

CHAPTER III

METHOD AND PROCEDURE

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

3.1 Research Design

In this study, a qualitative with case study method was used as a research design. Creswell (2012) defines that a case study is a problem to be studied, which will reveal an in depth understanding of a case or bounded system, which involves understanding an event, activity, process, or one or more individuals. The aim of this study was to find the problems in listening comprehension by using case study method. Thus, this study was observed in one semester to get a depth information and to identify directly students' problems under investigation from the third semester students of English Education Study Program of UIN Raden Fatah Palembang when they are listening to English.

3.2 Operational Definitions

There were two terms in the study which were defined in order to avoid the possibility of misinterpretation. First, *listening comprehension* refers to the ability of EFL students of Islamic State University of Raden Fatah Palembang to identify, understand and construct the meaning of what speakers are saying in comprehending the listening materials. This process involved understanding of a speaker's accent or pronunciation, grammar, vocabulary, stress, intonation and the meaning of speaker's speech. Second, *listening problems* are defined as

difficulties that were found by the students of Islamic State University of Raden Fatah Palembang in learning listening skill whether the problems were encountered from internal factors or external factors.

3.3 The Research Site and Participants

English education study program of Islamic State University of Raden Fatah Palembang was the site of the study. The main subject of this study was undergraduate EFL students of Islamic State University of Raden Fatah Palembang by focusing on the students who had taken listening subject. The participants were chosen by using purposive sampling method. According to Etikan, Musa and Alkassim (2016), the purposive sampling technique is also called by judgment sampling. The purpose of the study was to find students' listening comprehension problems.

In this study, listening comprehension problems had found. Since many students were poor in listening course because they were unable to comprehend natural spoken English and they did not understand the spoken content of the lessons (Hamouda, 2013). Somehow, in order to know the students' listening comprehension problems, the third semester students were chosen as the participants. Among four classes of the third semester students of English education study program at UIN Raden Fatah Palembang, one of the classes was chosen as the participants to observe their listening comprehension problems. There were some reasons why the third semester students especially one class who had been chosen as the participants.

Based on my informal interview, this class did not have learnt much about listening skill, they did not learn much knowledge of the strategy in listening comprehension and they were studying the subject for this semester. The reason why only one class was chosen as the participant was due to the availability of the students and the lecturer who had time to observe. According to Fraenkel, Wallen and Hyun (2012) explain that in purposive sampling, researchers use personal judgement, based on their previous knowledge of population and the specific purpose to select a sample. Besides that, this class had a small number of the students than others. Creswell (2014) supports that qualitative research does not necessarily have a large number of participants. Thus, the third semester students, especially for one class, had 26 students who became the participants of the study in order to make it easier to find and analyze the data.

3.4 Data Collection

In collecting the data, I did an observation in the classroom by using observation checklist as the first instrument and took some notes during the observation activity. And for the second instrument, I used interview to answer the research problems in listening comprehension from the students and to know some suggestions from the lectures by answering interview questions. The detail was explained below.

3.4.1 Observation

The observation was conducted in the third semester students of English education study program at Islamic State University of Raden Fatah Palembang. The purpose was to see the student's activities and to collect the data of students'

listening comprehension problems in the classroom. The observation was conducted to know students' behavior in comprehending listening material. The observation was done in English listening classroom to assess the situation and condition of listening activities of each meeting by using observation checklist which consisted of 33 items of students' difficulties in order to know the information about student's listening comprehension problems and take some notes to add some informations.

In this process, the third semester students were observed to find out their listening comprehension problems. In the third semester, there were four classes who were taking listening subject. Among those classes, I only chose one class as the participants of this study. The reason was that due to the availability of the students and the lecturer who have time to be observed. And also, this class had small number of the students than others.

3.4.2 Interview

The interview was used as an instrument to find out students' problems in listening comprehension which has 14 questions and to know the solutions from the lecturer to overcome students' problems which has 8 questions in the interview. It was also supported by Creswell (2012) who states that the qualitative interview is conducted in order to obtain in-depth information. The interview was run in a semi-formal situation and the condition was as usual as possible to made the students comfortable. The interview questions for the students and the lectures were adapted from open ended questionnaire in Hamouda (2013) about factors that influence listening comprehension. The questions were asked at the end of the

process in collecting data to elicit extra information from the students about participants' listening comprehension problems they had during English listening activity.

3.5 Data Analysis

In analyzing the qualitative data, I used observation and semi-structure interview. Thematic analysis was used in this study. Thematic analysis is a qualitative analysis that used to analyze classifications and present themes that relateto the data (Alhojailan, 2012, p.10). According to Braun and Clarke (2006), there were six steps of thematic analysis, they are familiarising yourself with the data, making codes, searching themes, reviewing theme, defining and naming the themes and producing the report.

3.5.1 Analyzing students' listening comprehension problems

In analyzing students listening comprehension problems, the data was obtained through observation checklist and interview from the third semester students. First, I tried to read all of my data carefully to make my self familiar with students' listening comprehension problems. Second, I made some codes based on the data gained from observation and interview. Third, I tried to looking for theme that appropriate with my code. Fourth, I reviewed again the theme that I was gotten before. Fifth, I redefined and renamed the theme that I thought that was not really appropriate. Sixth, I made the descriptive report or interpretation from the themes and codes.

3.5.2 Analyzing suggestions from the lecturer to solve students' listening comprehension problems

In analyzing some suggestions to solve students' listening comprehension problems, the data was obtained through interview. First, I tried to read all of my data carefully to make myself familiar with lecturer's suggestions. Second, I made some codes based on the data gained from observation and interview. Third, I tried to look for the theme that appropriate with my code. Fourth, I reviewed again the theme that I was gotten before. Fifth, I redefined and renamed the theme that I thought that was not really appropriate. Sixth, I made the descriptive report or interpretation from the themes and codes.

3.6 Establishment of Trustworthiness

In this study, I used triangulation to enhance the accuracy of the study. Creswell (2012) explains that triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes. Moreover, triangulation is also defined as comparing different kind of data (e.g. qualitative and quantitative) and different method (e.g. observation and interview) to see whether they corroborate one another (Burn, 1999). Therefore, in this study I used triangulation method to compare the data from one source with another. If themes were established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study.