

## **CHAPTER III**

### **RESEARCH METHOD**

The description of the methodology of the research will be presented in this chapter. Research method is an important part in conducting a study. It is necessary to be described as a guideline to attain the objectivity of the study. This chapter presents the research design, subject of the study, data collection, and data analysis used in the research.

#### **3.1 Research Design**

Concerning to the purpose of the study which has mentioned above, that is to explore the different task type implemented in listening skill at University level, the data are analyzed by using descriptive qualitative as the research design of the present study.

According to Lambert and Lambert (2012) descriptive qualitative research is comprehension summarization of the implementation of different task type in listening skill experienced by the lecturer and the university students that tend to draw from naturalistic inquiry. It means the study merely focuses on discovering the nature of specific study without any manipulation of variables or prior commitment to the target phenomenon. Further, they state that descriptive qualitative research is the appropriate research design when a straightforward phenomenon is desired. In addition, Sukmadinata (2011) asserts that descriptive qualitative research is aimed to explain and describe the existence phenomenon in nature that focuses on characteristic, quality and the relationship among the variables. Moreover, she explains that the phenomenon only can be collected and analyzed by the researcher herself using some tools such as documentation,

interview, and observation. Thus, it can be concluded that descriptive qualitative design is a kind of research design that is aimed to describe and summarize the phenomenon in entity and naturally. So, the researcher is able to generate or construct the concepts based on the phenomenon described.

Therefore, based on the explanation above the researcher decides to use descriptive qualitative research design as the appropriate research design to meet the objective of this study, that is exploring the task type implemented in listening skill by second semester learners in University of Muhammadiyah Gresik. The researcher intends to deepen the comprehending of the task type implemented in listening skill and describe its implementation in listening skill naturally and this understanding can be achieved by interviewing and observing the subject directly, then it ends in description and presentation of theory or concepts.

### **3.2 Subject of the study**

To conduct this study, the researcher uses lecturer at university in Gresik as the participant of this study. There are three universities in Gresik. Among three universities in Gresik, there is only one university that provides English education department that is University of Muhammadiyah Gresik. Thus, the researcher interviews the lecturer who teaches listening skill in University of Muhammadiyah Gresik related to the lecturer's experience in using different task type in listening skill. After interviewing the lecturer, it can be described that the lecturer has achieved her Strata 2 in English education, even sit for her Strata 3. She has been applied different task type for four years. The lecturer mentioned the task types that usually has used by her such as fill in the blank, discussion, presentation, and others. Further, she also attended on international teaching

forum and published some studies concern in listening skill. This academic year the lecturer teaches intermediate listening skill. There are 28 students in intermediate listening skill.

### **3.3 Research Instrument**

Selecting the appropriate research instrument is essential to be considered in order to validate the result of the study conducted (Ary et.al, 2010), since the research instrument consists of the procedure of collecting and analyzing the data which is obtained from the participant. In qualitative research design, the researcher is the key instrument of the research. There are many kinds of method to collect the data. As the purpose of the researcher is exploring the task type implemented in listening skill, so that the researcher decides to use interview and observation to obtain the data. The interview and observation are done by the researcher to get the holistic picture of the different task type implemented in listening skill.

Through observing the researcher will obtain the data about the kind of task type used by the lecturer and the steps of implementing the different task types in intermediate listening class. The researcher will record the process of teaching learning in listening class to notice the detail information.

Besides, to complete the findings that may be cannot be revealed through observation the researcher conducts the interview with the lecturer also. The lecturer will be interviewed about her consideration on selecting the task type in listening skill.

### **3.4 Data Collection Technique**

#### **3.4.1 Observation**

To get the whole picture of the study in-depth, the researcher observes the teaching learning process in listening. Even though the observing directly is time consuming, but it is considered as an alternative tool to self-report that is more accurate (Gall et.al, 2003). Further, they explained that sometimes some participant offered bias information or failed to recall the accurately events. By observing, the researcher will understand the implementation of different task types in certain situation in the teaching learning process thoroughly and present more information that might be unspeakable or forgotten to tell by the participant.

When observing the implementation, the researcher places herself as the non-participant observer which denotes that the researcher attempts to comprehend the phenomenon occurred by involving in observing participant without actively participating. The researcher uses recording tool to record the teaching learning process to analyze what kind of task types used by the lecturer and how the lecturer implement the different task types in listening skills.

#### **3.4.2 Interview**

Interviewing is used to gain information that cannot be discovered through observing. By interviewing, the researcher will be able to deepen the task types used by the lecturer and how is the implementation. The researcher uses semi or partially-structured interview to interview both of the lecturer and the learners. According to Ary et.al (2010) semi structured interview is a type of interview which allow the researcher to change or modify the prepared question while the interviewing is in progress. In addition, the researcher also uses open ended

questions type as it is necessary to let the lecturer and the learners to deliver their opinions or experience generously (Creswell, 2005). It indicates that the researcher wants to reveal more and clarify the findings in observation. Therefore, the researcher asks the lecturer related to the kind of task type applied in teaching listening and the implementation of different tasks type in listening class, the lecturer's consideration in using the type of task.

The researcher only interviews the lecturer after implementing the different task type in listening class. Since the researcher uses semi-structured interview those questions also can be changed while interview is in process in order to understand the actions and choices have decided by the learners. To record the result of interview the research prefer to use recorder as a tool of interview rather than taking note, as it provides a verbatim record of the interviewee's responses.

### **3.5 Data Analysis**

#### **3.5.1 Data Reduction**

After obtaining the data through observing and interviewing, it is necessary to reduce the data without losing the significant information. There are some procedures carry out by the researcher to reduce data from observation and interview.

- a. Observation, through observing the researcher wants to know the task type used by the lecturer and how is the implementation.
  - 1) The researcher summarizes data have obtained from observation.
  - 2) The researcher elicits the unnecessary information in the teaching learning process such as greeting, checking learner's attendance and other steps of teaching learning that are not related to task type's implementation.

- 3) The researcher categorizes the data based on Willis's task type classification; those are listing task, ordering and sorting task, comparing, problem solving, sharing experience and creative task.
- b. Interview, through interviewing the lecturer the researcher aims to know the learner's response and the implementation of different task type.
- 1) The researcher summarizes the findings in interview
  - 2) The researcher elicits the data or unnecessary information from the informant
  - 3) The researcher classifies the finding from the lecturer about the task type implementation which will be compared with the theory.

### 3.5.2 Data Display

In this stage the researcher will display the selected data from the data reduction. The first data display comes from observation. To get the conclusion after reducing the data, the researcher display it into the table below:

Indicator	Informant perspective	Theory	Conclusion
Task type used by the lecturer			
The model of implementing the different task type			

Figure 3.1 Data reduction and data display process

Extended text is used to display the findings in observation. The researcher will present the findings while observing the participant in teaching learning process such as, the task type used in teaching listening and analyzed the model of

task type implementation. Interviewing is conducted by the researcher to verify the findings in observation and fill the gap that need to be clarified with the learners or teacher, for instance, the lecturer's consideration in using some task types in teaching listening, the effectiveness of using the task type. To display the findings have revealed in recorded interview with the lecturer, the researcher uses interview transcription, so that it will be easier to be understood. In this stage the researcher will attempt to relate the findings through observation and interview toward the theory of different task type especially task type classification by Willis (1996).

### **3.5.3 Drawing Conclusion**

The third of analysis activity is drawing a conclusion. The researcher does the analysis from analyzing the data by presenting the analyzing interview and analysis of observation by using descriptive way. The researcher gives a clear description about the task type used in listening skill and the implementation of the task. The data will be presented in the form of a paragraph to show the kind of task used by the lecturer and how to implementation