materials may be deliberately altered to demonstrate a particular point more effectively (e.g., Stein, 1952). In this case, the researcher conducted the research at high school, and the researcher saw the phenomenon in which listening skill is rarely taught, even being neglected. Thus, the researcher chose descriptive case study as research design.

B. Setting and Participants

This research have been conducted in a high school, located in West Java, Indonesia because of two considerations: (1) the researcher found lack of teaching listening skill in English classroom and (2) the location of the place is not too far from the researcher's lodge, hence that makes the researcher easier to trek. The research required four months to be executed. It employed two persons for being participants of this study.

There are two participants which would be conducted in this research. First, teacher 1 who has the background knowledge concerned in English Education. Second, teacher 2 is a teacher who taught English classes at high school in which the researcher obtains the data.

On the other hand, they are teachers between the ages of 41 and 58 graduated from English education department. Each of them has different background on teaching experiences. For instance, teacher 1 was born in Tasikmalaya, West Java, Indonesia. She is proficient in *Sundanese* language in which the first language that he obtained (L1), Indonesian language (L2), and English language (L3) as well. Besides, teacher 2 was born in Tasikmalaya, West Java, Indonesia. In daily routines, he usually speaks *sundanese* language as communication to others. Likewise, Indonesian as the second language he used, also English language mastered by him. They are in the same field who are teaching English. Before this fieldwork was conducted, the author arranged a meeting with participants.

C. Data Collection

The empirical data have been collected using one instrument. There were several considerations of applying semi-structured interview in this study. First, the semi-structured interview guide provides a clear set of instructions for interviewers and can provide reliable, comparable qualitative data (Cohen & Crabtree, 2006). Secondly, semi-structured interview organized around a set of predetermined questions (Whiting, 2008).

Eventually, it allows the interviewer to be prepared and appear competent during the interview (Cohen & Crabtree, 2006).

In this interview, the researcher know what challenges faced by the teachers in which to be investigated, and he has been allowed to develop the questions needed. The researcher requested permission to each participant to create clarity regarding to the research without compulsion from all aspects. The interview data was sound record using the digital voice recording (Samsung A8) to generate more contextual data, to gather richer data, and to do careful micro-interaction and thematic analyses. Dufon (2002) claims that voice recording provides us with great linguistic information than does field note taking, and for ideally it allows us to record every word. Then, it was listened, shaped, communicated with an interpretive intent, reconstructed and built for the credibility (Widodo, 2013).

D. **Procedure**

In conducting this research, these steps are applied as follows: First, the researcher visited school to meet the participants to gain initial observation on how they were teaching listening and what were the challenges of teaching listening which they experienced. After having initial depictions of their challenges on teaching listening, they were offered to participate in this study as the participants. They voluntarily assigned the consent and release form to be the participants of this research which compiles the research overview, their roles and responsibility, including the

date and place for conducting interviews. Then, the interviews were recorded and conducted separately and privately.

E. **Data Analysis**

The data from the interview was transcribed and reviewed. Then, the whole data have been analyzed using Braun and Clarke's (2006) thematic analysis. Since, it aims to classify meanings based on themes; it is an analytical tool for identifying, analyzing, and reporting patterns (themes) within data (Braun & Clarke 2006). There are 6 phases of thematic analysis.

1. Phase 1: Familiarising with the data

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

3. Phase 2: Generating initial codes

4. It is started by coding the transcriptions through highlight in different colours.

Coding the Data

F	How did you teach the students in listening class? (It can be in the classroom or lab).	
M	First, I showed the materials formerly through LCD projector. Then they were guessing first like… What are the appropriate words for the lyrics? Or I put some words related to the materials on it. Before that, in listening session, we made a deal of how many times I should play it (the listening audio), then we decided to listen it three times	Teaching listening materials
F	Do you have any problems or challenges related to the instructional media, or teaching materials in teaching listening?	
M	In my point of view, the quality of our media is not good. We used a tiny speaker like what you have in your lodge which is just not enough if I were teaching in the classroom. For the material is kind of difficult, we as a teacher were not creative enough to find the suitable ones (for teaching listening).	Availability of the instructional media
F	Do you find any troubles related to the book which provided by government for teaching learning English?	
M	Yes, it's because sometimes even the book publisher, they rarely provide the book which complete with listening session in it. So it's quite difficult. And if to make it, sometimes difficult to find the speaker.	Difficulty of listening materials

Figure F.1 *Coding the data*

5. Phase 3: Searching for the themes

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

Finding the Potential Themes

No.	Potential themes	Codes
1.	Methods of Teaching Listening	· Teaching materials · Teaching methods
2.	Defiance of Teaching Listening	· Teachers' challenges of teaching listening

Figure F.2 *Finding the Potential Themes*

7. Phase 4: Reviewing potential themes

   The researcher reviews the theme that appeared in the data, then make the data more specifically.

8. Phase 5: Defining and naming themes

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

9. Phase 6: Producing the report

10. The researcher sets of fully worked-out themes, and involves the final analysis and write-up of the report. The interpretation of the data has done in this phase.

F. Research Schedule

No	Activities	Oct. 2018 - Apr. 2019	Mei.- Oct. 2019
1.	Writing proposal	███████	
2.	Writing chapter IV		███████
3.	Collecting data	███████	
4.	Analysing data		███████
5.	Writing research report		███████
6.	Final Thesis Examination		███████

Table G. *Research Schedule*