

CHAPTER 3

RESEARCH PROCEDURE

3.1 Method of the Research

A qualitative research method was used to answer the research question. Qualitative research is the process of making new important distinctions as a result of getting closer to the phenomenon being examined, which allows for iterative qualitative research to better grasp the scientific community's knowledge of the phenomenon being studied (Aspers & Corte, 2019).

On the other hand, this research implements a case study as the research design. This study focused on the students' perceptions of Ted Talks to improve their listening skills. According to the research design, the method highlights some case characteristics while hiding others, enabling the complexity, specificity, and context of the phenomena to be investigated (Takahashi & Araujo, 2020).

3.2 Focus of the Study

The focus of the study is related to the role of TED Talks, which is finding out what students' perceptions of TED Talks are to improve listening skills. The data was taken from the college students who watched and had an experience using the TED Talks.

3.3 Setting and Participants

The setting of the research is in Tasikmalaya where three English education department students are selected as the participants of the research. The participants are selected based on their experience of watching TED Talks regularly, improvement of their listening skills stated in the informal preliminary interview, and their willingness. Their participation is proven by signing the consent form.

3.4 Technique of Collecting the Data

The technique of collecting the data used an interview to determine the effect of TED Talks on improving the listening skills of the participants. The researcher used a semi-structured interview as the technique for collecting the data. It was applied in this research to know the students' perceptions of TED Talks to improve their listening skills. The semi-structured interview is a common technique for gathering data because it has proven to be adaptable and flexible (Kallio et al., 2016). Besides, the use of this technique is also appropriate for this research, both for the interviewer and the participant, because the interview will be flexible based on the conditions. It can explore participants' perspectives and personal understandings intensely (Evans & Lewis, 2018). The researcher interviewed each participant with the same questions. The questions were open-ended and adjustable to get the information based on their experience briefly and deeply to make a deep understanding based on their answer using TED Talks. The interview guideline regarding students' perceptions of using TED Talks to improve listening skills is adapted from (Walgito, 2003) and (Brown & Abeywickrama, 2004).

The step of conducting the semi-structured interview (Adams, 2015):

1. Choosing participants and arranging interviews

These steps focus on choosing the participants based on the criteria needed. The interview conducted with three college students that related to the criteria and they are wanted to be interviewed. However, the interview was held based on the agreement both of the researcher and the participants.

2. Preparing interview questions and an interview guideline

In this step, the researcher adopted the interview protocol framework from (Castillo-Montoya, 2016) which consists of four phases:

- 1) Confirming interview questions related to the research questions
- 2) Making an inquiry-based conversation

3) Gaining feedback on interview procedures

4) Piloting the interviewing procedure

3. Starting the interview

The first step is to request permission to record the interview. The interview was held face-to-face, and the interviewer gave the information so that the participants could freely answer the questions based on their experience. Furthermore, the length of the interview was considered by the interviewer.

4. Interview technique refinement

The interview was held via WhatsApp voice note in Tasikmalaya. Each interview lasted between 15 and 60 minutes, and in the process, the researcher used *Bahasa Indonesia* to ask the questions. To help with the transcription process, the data from the interview was also recorded. The researcher also considers the availability of the participants when determining the time and location, which means that the interview can be conducted on the same day or on different days.

5. Semi-structured interview analysis and reporting

The researcher re-read the data collected for accuracy from the recording. Related to the process, an interview was held using Bahasa Indonesia for both the interviewer and participants and the result was transcribed and translated into English.

3.5 Technique of Analysing the Data

The technique of analyzing the data, or the data transcription of the interview, was analyzed using thematic analysis (Braun and Clark, 2006). Braun and Clark (2006) argue that "Grounded Theory is very similar to Thematic Analysis in terms of their procedures for coding 'themes' or coding from data " (pp. 8–10). The use of thematic analysis is appropriate for this method because a thematic

analysis process examines the data without drawing on pre-existing themes, making it adaptable to any type of research that depends solely on participant clarifications (Alhojailan, 2012).

According to Braun and Clark (2006), there six steps in analyzing using the thematic analysis, there are:

1. Familiarizing with the data

The first step is to understand and familiarize the data that was analyzed by re-reading all the data and making notes in the data transcript from the interview result.

2. Generating initial codes

In the second step, the researcher started to identify the relevant data related to the research question. It is to highlight the code or the important data by colouring the data.

Table 3. 1 Example of Generating Initial Codes

<p>Menurut aku dengan TED Talks jadi terebiasa mendengarkan audio text berbahasa inggris jadi lama-kelamaan mengetahui dan membedakan cara pronunciation kata dan juga pattern yang biasa digunakan lalu juga mengenali intonasi yang digunakan lalu ketika mendengarkan aku mengenali kata-kata yang digunakan seperti keyword atau vocabulary aku yang juga bertambah.</p>	<p>Discriminate among distinctive sounds of English (1)</p> <p>Recognize English stress pattern (3)</p> <p>Using listening strategies such as detecting key words (17)</p>
<p>Waktu mendengarkan TED Talks aku jadi mengenali dan tau bagaimana cara orang tersebut mengucapkan kata-kata</p>	<p>Discriminate among distinctive</p>

<p>nya seperti aku menonton TED Talks dan aku baru tau beberapa pengucapan kata dan juga mengetahui kata-kata slang native speaker gunakan pada saat speech atau natural conversation lalu jadi lebih mengerti jokes native speaker itu seperti apa. Lalu juga aku lebih mengenal dan mengetahui keywords yang digunakan dan menebak arti kata yang pada akhirnya jadi bisa latihan pronunciation dengan mendengarkan pengucapan dari para speakers di TED Talks.</p>	<p>sounds of English (1) Getting new information (14) Using listening strategies such as detecting key words (17)</p>
<p>Pattern yang dimaksud itu seperti yang berbicara itu native speaker jadi mereka tidak terlalu mementingkan atau lebih tepatnya tidak terlalu aware gitu dengan pola kalimatnya. Beda seperti kita yang harus memikirkan grammar sebelum berbicara lalu dengan TED Talks ini aku jadi lebih mengenali ternyata mereka berbicaranya menggunakan kalimat yang seperti ini gitu. Lalu mereka juga banyak menggunakan filler words seperti di tengah-tengah kalimat menggunakan 'eu' atau misalkan menambahkan kata-kata filler lainnya dan juga lebih memahami atau mengenali mengenai pauses, intonation, stress di pronunciationnya di beberapa kalimatnya dengan TED Talks aku jadi lebih faham.</p>	<p>Process of speech (7)</p>
<p>Yang aku sadari mengenai efektifitas kata, karena native speaker dalam berbicara sering melakukan penyingkatan kata gitu Jadi aku lebih mengetahui singkatan-singkatan seperti <i>you have</i> jadi <i>you've</i> lalu <i>have not</i> jadi <i>haven't</i> lalu <i>gonna</i> dan banyak lainnya gitu dan dari situ aku jadi lebih</p>	<p>Recognize reduce forms of words (4)</p>

aware dan merasa diperkenalkan mengenai penyingkatan-penyingkatan yang biasa dilakukan oleh native speaker.	
---	--

3. Searching for themes

The third phase is for analyzing the theme based on the data that have been highlighted. This process is for grouping by picking the data transcript and discovering it based on the research question.

Table 3. 2 Searching for Themes

Code	Frequency
1 (pronouncing)	12
17 (using listening strategies)	12
14 (getting information and re-tell)	7
8 (grammatical)	6
3 (stress)	4
16 (use facial, body language to decipher meanings)	4
4 (reducing form)	3
6 (speed)	3
7 (pauses, error)	3
9 (detect sentence constituents)	3
12 (recognize communicative function)	3
11 (recognize cohesive device)	2
10 (recognize grammatical pattern in the different form)	1
13 (infer situation using real-knowledge)	1

4. Reviewing themes

The fourth is the process of reviewing themes involving examining how well they relate to the coded extracts and the overall data set.

Table 3. 3 Reviewing the Themes

Code	Theme
1 (pronouncing)	Recognizing the English Sounds

4 (reducing form)	
8 (grammatical)	Recognizing English Pattern
9 (detect sentence constituents)	
10 (recognize grammatical pattern in the different form)	
3 (stress)	Recognizing the English Process of Speech
6 (speed)	
7 (pauses, error)	
11 (recognize cohesive device)	
15 (getting information and re-tell)	Getting New Information and Understanding the Topics
13 (infer situation using real-knowledge)	
16 (use facial, body language to decipher meanings)	Communicative Function, Facial, And Gesture
12 (recognize communicative function)	
17 (using listening strategies)	Listening Strategies

5. Defining and naming themes

The fifth is to find the essence of what each theme conveys, the researcher generated the themes taken from the theory of listening used: 1) Recognizing the English Sounds, 2) Recognizing English Pattern, 3) Recognizing English Process of Speech, 4) Getting New Information and Understanding the Topics, 5) Communicative Function, Facial, and Gesture, 6) Listening Strategies.

6. Writing up

The last step, this time is to report the research.

3.6 Steps of the Research

In this research several steps were conducted such as identifying the phenomenon by doing an informal preliminary interview, reviewing some literature reviews to support this research, collecting the data using semi-structured interviews, analyzing the data using thematic analysis (Braun and Clarke, 2006), after all those steps the data interpreted into the research proposal, starting an interview with the participants based on the criteria mentioned and started analyzing the codes and naming the theme, analyzing the data from the interview result, and the last is making a final report.

3.7 Time and Place of the Research

The time of research was conducted from January until August 2023. Which started by giving a proposal plan. The time of the research is presented in the table below:

Table 3. 4 Time and Place of the Research

No	Activity	Months							
		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1.	Research proposal writing	■	■	■					
2.	Research proposal examination			■					
2.	Data collection			■	■				
3.	Data analysis					■	■		

4. Report

5. Thesis examination

