

CHAPTER III

RESEARCH METEDODOLOGY

In this chapter the researcher describes the research method. It consists of research design, subject and setting the study, data and data sources, instrument of data collection, data collection and data analysis.

3.1 Research Design

This item presents what design used in conducting the research. In this study, the researcher used a survey research. According to Creswell (2012:376), survey research a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. The type of this research was cross-sectional survey. Creswell (2012:377) states that : “ A cross-sectional study can examine current attitudes, beliefs, opinions, or practices. Attitudes, beliefs, and opinions are ways in which individuals think about issues, whereas practices are their actual behaviors”.

In this study, the researcher discribed listening problems based on students opinions in learned listening. This study focused on the students listening problems of eleventh grade at SMA Negeri 2 Batu. The researcher applied Cross-Sectional Survey by using Descriptive Survey method because Descriptive Survey study was considered as a suitable design to explore and describe the kinds of the listening problems that faced by students viewed from the internal and external factors of eleventh grade students of SMA Negeri 2 Batu.

3.2 Population and Sample

Survey research typically selects and studies a sample from a population and generalize results from the sample to the population. According to Creswell (2012:381) define three terms namely: the population, the target population or sampling frame, and the sample. At the broadest level is the population, in which a group of individuals possesses one characteristic that distinguishes them from other groups. At a more specific level, researchers do not always study an entire population, either because they cannot identify the individuals or because they cannot obtain lists of names. In practical, operational terms, researchers study a target population (sometimes called the sampling frame). This is the list or record of individuals in a population that a researcher can actually obtain. From the target population, researcher choosed a sample. At the most specific level, researchers selected a sample from the target population and these individuals are the people studied.

3.2.1 Population of The Study

Creswell (2012:381) states, population is the group of individuals having one characteristic that distinguishes them from other groups. The population of this study was 150 (one hundred and fifty) students of eleven grade *English-perminatan* class at SMA Negeri 2 Batu consisted of 5 classes taught with 3 different teachers. *English-perminatan* 1 and 2 class has been taught by same teacher Ms.Aminah, *English-perminatan* 3 and 4 class has been taught by Mr.Budi. and *English-perminatan* 5 class has been taught by Ms. Inawati. Each class consists of 30 students and each class has different criteria because those classes consist of students from social and science class. The characteristics of those students came

from different class with an interested in english, then placed into English class of perminatan. Meanwhile their interest in English, but its different from what researcher's point of view. While conducting research, the researcher assumed that academically they are able to learn English, but when the lesson had taught, the result are contrary for their own interest because it is shut by their own personal intrest in listening.

Related to the population of this study that consisted of 5 classes, researcher decided took the target for the population into 2 classes consisted of *the English - perminatan 1* and 2 class because, from the characteristics of students who were taught by the same teacher, and the other classes was taught by different teacher. Therefore, the researchers made the English class perminatan 1 and 2 as the target population in this study.

3.2.2 Sample of The Study

According to Creswell (2012:381), sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population. In this study, samples taken from the population used a purposive sampling. Purposive sampling is a technique of taking data with certain considerations (Sugiyono, 2012:218). The criteria are 2 classes was taught by the same teacher and the teacher who teaches this class is the researcher advicer when conducted the PPL-program in this school. Sample of this research was 30 students of eleventh grade, *English perminatan-2* class.

The researcher chose this class as the sample, because it's based on various technical reasons that researcher faced such as lack of time in the selecting of the class. Because, when researcher do the research, only this class had the time that allowed to do the research. The teachers and researcher had made contact before and only this class could possible as sample of the research. Then, the researcher wanted to interview the teacher as supporting argument for the research but constrained by time was limited, and the teacher was very busy with her own task as one of the organizing committee of simulation of national exam which will be held in few months.

Furtermore, the vice-principal informed that on 27th November, the eleventh and tenth graders would do the final exam. So, that's all the technical reason that researcher had been faced when selected the sample of this research. Finally, researcher chose *English-perminatan 2* class as a sample of the research because of limited time and only this class that can be used as sample research on that day.

3.3 Research Instrument

Although many different forms of surveys exist, this study typically collected data used two basic forms: questionnaires and interviews. According to Creswell (2012:382), researchers need to consider the forms and weigh the advantages and disadvantages of each. You can distinguish these forms by examining who completes or records the data on the instrument: the participants (called respondents or interviewees) or the researcher. Furthermore, the researcher used questionnaire for students opinion scale in listening and interview sheet for their opinion or suggestion in learned listening.

3.3.1. Questionnaires

A questionnaire is a form used in a survey design that participants in a study complete and return to the researcher. Creswell (2012:382) states “the participant chooses answers to questions and supplies basic personal or demographic information”. In this study, the questionnaire consisted of 2 parts. Part 1 about general background information of the respondents that include 5 item (gender, age, experience in learning English, English listening development, and how often they communicated with the foreigner). For this items, the researcher has adopted the instrument (*see appendix 3*) from Anandapong (2011) research because his research in line with this research on listening problems.

Last part about respondents frequency on listening problem (*see appendix 3*) that included 51 items that grouped into eight categories: students perceptions (6 items), listening material (9 items), linguistic aspects (8 items), lack of concentration (6 items), psychological category (5 items), listener (7 items),

speaker (7 items), and physical setting (3 items), and the answers were recorded on 4-point scale (never, sometimes, often, and always). For this items, the researcher are adopted from Hamouda (2013) research.

3.3.2 Interview sheet

An alternative way to a one-on-one interview is to administer a survey to a focus group. According to Creswell (2012:384), in quantitative focus group interviews in survey research, the researcher locates or develops a survey instrument, convenes a small group of people (typically a group of 4 to 6) who can answer the questions, and records their comments on the instrument.

In this study, the researcher used interview sheet that involves written-questioning of respondents, either individually or as a group. In this research, the researcher conducted an interview with the aim at getting detailed information about listening problem of students.

The researcher uses guided interview sheet (*see appendix 1*) that adopted from Anandapong (2011) research as the instrument. The researcher will interview some of the students as participants to find out the problems of the students when he/she was taught in listening. For the instrument consisted of two questions about their opinion and suggestion on solving the listening problem.

3.4 Data Collection

Quantitative data collection methods rely on random sampling and structured data collection instruments that produce results and easy to summarize, compare, and generalize. In data collection, the researcher used some instruments to help the researcher accessed the data in form of writing. The data were collected by using two instruments, they were questionnaires and interviews.

The process of data collection was carried out in November 2017. The researcher developed two instruments, these were questionnaire and interview sheet. The instrument has adopted from Anandapong (2011) and Hamouda (2013). The questionnaire was done first intensively in order to get the basic information (general background and respondents frequency) of the students listening problems. It was conducted first intensively in single week. It was conducted when the students got break-time in the classroom. The researcher also took the photo while the respondents answer the questionnaires.

While the questionnaires was conducted, the researcher interviewed six-students as representative respondent. The researcher used written-form interview or asked directly to the interviewee based on the interview guideline. The purpose of the interview was to get more specific information about their listening problem and their suggestion on teaching listening in classroom. The documentations were done after having the interview and questionnaire about listening problems. The documentations were taken by the researcher such as the photos when the respondents fulfilled the questionnaire in the classroom.

3.5 Data Analysis

The design of data analysis is an integral part of the research process which is poured either in writing or not. This design has preformed before data collection activities and at the time of formulating hypothesis. According to Kuntojo (2009:51), the design of data analysis on research results have been prepared starting from the determination of the type of data to be collected, the data source encountered, and the hypothesis formulation to be tested has been made. Kuntojo (2009:51) states, in quantitative research, data analysis generally follows the steps :

1. Editing

Editing or data editing activities are done for the purpose of evaluate completeness, consistency, and conformity between criteria data needed to test the hypothesis or answer research question.

2. Coding

Coding or coding the data is done with the intention of changing qualitative data into quantitative data (quantification of data) or different characters. Code is required especially in the framework of data processing, either manually using a calculator or computer.

3. Data tabulation

Tabulate data or enter data into tables that have been provided, both tables for raw data or work table for calculate certain data statistically. In this study, the researcher also used exploratory data analysis: frequencies, percentages and cross-tabulations. Cohen et al (2007:506) states exploratory data analysis is a form of

analysis which is responsive to the data being presented, and is most closely concerned with seeing what the data themselves of evidence. The data are usually descriptive. Here much is made of visual techniques of data presentation. Hence frequencies and percentages, and forms of graphical presentation are often used. According to Cohen et al (2007:507), a host of graphical forms of data presentation are available in software packages, such as : frequency and percentage tables, bar charts (for nominal and ordinal data), histograms (for continuous – interval and ratio – data), line graphs, pie charts, high and low charts, scatterplots, stem and leaf displays, box plots (box and whisker plots).

4. Drawn the Results

At this stage the researcher drawned the result into descriptive form followed by demographic chart to show the data result in this study.