

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher describes the method that is used by the writer to conduct the study and the subject being studied. The writer describes research design, the subject of the study, the setting of the research, research instrument, source of the data and data of the study, data collection techniques, and data analysis techniques.

3.1 Research Design

Descriptive research is an investigation that attempts to describe accurately factually a phenomenon, subject, or area (Richard and Schmidt, 2002). This study is descriptive qualitative research where observation to the character of a group of students is conducted to find phenomena that occur in the particular group and situation.

According to the purpose of this study is to describe how voice note is implemented in teaching listening comprehension. The researcher used descriptive qualitative design to get the information concerning the use of voice note to learn the listening ability of SMP Muhammadiyah 16 students. The researcher took a part as the observer. In teaching learning activities, the observer tried to observe the implementation of teaching technique by investigating the students and the classroom situation during and after the teaching learning process.

3.2 Subject of the study

The subjects of the study were English teacher and seventh grade students of junior high school in SMP Muhammadiyah 16 on May 19th and 20th 2015. Although being the first year of junior high school. The researcher chooses this level because the students still have chance to improve their motivation English learning. There was no selection of the students. So, this study involved all the students of class VII that has been 27 students in the school chosen.

3.3 Setting of the Research

The setting of this study was in SMPM 16 Bulaksari Surabaya. The teacher rarely uses the media in the teaching learning process. The teacher usually uses audio and imperative sentence material in the class, and asks to the students to hear the material in the audio that the teacher has been sent before by using voice note, after that the teacher asks the students to rewrite the material in the blank paper. So, the teacher exploited voice note in HP for the learning process has easier to learn listening.

3.4 The Research Procedure

The researcher does the research teaching learning listening in the class that is done by the teacher and the students. For the first the researcher prepared things to support the research such as the field-note for observation checklist and questionnaire to know students' responses. The second, the researcher records the teachers' teaching learning listening to know kinds of voice notes on BBM, the implement teaching learning listening by using voice notes, and students'

responses. The third in the first day, the researcher has done the observation between the teacher and the students then the researcher write it in the field-note for observation checklist. In the second day, the researcher gives questionnaire to the students and backs up it to know students' response after teaching learning listening by using voice note.

3.5 Research Instrument

In qualitative research, the researcher is the instrument as Brodsky (2008) states that perhaps the most important tool in the practice of this art is the researcher because of the obvious role plays from data gathering to analysis, interpretation, and meaning-making, that derives from the researcher's experience.

However, the researcher needed aid to have instruments. Therefore, this study used observation checklist with field-note to find out teacher's and students' activity during the implementation of voice note in teaching listening comprehension. Interview the teacher was also used to discover the students' listening ability after the implementation of voice note in teaching listening comprehension. And, questionnaire was used to reveal students' responses toward the activities that have just been done.

3.4.1 Observation Checklist

The main instrument of this study was observation checklist with field-note as supplementary. From the observation checklist it was hoped that the material of listening comprehension, techniques that are used, teachers' activities

before, during, and after the lesson, students' activities and problems can be recorded to be analyzed then described.

According to Saeidi (2002), there are three types of observation: (1) Participant observation, (2) Non-participant observation, and (3) Direct observation. Non-participation observation is relatively unobtrusive qualitative research strategy for gathering primary data about some aspect of the social world without interacting directly with its participants (Williams, 2008). Thus, this study applied non-participant observation to minimize the effect of the researcher's presence on the subjects in a way that might blur the findings.

As for field-note, it was useful to record events which occur in the process of data gathering that will be significant for reflection and enrich the description of the findings of the study.

3.4.2 Questionnaire

Questionnaires are extremely flexible and can be used to gather information on almost any topic involving large or small numbers of people (Saedi, 2002). As mention earlier, from the questionnaire it was hoped that responses toward the teaching and learning activities to implement voice note in teaching listening comprehension would be drawn from the students.

According to Saedi (2002), there are two types of questionnaire. It is close-ended questionnaire and open-ended questionnaire. Furthermore, he explains that close-ended questionnaire is more qualitative and can produce detailed answer to complex problems and give a greater insight and understanding

of the topic researched. Thus, this study applied close-ended question questionnaire to gather responses from the subject of the study. The subjects were asked to answer the close-ended question related to issues concerning application of voice note in listening comprehension, the material being used, teacher's role in teaching listening comprehension, and the difficulties experienced by them. The questionnaire consisted of 15 questions of which specification can be seen from the table below:

3.1

The Specification of the Questionnaire

PART	NUMBER	DEALING WITH
I	1-4	The Implementation of voice note comprehension
II	5-8	The material being used
III	9-11	The teacher's role in teaching listening comprehension
IV	12-15	The difficulties experienced by students

3.6 Source of the Data and Data of the Study

The term data refers to a collection of information (Saedi, 2002). There were three data which are significant for study. The first data were result of classroom observation checklist that record and describe teacher's and students' activities which was obtained in each meeting of the implementation in teaching

listening comprehension. The second data were the results of the students' task that show the student listening ability after the implementation of voice note in teaching listening comprehension. And the third data were the results of questionnaires that deal with responses toward the implementation in teaching listening comprehension from the students and contained the score of the listening comprehensions given at the end of each meeting. But in this research, the researcher chose only the result of classroom observation checklist and the results of questionnaires.

3.7 Data Collections Technique

To produce the data, this study used observation as the main data collection technique. There are three types of observation, the first type is participant observation, the second type is non-participant observation, and the third one is direct observation (Saedi, 2002). Then, in this study was non-participant classroom observation. During the observation, the researcher did not take any part in the teaching and learning activities in classroom interaction of teacher with students and with their peers. The observation was conducted directly in the classroom where the activities were taking place thus the subjects were aware that being observed.

Field-note also was used to record detailed occurrences which can enrich the description of the data. Anything that might be relevant or significant for further reflection in describing and understanding the phenomena, and adding more complete picture to the description so that it will not be partial, was written down.

Questionnaire was used to collect findings that provide that reflection useful to the description that will be presented. In multiple choices form close-ended question questionnaire was chosen due to its advantages in providing more authentic responses from the subject concerning what they experience and what they think or feel from those experiences. The close-ended questionnaire was handed out personally to the subject to be completed at the moment so that it may capture the subject' fresh thoughts and reflection.

3.8 Data Analysis Technique

After collecting the data, the researcher analyzed the data. First, he analyzed the data obtained through observation. The analysis is done by describing the process of the teaching listening by using voice note for home work and applied in classroom. The data which were analyzed contained what the material was like, the media, how the teacher used and presented a voice note in teaching listening to SMP Muhammadiyah 16 students, and how the students understood the material when the teacher applied the voice note including their responses toward the teaching learning process.

The first data, the result of classroom the observation checklist that recorded and described the materials, the techniques, teacher's and students' activity during the implementation of voice note in teaching listening comprehension, were analyzed and then presented in a descriptive manner.

And the second data, the result of the close-ended questionnaires that dealt with responses toward the implementation of voice note in teaching listening

comprehension from the students, were analyzed and then presented in descriptive way.