

CHAPTER III

METHOD AND PROCEDURE

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

3.1 Research Design

The type of this research was qualitative design in the form of case study. Creswell (2012) stated that a case study is a study which aims to conduct an investigation for deep understanding about a phenomenon by involving understanding a phenomenon, activity, process, or individuals. According to Baxtar and Jack (2010), the presence of qualitative research in case study is to succeed an investigation about phenomena to get clear information. Additionally, Creswell (2012) stated that we will see different main objectives at each stage of the research process in qualitative research: investigating a problem and increasing a complete understanding of a phenomenal center. In summary, a qualitative research in the form of a case study design was used in this study.

3.2 Operational Definition

The title of this study is Teaching Listening: An Investigation of Teachers' Problems in EFL Classroom at SMA Bina Nusa Betung. In order to avoid misunderstanding about the terms in this research, the followings are short explanation about the terms used in this investigation.

Teaching Listening is a process of transferring the knowledge of how to understand voices heard through ears and processed in brain to the students at SMA Bina Nusa Betung so that they can have a good ability to understand the meaning or information heard through sounds conveyed by people in oral English.

Teacher's Problems are prohibitions which interrupt the acceleration of teaching English listening skills process to students at SMA Bina Nusa Betung such as pronunciation, vocabulary, grammar, and so on so which enable students to be difficult to understand what is taught by their teacher about how to understand the meaning or information through sounds heard in English.

EFL Classroom refers to an effective program of educational enforcement to learn English provided at SMA Bina Nusa Betung which enables to run the process of English teaching and learning activity to students such as transferring the knowledge of how to understand the information or meaning through conveyed sounds in English to the students at SMA Bina Nusa Betung so that the students can have a good ability to understand what people say in English.

3.3 Participants of Study

The participant of this research was selected from one of the English teachers at SMA Bina Nusa Betung based on criteria formulated by the researcher in this study with a purposeful sampling technique. Cresswell (2012) stated that an investigator can choose the sites and participants to uncover much deep information about a major problem in research. Additionally, Palinkas et al. (2013) stated that a purposeful sampling is commonly applied in qualitative research in order to see a phenomenon and discover a lot of information related to

a phenomenon investigated itself. Therefore, a purposeful sampling technique was applied to choose individuals as participants in this investigation.

In line with the participants in this research, there were four English teachers at SMA Bina Nusa Betung by criterion sampling technique namely the English teacher of class XII because other English teachers were new teachers at SMA Bina Nusa Betung. Therefore, the researcher in this case selected the English teacher of class XII as the participant based on the categories need, such as (1) the certified teacher (2) the teacher who taught listening more than four years (3) the availability of teaching listening problems. So, one of the teachers at SMA Bina Nusa Betung was selected as the participant in this study through criterion sampling technique based on the categories formulated by the researcher to find out the research problem in this research.

3.4 Data Collection

In order to collect the data, teacher's interview utilized as the instrument in this research was

3.4.1 Teacher's Interview

Teacher's interview as instrument was used in this study for the data collection. O'Keefe et al. (2015) claimed that an interview in a conversation between an interviewer and an interviewee can be used to explore issue because it provides speaking opportunity freely to ask and answer about the discussed problems. Then, Ryan et al. (2016) stated that interviews are flexible and beneficial to use in qualitative research for data collection about what the participants have experienced, believed, and done. Essentially, teacher's interview in this research was used to collect the data to find out the teacher's problems in teaching listening in EFL classroom at SMA Bina Nusa Betung.

In accordance with it, face to face interview was utilized with a qualified participant based on the criteria. Albalushi (2016) indicated that semi-structured interview is considered as a useful tool to get the data about participants' perception deeply and make their experience and life story depends on the reality. Furthermore, the participant was interviewed with the items related to the teacher's problems in teaching listening in EFL classroom at SMA Bina Nusa Betung. Therefore, the teacher's interviews in the form of face-to-face interview were conducted to find the answer of research question in this study.

3.5 Data Analysis

In the data analysis, the researcher applied a thematic analysis through following the six steps of data analysis recommended by Creswell (2014). Firstly, the researcher will collect the complete data from the teachers' interview (e.g., transcriptions). The researcher filed the data into computer and filed folder after putting the data into transcription. Secondly, the researcher began to code the data by reading and comprehending all the transcriptions and coding the data to determine the answers of the research question of this study. Lastly, the researcher made an interpretation as the final conclusion about this research.

In analyzing the teacher's problems in teaching listening in EFL classroom, the researcher analyzed the data obtained from the interview by using a theme code lists about the teacher's interview about the teacher's teaching listening problems in EFL classroom. Then, the recorded data from the interview were provided after conducting the interview with the participant. Then, the researcher transformed the recorded data of the teacher's interview into transcripts. Afterwards, the researcher made a final explanation about the result of the

interviews in relation to the teacher's teaching listening problems in EFL classroom

3.6 Trustworthiness

In this study, the researcher used a member checking technique to enhance the data validity. Member checking is a process to assure the data obtained by asking back the selected participants of the study to check the data accuracy (Creswell, 2012, p.259). Bert et al. (2016) stated that it is promoted to use a member checking in order to increase the accuracy of data collected from participants in research trustworthiness. Then, Cohen et al (2007) asserted member checking technique can be used to check data collected in a study which enables participants to give supplementary related information about the collected data. Therefore, the researcher applied the member checking method as an information source in this study. If the theme established was based on the converging several sources of data or perspectives from participants, this process was called as checking the validity of this study. In line with this study, the participants and validators were asked to validate the data collected after member checking process.