

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1 Research Method**

The research design used in this present study is descriptive case study. As cited from Rhee (2004), Yin (1994) defined a case study as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident ... [and] relies on multiple sources of evidence” (p. 13). The rational reason to choose a case study is because this research investigated and described the students’ perceptions towards the use of podcasts in listening activities.

#### **3.2 Focus of the Research**

This research focuses on students' experiences when using Podcast during listening activities, at the end it can be concluded what are their perceptions and the benefits of using Podcast are when learning activities. The students in this study selected based on consideration such as their interests in the selection of topics to listen to, applications used, and so on. Furthermore, they are not students majoring in English Education but they want to improve their English, especially listening skills through listening Podcast.

Podcasts are currently a famous item and are getting a lot of attention as evidenced by the abundance of content and channels available. This research would provide information for the readers about using Podcasts as a new interesting medium that can be used in listening activities so both students and teachers can consider using Podcasts in their teaching and learning process.

#### **3.3 Setting and Participants**

The researcher selected three students as participants with various considerations such as the uniqueness of each participant for example what topics they usually choose or their interest, and the applications or media they

typically use to access the Podcast. Moreover, the reason why the researcher chose university students is because they are more engaged with technology and have mobile phones or laptops to access the Podcasts. The researcher chose the students who did not study in the English Department or non-major English students as participants because the data needed for this research is their perception when using Podcast to train or improve their English, especially listening skills which has been done informally or listening for informational purposes.

There are two female participants and one male participant. Two female participants are students at the Faculty of Economics, while the male participant are engineering student. One female participant said actually she is listening to every topic not limited to a particular theme as long as what the speaker says is easy to understand and understandable. But mostly listening to Podcasts that are made specifically for learning English like the British Council, Learn English with VOA, and so on. The other one likes to listen to various topics about tips and tricks, mostly for entertainment purposes. The male participant usually listens to football Podcasts. The advantage is he is not only a fan of football matches but also could learn English from that. Participants usually listen to Podcasts through the Podcasts app such as Google Podcast and YouTube because it is very accessible.

### **3.4 Data Collection Technique**

Interviews were conducted as a technique to collect the data. The type of interview is a semi structured interview. In other words the interview is completely planned where the participants get the same interview questions. This type of interview allows the research to determine the key topic to ask and gives adequate flexibility to investigate some aspects in depth (Richards, 2009). Before the interview, the researcher informed the participants regarding the schedule, and the media or place to conduct interviews at that time. Three participants will be asked several questions related to listening activities using

Podcast. Researcher chose a semi structured interview because this technique is most suitable for the research conducted and fits the data needed.

### 3.5 Data Analysis Technique

The data were analyzed qualitatively using thematic analysis by Braun & Clarke (2013). According to these authors, thematic analysis is a data analysis method that helps a researcher to identify themes and patterns of meanings across a dataset in relation to a particular research question(s). There are various approaches to conducting thematic analysis, but the most common form follows a six-step process namely familiarization, generating initial codes or coding, generating themes, reviewing themes, defining and naming themes, and the last is writing up.

Thematic Analysis by Braun & Clarke (2013):

#### 1) Familiarizations

The researcher get a thorough overview of all the data which has been collected from three participants by reading and reviewing the information in depth and carefully;

#### 2) Generating initial codes or coding

The researcher codes the data by highlighting every important phrase and sentences. To distinguish each aspect based on interviews that have been conducted with the participants, the researcher used the coloring method.

Here are 40 initial codes and their frequency showed by participants' interview transcription:

Table 3.1 List of Initial Codes and Their Frequency

| Initial Codes             | Total |
|---------------------------|-------|
| Topics based of interest  | 2     |
| Practice listening skills | 1     |

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|  |   |
|--|---|
| Without subtitle                                 | 1 |
| Interval in using Podcast                        | 3 |
| Influence from surrounding                       | 2 |
| Write new vocabulary and find out its meaning    | 2 |
| Topic about entertainment                        | 2 |
| Application used                                 | 3 |
| Effective in increasing new vocabulary           | 1 |
| No internet network problem                      | 1 |
| Want to watch movies without subtitle            | 1 |
| Want to be fluent in English                     | 3 |
| Can be used for formal learning in the classroom | 3 |
| Easy and practical for practice listening skills | 2 |
| Can be accessed anytime and anywhere             | 2 |
| Just listen to it                                | 1 |
| Topics suitable for learning English             | 1 |
| Topics about tips and trick                      | 2 |
| Topics about motivation                          | 1 |
| No significant obstacles                         | 1 |
| Effective for practicing listening skills        | 1 |
| Without influence from surrounding               | 1 |
| Effective for learning pronunciation             | 1 |
| Obstacle in internet network                     | 1 |

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Cannot ask directly to the streamer

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### 3) Generating themes

In this step, the researcher identifies the pattern of each code that has been created and combines the related codes into a single theme.

Table 3.2 The Process of Searching for Themes

| <b>Reason to Choose Podcast</b>                  | <b>Podcast Effectiveness</b>                     |
|--|--|
| Topics based on interest                         | Effective in increasing new vocabulary           |
| Practice listening skills                        | Effective for practice listening skills          |
| Easy and practical for practice listening skills | Effective for learning pronunciation             |
| Can be accessed anytime and anywhere             |  |
| <b>Motivation</b>                                | <b>Podcast for Formal Learning</b>               |
| Want to watch movie without subtitle             | Can be used for formal learning in the classroom |
| Want to be fluent in English                     |  |

### 4) Reviewing themes

It means the researcher validates by considering that the themes are useful and accurately represent the data of the research question: How are university students of non-English department perception of using Podcast in listening activities?

Table 3.3 Reviewing Themes

| <b>Categories</b>           | <b>Themes</b>   |
|-----------------------------|---|
| Reason to choose Podcast    | Students' reason in choosing Podcast as a media in listening activities |
| Podcast effectiveness       | Podcast effective for improving English listening skills                |
| Motivation                  | Students' motivation  |
| Podcast for formal learning | Podcast can be used for formal learning in the classroom                |

## 5) Defining and naming themes

This stage involves formulating exactly what we mean by each theme and figuring out how it helps us understand the data; and the last

## 6) Writing up

Analyzing the data and summing up the results.

### 3.6 Steps of the Research

The researcher does several steps in order to complete the research successfully. The step will be shown on table 3.4.

Table 3.4 Steps in the Research

| <b>Steps</b> | <b>Description</b>  |
|--------------|---|
| 1            | Finding issues or phenomena that happen in non-English department students. |
| 2            | Looking for journals related to the phenomena                               |

|    |  |
|----|--|
| 3  | Understand the contents of the journals, then identifying the phenomena in real life               |
| 4  | Finding the research gap   |
| 5  | Starting to write the Research Proposal  |
| 6  | Examining the Research Proposal in front of the supervisors and examiners                          |
| 7  | Revising the Research Proposal in accordance with the direction from the supervisors and examiners |
| 8  | Collecting the data from participants through interview  |
| 9  | Transcribing the results of the interviews and then analyzing them                                 |
| 10 | Creating a report on the thesis  |
| 11 | Examining the thesis in front of the supervisors and examiners                                     |

### 3.7 Time and Place of the Research

The time to start this research is starting from January and takes place in Kuningan, West Java, Indonesia. The detailed information can be seen at table 3.5.

Table 3.5 Time of the Research

| No | Description                   | Jan<br>-<br>Apr<br>2021 | May<br>2021 | Jun<br>-<br>Jul<br>2021 | Aug<br>-<br>Nov<br>2021 | Dec<br>2021<br>-<br>Aug<br>2022 | Oct<br>2022 |
|----|-------------------------------|-------------------------|-------------|-------------------------|-------------------------|---------------------------------|-------------|
| 1  | Research proposal writing     |                         |             |                         |                         |                                 |             |
| 2  | Research proposal examination |                         |             |                         |                         |                                 |             |

