

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1 Method of the Research**

This research used qualitative study. The design of the research was using case study. A case study is a research methodology that has commonly used in social sciences. Zonabend (1992) stated that a case study is done by giving special attention to completeness in observation, reconstruction, and analysis of the cases under study. This qualitative case study is an approach to research that facilitates the exploration of a phenomenon within its context using a variety of data sources (Baxter and Jack, 2008). This study focused on the phenomenon of the use of Podcasts to enhance the listening skills. Subsequently, this method is relevant to be used to find out perceptions of university students towards the effectiveness of the use of Podcasts to improve listening skills.

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

In this study, the researcher focused on investigating students' perception to the effectiveness of the use of Podcasts in improving listening skills.

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

This study took place in one of the state universities in Tasikmalaya. The participants of this research were three students from English Education Major who is using Podcasts to improve their English skill, especially their listening ability and they got an "A" score from the Intensive Listening and Extensive Listening course. The participants regularly listening to English Podcasts about one until two hours in a day. They listened to Podcasts in their free time and the purpose is for enjoyment and study. There was no specified topic about the Podcasts. They listen to Podcasts that matched with their own preference. For example, participant 1 (P1) is often listening to Podcasts about astronomy because he was interested in astronomy world, participant 2 (P2) mentioned that she preferred to listen to educational purpose Podcasts like BBC Podcasts, and participant 3 (P3) stated that most of the time she listens to Podcasts that discussed general insights to broaden her view about the world. The reason for choosing mentioned person as participants of this study is because they have never been participants in research on perceptions

of using Podcasts on their listening skills. The number of participants considered the need for different data resources so the data more varied and the need for triangulation of data.

The participants were chosen based on purposive random sampling. It was done by choosing informants by including criteria that are assured to provide the desired number of informants (Patton, 2002). The participants were selected randomly to eliminate the biasing effect (Adams, 2015) but they also must match to some criteria as potential participants: English Education students who know about Podcasts and regularly listen to English Podcasts in their daily routine, has A scores in both Intensive and Extensive Listening course in the 3<sup>rd</sup> and 4<sup>th</sup> semester. The three participants were volunteers to become a participant for this study. Even though the individual volunteered, the researcher nonetheless encouraged the subject to persuade other volunteers to participate in this study.

### **3.4 Technique of Collecting Data**

In this research, the researcher used primary and secondary data. Primary data means data that has been generated by the researcher himself/herself, surveys, interviews, and experiments, specially designed for understanding and solving the research problem at hand. For the primary data, the researcher collected by using a semi-structured interview. Semi-structured interview employs a blend of close- and the open-ended question often accompanied by follow-up *why* and *how* questions (Adams, 2015 p. 366). Overall purpose of using semi-structured interviews for data collection is to gather information from key informants who have individual experiences, attitudes, perceptions, and beliefs related to the topic of interest. The origin of research questions influences the choice of interview questions (Rowley, 2012 p. 263).

Thus, the questions were developed by the author after an extensive review of the literature and input from some discussions, a total of eleven questions were developed. The questions are developed from containing four factors of effective listening which included (Bonet, 2001): hearing the message, interpreting the message, evaluating the message, and responding to the message. Thus, the format

of this interview is open-ended which stimulated to elaborate on the topics raised in an empirical way (Dornyei Zoltan, 2007). Open-ended questions allow the respondent to express an opinion without being influenced by the researcher (Foddy, 1993 p. 127). Moreover, Dornyei Zoltan in 2007 suggest after finishing recording, we make copies for listening and transcribing for making backup files and finding the data (as cited in Duranti, 1997).

The interviews were conducted with three university students. There were several questions in the interview, one of the questions attempted to support data concerning the research question "What are university students' perceptions towards the effectiveness of the use of Podcasts in improving listening skills?" Meanwhile, the rest of the questions attempted to gain data support about the university student's perception of the efficiency and the appropriateness of the use of Podcasts in English language learning. Each participant was interviewed with an estimation of time between 15-30 minutes per session via *Google Meet* and recorded using an audio recording device. It may be more or even less depending on the data information obtained from the participants. To avoid misunderstanding and make the participants answer the questions more easily, the questions will be delivered in Bahasa Indonesia.

On the other hand, to prove the effectiveness of Podcasts to improve listening skills, the researcher took secondary data. Secondary data collection refers to gathering information that's already available and collected by someone else for another primary purpose (Johnston, 2017). The reliance on secondary data such as claims or administrative data, in comparative effectiveness research has grown tremendously in recent years. Examples of secondary data sources include large datasets collected by governments, research institutions, and other organizations (Sun & Lipsitz, 2018). In this research context, the researcher used transcripts of academic scores from selected participants to prove they got the highest score in the listening course, both intensive and extensive listening courses. Here are three steps to conduct research using source of secondary data collection (Johnston, 2017):

1. Development of research questions

The first step in the process is to develop the research question. The purpose of this study was to find out students' perceptions to the effectiveness of the use of Podcasts to improve their listening skills. The research question that guided this study is: "What are students' perceptions to the effectiveness of the use of Podcasts to improve their listening skills?"

## 2. Identification of the dataset

In the case of this research, the researcher collected the academic score report published by the university website. The researcher asked the participants to screenshot their score report in the listening course both intensive and extensive listening to identify their grades.

## 3. Evaluation of the dataset

The next step in the process is the evaluation of the dataset to ensure the appropriateness for the research topic. The researcher was given participants' academic score reports, then the researcher highlighted their score reports to find out that they got A in two listening subjects, both intensive and extensive listening. It was to prove that they were matched to be the participants of this study to answer the research question. All of the data of the participants showed that they were suitable to be used as resources for this research.

### **3.4 Technique of Analyzing Data**

The researcher used Thematic Analysis by Braun and Clark (2006) for analyzing data from the interview with university students about their perception of the effectiveness of using Podcasts to improve their listening skills. According to Wodak (1999) as cited in Widodo (2017), there is no absolute interpretation of data as dynamic texts; interpretations are always open, dynamic, and fluid. Despite this, analytical tools are needed to minimize the arbitrariness of interpretation.

According to Braun and Clarke (2006), thematic analysis is an independent qualitative descriptive approach that is mainly described as "a method for identifying, analyzing, organizing, describing, and reporting themes within data" (p. 79). Furthermore, Braun and Clarke (2006) and King (2004) argued that

thematic analysis is a useful method for examining the perspectives of different research participants, highlighting similarities and differences, and generating un-anticipated insights. Thematic analysis is also useful for summarizing key features of a large data set, as it forces the researcher to take a well-structured approach to handling data, helping to produce a clear and organized final report (King, 2004).

There are six phases of thematic analysis (Braun & Clarke, 2006):

1) Familiarization

In this step, the researcher did the overview of the transcribed data that has been collected through the interview.

2) Coding

In this step, the researcher categorized data using initial codes to highlight students' perceptions of the effectiveness of Podcasts to improve their listening skill. Then the researcher gave color to each code. Each code describes the idea or feeling expressed in that part of the text.

Table 1. Generating Initial Codes

Codes	Total	Source
Hearing the message	17	Obtained from an interview with the participants
Interpreting the message	13	Obtained from an interview with the participants
Evaluating the message	9	Obtained from an interview with the participants
Responding to the message	7	Obtained from an interview with the participants

3) Generating themes

Next, the researcher looked over the codes that created, identify patterns among them, and start coming up with themes. the researcher selects the interview data transcript and finds something significant or interesting about the data based on the interview question. The researcher identified

the themes from the data that had been categorized and highlighted in the second step.

Table 2. Searching for Themes

Theme 1 Hear the message	Theme 2 Interpret the message	Theme 3 Evaluate the message	Theme 4 Respond the message
<p>P1: I personally like to listen to English speakers talk and especially the topics that I like. When I listen to Podcasts, I can also do other activities. Sometimes I also focus on listening, because the video is also viewed while chatting, not just the audio. So, there's something to see too. So sometimes also listen to it while doing other activities. If it's in the form of a video, there are visual aids that make us must watch it to get it. If a Podcasts contains speech, if you get the audio, you will get the content and it will automatically improve</p>	<p>P1: Podcasts are more about how natural speakers speak, so it might be a bit difficult to understand because they are naturally like that, but on the positive side, we know more about how to speak natural English. And when compared to ordinary videos that are not Podcasts, we focus on the visuals instead of listening, even though they are absorbed.</p>	<p>P1: From listening to Podcasts, the first one, of course, gets new vocabulary. Erm.. maybe the vocabulary you have heard will enrich the definition, usage, and meaning and be understood be more deeply.</p>	<p>P1: If the problem comes from outside the Podcasts itself, it's like the internet, so usually first check the internet connection or the device I'm using to see if the settings are correct and then reload again, then look at the Podcasts again. If you want to solve problems from within the Podcasts itself, for example, the jokes that are outside the conversation. So I listened first (to get the whole context) and for example, if this is off-topic, there are two options: for example, if I search first, what does this mean or not, if I know it's off-topic, it's rarely searched for</p>

<p>your listening skills too, I think so.</p>			<p>either. Then, for example, if there is a new guest star, for example, the accent is African English or Asian English, which is a bit different from American English, it is usually listened to first, then if you really don't understand, it's not clear, try turning on the subtitles. If the automatic subtitle is the same, it doesn't detect it, then it's repeated. For example, if it's only been a few times, "Oh, apparently the guest star mentioned this", I use the rewind feature to listen to it again. That's really helpful.</p>
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#### 4) Reviewing themes

In this step, the researcher looked back at the themes that have been identified as students' perceptions of the effectiveness of Podcasts in improving students' listening skills. The researcher reviewed the themes to find out whether they formed a coherent pattern or not.

#### 5) Defining and naming themes

Defining themes involves formulating exactly what we mean by each theme and figuring out how it helps us understand the data. Naming themes involves coming up with a succinct and easily understandable name for each theme.

In this step, the researcher started to interpret each theme that has been determined as an answer to the research question.

6) Writing up.

In the last step, the researcher made a report based on the findings of the research regarding students' perceptions of the effectiveness of the use of Podcasts in improving their listening skills.

### **3.5 Steps of the Research**

- 1) Explore problems and develop a detailed understanding of a phenomenon.  
In this stage, the researcher determined the research questions or problem which wants to find the solutions. The problem that being discussed in this study was university students' perception to the effectiveness of the use of Podcasts in improving their listening skills.
- 2) Conducting a literature review. The researcher looked for various reference sources related to Podcasts and teaching listening.
- 3) State the objectives and research questions in general and broadly based on the experience of research participants. The researcher found research questions related to students' perception of the use of Podcasts in improving listening skills. What are students' perception towards the effectiveness of the use of Podcasts to improve their listening skills?
- 4) Collect data based on information from a number of individuals so that the views of research participants are obtained. In this stage, the researcher collects the data from three students of the English Education Department of Siliwangi University by proposing semi-structured interview.
- 5) Analyze the data to determine the description and theme of the data by using thematic analysis by Clarke and Braun in 2006.
- 6) Write reports using flexible, structured, and evaluative criteria, and include elements of reflexivity, subjectivity, and bias from the researcher.



