CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the researcher presents research design, research setting, research subjects, data collection, data collection procedures, and data analysis as follows.

3.1 Research Design

Research design is the procedural data collection and interpretation chosen by the researcher to conduct the research. Creswell (2012, p.293) argues that research design is a pattern that followed by the researcher for collecting, analyzing, and interpreting the data. In selecting research design, the researcher should consider what and how the data should be gathered and analyzed. There are three conventional research designs namely qualitative, quantitative and mixed research design (qualitative & quantitative).

In conducting the study, the researcher applied qualitative research design. Ary et al. (2010, p. 29) define qualitative research design as the holistic understanding of a certain event or natural social setting. Moreover, they believe that qualitative research design presents description about situational setting and participants’ activities in form of sentences rather than numerical data (Ary et al., 2010, p. 424). This study aimed to gain knowledge and information about TBLT implementation in Listening IV A class. Furthermore, the researcher also investigated the strengths and the weaknesses of the implementation. Considering the features of qualitative research design, the data gathered from the study will be
presented in form of descriptive analysis. Besides, it referred to the sequences and related theories of TBLT.

3.2 Research Setting

The study was conducted in University of Muhammadiyah Malang which is located in Jl. Raya Tlogomas No.246, Malang. University of Muhammadiyah Malang was selected as the research setting by considering the quality of education related to English teaching and learning. The current place of teaching and learning process of TBLT was conducted at Listening IV A class. It is located in the language laboratory of University of Muhammadiyah Malang.

3.3 Research Subject

In this study, the researcher focused on the implementation of TBLT done by the lecturer of Listening IV A class for the fourth semester students of English Language Education Department of University of Muhammadiyah Malang. He is the only lecturer who uses TBLT for teaching listening. He believes that TBLT is the best way to teach such language skill. Moreover, he argues that learning by practicing is useful for EFL learners in language learning.

The students of Listening IV A class for the fourth semester students of English Language Education Department of University of Muhammadiyah Malang was chosen based on the requirement of the research subjects. In this class, the lecturer applied TBLT for teaching learning process. Moreover, Listening IV A class students’ listening ability was feasible for TBLT implementation. Considering the urgency and settlement of the subjects of the study, this research would be conducted in Listening IV A class.
3.4 Data Collection

In this part, the researcher provides methods and instruments used to obtain the data during the study.

3.4.1 Data Collection Methods and Instruments

There were several methods and instruments used by the researcher to gain the data that will be presented in some sections.

1. Observation

One of the most common methods used in qualitative research is observation. Creswell (2012, p. 213) defines observation “as the process of gathering open-ended, firsthand information by observing people and places at a research site”. In addition, Wahyuni (2012) states that observation provides better understanding and enrich our knowledge of current event or phenomena. This observation aimed to investigate the implementation of TBLT in Listening IV A class along with the sequences of the tasks. Furthermore, the researcher also investigated the strengths and the weaknesses of TBLT implementation.

Observation method is divided into two types based on the researcher’s role. Wahyuni (2012) defines two types of observation as direct observation (participant) and indirect observation (non-participant). In this case, the researcher acted as a non-participant observer. According to Creswell (2012), non-participant observer is watching and recording the situation under study without any involvements with the participants or current setting. Therefore, the researcher conducted non-participant observation to build natural classroom activities.
During the observation, the researcher attempted to record the situation of TBLT implementation in the teaching learning process. There were two instruments used by the researcher to record the implementation of TBLT in Listening IV A class which were field notes and video recording. The field notes of the observations would be presented in Appendix I.

2. Document

In the qualitative research, document can be used as a source of data analysis. According to Creswell (2012, p.223), document is “a valuable source of information in qualitative research”. Furthermore, Ary et al. (2010) divide document into two categories which are written and non-written documents. In this study, the researcher obtained the data in form of written document that collected from the students’ paper works to analyze the focus on form sequence of TBLT implementation. Focus on form sequence of TBLT required the students to practice grammatical focus exercises in various kinds of task. Moreover, focus on form sequence of TBLT indicated the students’ understanding of previous activities that gave them input gradually. Thus, the researcher collected the students’ paper works as a written document to investigate what kind of task used by the lecturer in the focus on form activity. Furthermore, she also investigated how the students used the input from previous task sequences in the focus on form sequence.

3. Interview

For gathering a further understanding of TBLT implementation in Listening IV A class, the researcher conducted interview with the lecturer. Interview contains about the description of individual assumption about current
circumstance (Ary et al., 2010, p.438). Furthermore, Creswell (2012) argues that interview gives more opportunities for the researcher to gain detail information that cannot be collected from the observation.

Interview is divided into three categories, which are, structured interview, unstructured interview, and semi-structured interview (Wahyuni, 2012). In this study, the researcher used semi-structured interview to get a further understanding of TBLT implementation and verify the data gathered from the observation. Therefore, the researcher used semi-structured interview that provides “more than just answer, but reason for the answer” (Wahyuni, 2012, p. 55). The interview guide would be presented in Appendix II. In addition, the researcher also attempted to record the interview in form of audio recording.

In addition, the researcher also collected the data from the students’ responds due to enrich information about TBLT implementation. The researcher used open-ended questionnaire as the research instrument. Creswell (2012) believes that open-ended questionnaire provides broader information under study. There were seven fill-in questions in English about TBLT implementation that prepared by the researcher for the students. According to Ary et al. (2010, p. 392) “completion or fill-in items are open-ended questions to which respondents must supply their own answers in their words”. In this case, the researcher attempted to identify if the implementation of TBLT was useful for the students. The questionnaire would be presented in Appendix III.
3.4.2 Data Collection Procedures

The procedures followed by the researcher in conducting the study would be explained as follows:

1. Classroom Observation

   The classroom observation was conducted in three meetings that occurred in three weeks. Time available was chosen by the lecturer based on certain classroom circumstance. The observation started right after the midterm semester when the implementation started from the new sequence. The observation aimed to gather the information of TBLT implementation in Listening IV A class. Furthermore, the researcher also investigated the strengths and weaknesses of TBLT implementation in Listening IV class.

   During the observation, the researcher also wrote descriptive notes about TBLT implementation. It was intended to record the situation of teaching learning process. The field notes contained the structured table of TBLT sequences, phase, and descriptive columns. Therefore, it was useful to analyze the data easier. In addition, the researcher recorded the implementation of TBLT in form of audio visual or video recording. The data obtained from the field notes and video recording were used by the researcher to analyze the circumstance of the research site.

2. Documents

   The researcher also obtained written document from the students’ paper works. The written documents were obtained from the students’ paper works. It consisted of focus on form sequence of TBLT that required the students to practice grammatical exercise or certain linguistic feature. Thus, the researcher
used written document or students’ paper works for further investigation of the current sequence of TBLT implementation.

3. Distributing Questionnaire

In addition, the researcher distributed an open-ended questionnaire to the students. It contained seven open-ended questions in English related to teaching learning process in Listening IV A class. The students answered the questions in description form based on their background knowledge and opinion. After that, the researcher collected the papers and analyzed the documents.

4. Interview

After the observation, the researcher conducted an interview with the lecturer. The interview aimed to increase understanding of TBLT implementation and to verify data gathered from the observation. There were a number of questions prepared by the researcher which focused on TBLT implementation. During the interview, the researcher attempted to record the interview process in form of notes and audio recording.

3.5 Data Analysis

Data analysis is a crucial part of writing the thesis. It is believed that "analysis is the act of giving meaning to data" (Corbin and Strauss, as cited in Ary et al., 2010, p. 480). There are several complex phases that are required in qualitative data analysis. According to Ary et al. (2010, p. 481), qualitative data analysis “involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what is important”. In this study, the researcher analyzed the data gathered from observation, interview, and
documents. Furthermore, it is important to order and classify the data to answer each research question and also withdraw the conclusion.

Qualitative data analysis contains a large amount of data. Therefore, the researcher should determine effective analysis pattern. Ary et al. (2010) suggest three simple phases for qualitative data analysis which are, (1) familiarizing and organizing, (2) coding and reducing, and (3) interpreting and representing. Considering three logical steps of qualitative data analysis, the researcher conducted these steps of qualitative data analysis procedure along with the conclusion to analyze the data. There were some sections as follows:

1. Familiarizing and Organizing

In the first step of data analysis phase, the researcher attempted to reread and reviewed all the data in order to increase understanding. The data were gathered from observation, field notes, videotape recorder, students' paperwork, interview videotapes, notes, and questionnaire. After grasped and ensured related information under study, the researcher organized the data in written list. This phase aimed to make an easier analysis with a large amount of data.

2. Coding and Reducing

The second step contained “the identification of categories and themes and their refinement” (Ary et al., 2010, p. 483). In this case, the researcher labeled or coded the data based on certain criteria, such as priming, preparation, target task, report, and focus on form, classroom management, and so on. It is aimed to divide certain information needed by the researcher. In the next step, the researcher reduced the criteria into more specific area which were, initial activity, TBLT sequences, closing activity, strengths, and weaknesses.
3. Interpreting and Presenting

The last steps in data analyzing process were interpreting and representing. In this step, the researcher interpreted all data gathered from the study to answer the research questions in form of descriptive analysis. Descriptive data analysis contains the result of the study, researcher’s background knowledge, and also related theories.

4. Drawing Conclusion

Lastly, the researcher merged all ideas and results of the study into the final conclusion. The conclusion was also presented in form of descriptive analysis about TBLT implementation, strengths, and also weaknesses of TBLT implementation.