

## **CHAPTER III**

### **METHOD AND PROCEDURES**

#### **3.1 Research Design**

This study was based on a qualitative method which included interview to the English teacher at MAN 1 Palembang. According to Fraenkel, Wallen, & Hyun (2012), qualitative research refers to research studies that investigate the quality of relationships, activities, situations, or materials. This study was included in a case study method; a strategy of inquiry in which I explore in depth a program, event, activity, process, or one or more individuals (Creswell, 2012). Therefore, the purpose of this study was to find out the specific information about teacher's difficulties in teaching listening at MAN 1 Palembang.

#### **3.2 Operational Definition**

##### **Teacher's Difficulties**

The teacher's difficulties were teacher's problems or challenges in teaching listening comprehension at MAN 1 Palembang.

##### **Listening Comprehension**

Listening comprehension was an interactive process as listeners receiving and responding to what they hear with what they had already known to comprehend the incoming input.

### **3.3 Participant of the Study**

The participant of this study was taken from one of the four English teachers at MAN 1 Palembang by using criterion sampling strategy. Miles and Huberman (1994) as cited in Cohen, Manion, & Morrison (2007) conveys that criterion sampling is all those who meet some stated criteria for membership of the group or class under study.

This study analyzed teacher's difficulties in teaching listening comprehension toward the first grade students of MAN 1 Palembang. I chose the participants based on several characteristics, such as; had a good credibility, knowledgeable, experience in teaching English, and still active in teaching English. Creswell and Plano (2011) suggested that the participants will be identified and selected based on knowledgeable about and experienced with a phenomenon of interest. Knowledge and Experiences from the participants were needed to obtain information in detail and elaborate the research problem. In relation to this, there were four English teachers at MAN 1 Palembang who had experience in teaching English between 5 to 23 years. However, there was one English teacher who had more than 20 years' experience in teaching English. Therefore, I chose the English teacher who had more than 20 years' experience in teaching English to be the participant of this study. The teacher taught students at the first grade of MAN 1 Palembang.

### **3.4 Data Collection**

In this study, the interview was used to get the data about the teacher's difficulties in teaching listening comprehension at MAN 1 Palembang. According to Creswell (2012), a qualitative interview is a process of asking one or more participants general, open-ended questions and recording their answers. The interview questions were given to one of English teacher at MAN 1 Palembang.

In interview process, some steps were done; firstly, I prepared the instrument of interview. In this research, interview protocol were used as an instrument in interviewing the English teacher. Furthermore, I recorded the interview section as the data in this study. Camera was used as tool of interview to record all conversations between the English teacher at MAN 1 Palembang and me whose aimed to know the difficulties faced in teaching listening comprehension and get information that related to the study. Next, I coded the data to develop themes and generate a description from each themes. Last, the data were interpreted and reported narratively.

### **3.5 Data Analysis**

In analyzing the data, I used thematic analysis. Braun and Clark (2006) stated that thematic analysis is used to identify, analyse, and report themes within data. Braun and Clark (2006) mentioned that there are six steps commonly used in analyzing qualitative data, as follows; (1) the researcher have to be familiar with entire body of data (2) generate codes, (3) search for themes (4) review themes (5) define and name themes, and (6) produce the report.

First one, I read the data carefully to make my self familiar with it. Secondly, I made codes based on the data obtained from interview. Thirdly, I determined themes that appropriate with the codes. Fourth, I reviewed again the themes that I obtained. Moreover, I defined and named themes which the aim was to identify the essence of each theme. The last, I produced the report by making descriptive report and interpretation from themes and codes.

### **3.5.1 Analysis of the teacher's difficulties in teaching listening comprehension**

Process of analyzing all the data were focused on the research problem which was to find out and elaborate the teacher's difficulties in teaching listening comprehension at MAN 1 Palembang.

Analyzing the interview were used to describe the difficulties of teaching listening comprehension based on the experience of the English teacher so far and some main indicators (learners, linguistic aspects, classroom management, facilities, and so on) that needed to drill deeper by interviewing the interviewee. The interview questions were constructed based on two important factors leading to a general problems of listening as a difficult skill to be taught proposed by Hwaider (2017) and Alrawashdeh & Al-zayed (2017). There were two parts of interview question, as follows; general and specific questions. First part was general questions that ask about the experience of the teacher of English. Second part was specific questions analyzed by asking the difficulties of some main indicators mentioned above. Next, I made transcript of the interview data, and

start analyzing by coding from each theme. Coding themes provided description to be represented in detail and narratively. The last process was reporting the results and making summary of the findings.

### **3.6 Establishment of Trustworthiness**

In the process of data collection and analysis, the accuracy of findings and interpretation were assured. There were three primary strategies used to validate qualitative accounts typically used by qualitative researchers: triangulation, member checking, and auditing (Creswell, 2012). In this study, to enhance the ability to assess the accuracy of findings as well as convince readers of that accuracy, I used strategy proposed by (Creswell, 2007), member-checking. The use of member-checking was to increase credibility of research findings and explanations which stated by Lincoln and Guba cited in Creswell (2007) as “the most critical technique for establishing credibility”. In member checking, I delivered the transcript and also data interpretation to the participants to verify the data accuracy.