

CHAPTER III

METHOD AND PROCEDURE

This chapter presents: (1) research design, (2) operational definitions, (3) participants of the study, (4) data collection, (5) data analysis, and (6) establishment of trustworthiness.

3.1. Research Design

I conducted this study by using qualitative method with a case study design. Creswell (2012) defines a qualitative research is a research design which is needed in exploring and understanding a central phenomenon. Case study is one of method that analyzes the data about an issue that happen in one place. According to Creswell (2012) case study is a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. In this study, I identified the causes of listening comprehension anxiety undergraduate EFL learners at Muhammadiyah University Palembang by using observatio, interview and documentation. The first way I was used observation, second way I was used interview and Last way was documentation. In observation, I used checklist observation to gain the data. Then, in interview I recorded during interviewing, next I made transcribe, then categorize, last coded it to get the result. Last, I was confirmed the data gained from observation and interview that I got.

3.2. Operational Definitions

To avoid misinterpretation in this research, I defined some terms that support the readers to understand this research.

Listening comprehension is interactive process in which listeners are involved in a dynamic construction of meaning. Listeners must understand the oral input from sound discrimination, prior knowledge of vocabulary, grammatical structures, stress and intonation, as well as other use linguistics, paralinguistic, or even non- linguistic clues in contextual utterance.

Anxiety is students' negative feelings such as uneasiness, frustration, self-doubt, apprehension and tension.

While, *EFL learners* refers to the undergraduate learners whose major is English Education Study Program at Muhammadiyah University Palembang

3.3. Participants of Study

This study was conducted in English department of Muhammadiyah University Palembang. To determine the participants of study, in this study I used purposeful sampling. According to Creswell (2013) purposeful sampling means that the researcher selects sample by self for study. Convenience case strategy was used in this study. By using convenience case strategy the researcher can choose the participants who are easily accessible to the researcher to collect information about the data (Creswell, 2007, p. 126). In this study, second semester students teacher of English Education Study Program is easily accessible for me to collect the data. I choose them because, they learn selective listening. Furthermore, based on statement of Horwitz, Horwitz and Cope (1986) anxious students are common

in foreign language classrooms at least in beginning classes on the university level. In this study, I took one class of second semester students which is easily accessible for me to collect information about the data. In the short, I chose PBI I of second semester year 2018/2019 with 42 students to be observed because they still learn selective listening and anxiety related in beginner level. Furthermore, there were only 9 students to be interviewed in this study because they were participants who easily accessible to the researcher to collect information about the data in this study.

3.4. Data Collection

This study used three instruments to collect the data such as documentation, observation and interview.

3.4.1 Observation

In this study, I used checklist observation. Based on BBC (2008), checklist observation is a technique where observer uses a list of thing when observing a class. I used the checklist questionnaire because based on Infans & Toddler (2014) checklist questionnaire was quick and easy to use. Similarly, North Carolina State (1999) states that checklist questionnaire can be used to monitor student's behavior and progress. The list of checklist observation was adapted by Kim (2000) questionnaire. It was a yes or no scale.

The observation was done in order to see the possible factor that caused participant's anxious in listening process. It could be completed until the data that I need was complete and the note would be taken during the listening class.

3.4.2. Interview

This study used semi-structured interview in order to gain additional information. I used semi-structured interview to get the information more deeply from the interviewee. In addition, according to Creswell (2008), there are four types of interview such as, one-on-one interview, focus group interview, telephone interview, and electronic Email interview. In this research, I used one-on-one interview type and the participant was free to choose the language that was used (English or Indonesian). One-on-one interview is the way the interviewer getting the data by asking one interviewee at a time (Creswell, 2008). Voice record was used to record the interview. There were ten questions and the interview was end after the interviewee finished answers the questions.

3.4.3 Documentation

In this study, I took documentation of students' listening score form the lecturer. The listening score was obtained from the daily test that was done by the lecturer to measure students' listening comprehension. I used the documentation because it was in coherence with their syllabus in listening class. The purpose was to confirm the data gained from the result of observation and interview.

3.5. Data Analysis

3.5.1. Analyzing of the Causes Listening Comprehension Anxiety

In analyzing the qualitative data, I used observation, and semi- structured interview. Thematic analysis was used in this study. Thematic analysis is a qualitative analysis that used to analyze classifications and present themes that

relate to the data (Alhojailan, 2012, p.10). Based on Braun and Clarke (2006) there were six steps of thematic analysis. First is familiarizing yourself with the data. In this step, I read all of my data carefully to make myself familiar with it. Second is making codes. In this step, I made some code based on the data gained from observation and interview. Third is searching themes. In this step, I tried to look for themes that appropriate with my code. Fourth is reviewing theme. In this step, I reviewed again the theme that I was gotten before. Fifth is defining and naming the themes. In this theme, I redefined and renamed the theme that I thought that was not really appropriate. Sixth is producing the report. In this step, I made the descriptive report or interpretation from the themes and codes

3.6. Trustworthiness

In this study, I used triangulation to validate the accuracy of our research finding gained from qualitative data collection. Triangulation is corroborated evidence process by different individuals (Creswell, 2012). Then, there are six steps of techniques such as, investigator triangulation, combined level triangulation, methodological triangulation, theoretical triangulation, time triangulation, and space triangulation (Cohen, Manion & Morrison, 2007, p.141). In this study I used methodological triangulation technique. Methodological triangulation is a technique that uses different method on the same object study (Cohen, Manion & Morrison, 2007, p.142). In the short, the data from observation was confirmed by interview data. Finally, those data was combined to corroborate each other.