

## **CHAPTER III**

### **METHODOLOGY**

This chapter presents the research paradigm and approach used in this study by discussing the methodology and the context in which the study took place. This chapter begins with a discussion of research design, elaboration of the listening course context and teaching setting, justification for the participants' selection, restatement of the research questions, and discussion of data collection methods, and elaboration of data analysis relative to the instruments used.

#### **3.1 Research Design**

The case study focuses on students' experiences when learning listening during the COVID-19 pandemic. This case study, the students' experiences while doing the listening learning process. In the online learning processes every time during COVID-19, students have complaints in every lesson, and students have different learning experiences.

A descriptive qualitative is used to discover the answer of this research questions. A qualitative approach is a study that intends to understand the phenomenon about what is experienced by research subject such as behavior, perception, motivation, action and so on (Alase, 2017). Qualitative research refers to studies that investigate the quality of relationships, activities, situations, or material (Fraenkel & Wallen, 2009), consists of survey and fact-finding investigation of different kinds, report what is happening or what has happened.

Mishra and Alok (2017) states descriptive research purposes to investigate the set of circumstances as it is present as such. This method is appropriate in identifying and describing about students' experiences and further discover the students' situation quality, in this case how they carried out their independent learning amidst online listening course during the pandemic spread. This study is expected to provide specific information of EFL learners' experiences in learning listening. Qualitative research aims to explain the phenomenon profusely through deep data collection. Therefore, qualitative research is subjective and the result were more casuistic. Besides qualitative descriptive selection, topics need to be developed to see the extent to which experiences of learning listening during COVID-19.

### **3.2 Setting and Context**

This study conducted at one of public universities in Southeast Sulawesi. This university has accreditation B (good) and it have been operated 52 years. The university has 4 faculties and 23 departments, including English Department. The English Department was officially received students since 2015. There were about 306 students studying English education in the department. The students are various and come from different cultures, tribes, and countries. Students not just come from Indonesia, but they are also comes from Thailand. Even though students are various, this university uses Indonesian language as the material introduction language in each course. Since the COVID-19 plagued in Indonesia and the government decided to run educational activity virtually, this university conducted teaching and learning process at home or distance learning.

This research begins with the context of the listening learning process. Lecturers usually do listening lessons by playing audio so that students were enthusiastic in learning listening. Thus, students got directions from the lecturer to listen to audio related to listening learning. After students listened to the audio, students can understand what the contents of the audio are and students were able to express their respective opinions without having to be appointed by the lecturer. Therefore, the participants involved in this study were students who had good participation and activity in the study.

### **3.3 Participants**

This study used purposive sampling to select the participants. Purposive sampling is the deliberate choice of a participant due to the qualities the participant possess. The population of the participant in this study are 37 students from class A. The research purposively selected class A, the fourth semesters, students of English Education Department to be participated in this inquiry. The class consisted of 37 students which including 8 male students and 29 female students. All students were 18 to 20 years old. The researcher chose the participants because they had done learning during COVID-19. Therefore, these participants were is chosen, because they will provide rich information about listening learning experiences during the COVID-19 pandemic. They share the same L1, Indonesian, and they speak only Indonesia or local language at home. English is only their foreign language that they usually speak in terms of

education setting and academic use. The table below shows the profile of the participants in this study through the use of pseudonyms for each participant.

Table 3.1 Participant Profiles

No.	Participant Name (pseudonym)	Gender	Age	Semester
1.	PTS 1	Female	20	4
2.	PTS 2	Female	20	4
3.	PTS 3	Female	20	4
4.	PTS 4	Female	20	4
5.	PTS 5	Female	20	4
6.	PTS 6	Female	20	4
7.	PTS 7	Male	20	4
8.	PTS 8	Female	20	4
9.	PTS 9	Female	20	4

### 3.4 Instrument of the Study

This study utilized a reflection sheet to collect the data. The reflection question used form of an essay. There are 4 questions in the essay. Reflection is spread undirectly to students via online by using Google form. The researcher is difficult to reach the participants directly due to they live different locations during COVID-19. In reflection, students are guided to narrate their depth

reflection of experiences they get of learning listening during COVID-19. List of question from reflection:

1. Experiences on learning listening in online class
2. Experiences on learning off the classroom
3. Media used in learning listening in online class and off the classroom
4. Difficulties in learning listening during pandemic

### **3.5 Data Collection**

The researcher collected the data by using reflection sheet. Reflection sheets that need to complete by the participants after they finish their listening class for a semester. They are asked to write their reflections in their L1, Indonesian, to make sure they reflect their listening learning process in depth reflection. The respondents are given a week to complete their reflections and sent the researcher's Google form. Then the reflection sheets collected be sorted out for further data management.

In identifying students' listening learning experiences during the COVID-19 pandemic, the data collected from 9 participants consisted of 4 questions. Furthermore, to get more in-depth data, the researcher conducted interviews with several participants. Interviews were conducted online via WhatsApp (Gibson, 2020) due to impossible conditions. In this case, the situation is still in the COVID-19 pandemic. Researchers conducted interviews by providing several follow-up questions from reflection answers that were still not clear and complete.

### 3.6 Data Analysis

Data analysis was carried out in accordance with the data that has been collected and coding. Data collection was carried out in accordance with the data required by the researcher. In general, collected data is done by sorting out answers that are appropriate to the needs of the research. The reflection be adopted data analysis scheme proposed by Creswell (2016) which are: Collecting data, preparing data for analysis, reading through the data, coding the data and coding the text for themes and description to use in the research paper. The coding level used color coding (Dzelzkaleja, 2020) to mark the language pattern. The language pattern within the participants' reflection identified to code the frequently answered of students experiences.

After the data is collected, the researcher used thematic coding to analyze it (Saldana 2016). Thematic coding is a way of analyzing data to identify patterns or find themes through data collected by researchers. The researcher collected, read and highlight each student's response that is considered relevant for analysis. The collected reflection data is recapitulated in excel. The questions consist of four things regarding how the listening learning experience is in online classes during the pandemic, how is the listening learning experience outside the classroom during the pandemic, what media are commonly used in learning listening outside and inside the classroom during the pandemic, what are the difficulties faced in learning listening during the pandemic. The answers collected were then read and coded using Saldana (2016) coding. At the coding stage, the researcher made thematic text or thematic coding to be analyzed thematically.



Furthermore, the answers are sorted into which ones include open coding, axial coding, selective coding and finally the theme.

In this research, the researcher used pseudonyms (the use of numerical). The pseudonyms used were “PTS 1, PTS 2, PTS 3, PTS 4, PTS 5, PTS 6, PTS 7, PTS 8 and PTS 9”. The coding the data is presented as follow:

Note:

Q: Question

PTS: Participant

**Table 3.2 Example of data coding for Q1, Q2**

P	Question 1	Open Coding 1	Open Coding 2	Axial Coding	Selective Coding	Theme
PTS	Experiences on Learning Listening in Online Class					
1	My experience is that I don't think it's too much different from offline, because we will be given listening exercises through the audio provided from the lecturer, it's just that when the lecture process takes place and the lecturer gives us audio to listen to together in the	I don't think it's too much different from offline because we will be given listening exercises through the audio provided by the lecturer. It is just that when the lecture process	1) the lecturer gave us audio to listen to together in zoom. 2) network difficulties are not good so that my friends and I can't hear very clearly or get lost	Lecturers use Zoom; difficulty: network, intermittent sounds	1) media 2) difficulty	1) Media 2) Activities in online class 3) difficulty

	<p>zoom, there is a little difficulty is because the network is not good, so there are friends who don't hear very clearly or break up as well as me too.</p>	<p>takes place and the lecturer gives us audio to listen to together in the zoom, there are a few difficulties because of a network that is not good enough. So there are friends who don't hear very clearly or break up as well as me too.</p>				
2	<p>Pretty good, learning the same as when in class. Listen to native speakers, answer questions, etc. For trouble, sometimes unstable signal.</p>	<p>learn the same as in class. Listen to native speakers, answer questions, etc. For trouble, sometimes the signal is not stable.</p>	<p>1) Just like in class. Listen to native speakers, answer questions, etc 2) sometimes unstable signal</p>	<p>Listen to the audio, answer questions; difficulty: unstable signal</p>	<p>1) activities in class 2) difficulty</p>	



**Table 3.3 Example of data coding for Q2**

P T S	Question 2	Open Coding	Axial Coding	Selective Coding	Theme
1	I don't have enough experience to listen outside the classroom during the pandemic. I usually try to practice my listening through songs and sometimes also listen to the audio that has been share.	try to practice my listening through songs and sometimes also listen to the audio that has been shared.	1) practice listening through a) song and b) shared audio from lecturer	1) media for listening practice: song, shared audio	1) media
4	I study independently through youtube, especially listening tests, and sometimes I do online tests on websites on google.	Study independently through youtube, especially listening tests, and sometimes I do online tests on websites on google.	1) individual practice through a) YouTube for listening tests and b) from websites for online tests	1) individual practice 2) media: YouTube: listening tests; website: online tests	1) preference of listening practice 2) media