

CHAPTER III

RESEARCH METHOD

This chapter deals with the important aspects related to the research method of the study covering research design as a plan of what data to collect, research site and participant of this study. The data instruments of this study namely document analysis, classroom observations, and interviews were conducted to collect data and information to answer research question. The data collection procedure and data analysis procedure are explained as a process for supporting decision making in this study.

3.1 Research Design

This qualitative case study proposed to gain deeper understanding, intensive description, and in-depth analyses about using authentic materials in teaching listening in an EFL classroom done by one senior high school teacher in her teaching activities, especially in listening (Bordens & Abbott, 2011; Creswell, 2014; Duff, 2008; Kothari, 2014; Simons, 2014). It was done by means of employing multiple data collection to figure out the teacher's thoughts and actions in the classroom with students' learning, particularly in regard to adapting teaching and learning resources. This study was designed to concentrate on the teacher's ways of planning and designing the authentic materials to be implemented in the listening lesson in a certain period of teaching. The analysis of the results was based on Howard and Major's (2004) framework for factors to consider when designing materials, the criteria of selecting the authentic materials proposed by McGrath (2002), Berardo (2006) and Rost (2011). The last one was framework from Leung (2010) about the English language teachers' beliefs and attitudes in the pedagogic use.

3.2 Research Subject and Site

This study was undertaken in one of senior high school in Pekanbaru, Riau Province. This research site was chosen for the reason that the researcher had an easy accessibility to the site and it is expected to gain higher feasibility of the

study. Furthermore, the research had no difficulty to gain the permission from the school since it is considered as important (Creswell, 2012). Additionally, the English teacher at this school used the authentic materials in teaching listening. It means the teacher has already recognized what authentic materials were.

In this study, the participant involved an English teacher and eleventh grades of the students. Regarding to the choice of the participant, the English teacher had used the authentic materials in her teaching listening classroom.

3.3 Research Instruments

In accordance with the design of this study, to collect the data this study used documents, observation, and interview as the main instruments conducted by the researcher himself. The following part explains about documents analysis, observation, and interview which were used by the researcher.

3.3.1 Documents

The documents were collected to gain the information how the participant planned her teaching process. In this study, teaching materials, syllabus and lesson plan) provided by the teacher were collected, analyzed, and interpreted by the researcher in order to figure out kinds and criteria of materials planned to be used in the classroom. The materials were also correlated with the teacher's lesson plans to see expected aims and objectives of the materials used. In this study, the materials were analyzed based on the framework from Howard and Major (2004) about factors to consider when designing materials. (see appendix 1)

3.3.2 Observations

The second instrument in this research was observation. During teaching and learning process, the researcher as a non-participant observer observed the activity occurred in the classroom. It means that the researcher did not participate in the teaching and learning process. The researcher did not act as an English teacher. She was only the observer, because it would be difficult to take notes while participating (Creswell, 2012, p.222). In the setting of this study, the role of passive participant observer is chosen (Gobo, 2008) in which the researcher

observed, recorded and took notes without being involved in the classroom activities of the participants, and maintain a certain distance from it and never intervening the occurring activity in the classroom. Systematically observation will conduct to collect the data (Alwasilah, 2000, p.165). The important thing as a non-participant observer was the researcher paid attention and checked the observation list and observed the phenomenon happened during class activity and drew the conclusion (see Appendix 2)

In collecting the data from classroom observation, the researcher as a non-participant observer focused on paying attention to search the information given by the teacher during the implementation of the authentic materials in teaching listening in the classroom. Through the sense, the researcher paid attention in searching the information on the teacher' teaching strategies for the listening lesson by using the authentic materials from the beginning of the class until the end, and kept pay attention on what happened in the class during teaching and listening process (Cresswell, 2012; Emilia, 2000). Therefore, it was clear that the role of non-participant observer in this study was observed the teaching-learning activities with the implementation of authentic materials in listening lesson.

In conducting the observations, during the implementation of using the authentic materials in teaching listening, the researcher took the notes to complete the data from the classroom observation. While observing what was going on in the classroom, the researcher made the field notes. The results of field notes were expected to help in explaining the results from observation checklist. Field notes took place during the observation in 3 meetings.

3.3.3 Interviews

In this study, two semi-structured interviews were conducted in the attempt to gather data mainly about using authentic materials in teaching listening. The use of semi-structured interview enables the researcher to gather data from people about opinions, beliefs, and feelings about situations in their own words (Ary et al., 2010). Marshall and Rossman (2006) states that interview helped researcher to explore the participants' view on the topic. The interview in this study was used to find out in depth information from the teacher about using the authentic materials

in teaching listening. The questions in interview were developed to support the analysis of the teachers' opinion on using the authentic materials in teaching listening. Moreover, in building the harmonious rapport with the participant so she could be more comfortable and could express her argument fully, the interview used in Bahasa Indonesia. Tsang (1998) argues that being interviewed in the mother tongue creates a more conducive atmosphere to expression and the building up of understanding. Using native language might be beneficial to gain access to respondents and to establish trust (Andrews, 1995).

There were two sessions of individual interviews. The first session started with teacher's background knowledge about authentic materials (see Appendix 4). In the second session, the interview itself was categorized into five themes. The first part questions (4 items) dealt with the role of authentic materials in language teaching. The second part of interview (4 items) was about teacher's opinion about the contrast between non-authentic materials English textbook. The third part of interview (6 items) was about the effect of using authentic materials. The fourth part of interview (4 items) was about the text selection. The last part of interview (3 items) referred to teacher's general feeling about using authentic materials. The interview guideline used was adapted from Leung (2010) (see Appendix 5)

3.4 Data Collection Procedure

In order to gain data for the study, there were some procedures taken. Firstly, the researcher asked for the ethical permission to the school as well as the teacher's permission and availability of the data for this research which was done on 17th September 2018. With her permission, the researcher asked the teacher to provide her teaching materials and lesson plans to be analyzed. Then the researcher did the first interview with the teacher about her understanding about authentic materials. (see Appendix 3). Then, the analysis of teaching materials designed by the teacher aimed to gather the data concerning kinds of materials intended to be used in the classrooms. These activities were done on the same day as classroom observations on 17th, 24th September, 1st, 8th October 2018. Secondly, the data collection was done through observation. Before observing the participant's teaching activities in

the classroom to find out how she provides and teaches listening, the researcher prepared observation guide which allowed her to organize the instruments for recording. After the observation was carried out, the data about teacher's ways of using authentic materials in teaching listening, her views about authentic materials, and implementing the authentic materials were further obtained through interview. The interview was conducted after all meetings observed on 8th October 2018 based on the participant's free time.

Table 3.1.

Timeline of data collection

Time	Activity	Instrument
Before Meeting 1	Interview 1	Interview guideline 1
Meeting 1	Observation 1	Observation Checklist Field notes
Meeting 2	Observation 2	Observation Checklist Field Notes
Meeting 3	Observation 3	Observation Checklist Field Notes
After Meeting 3	Interview Document	Interview guideline 2

3.5 Data Analysis Procedure

This section elaborates the procedure in analyzing all data from the document analysis, observations and interviews. It also explains the instruments which were used to analyze the data.

3.4.1 Analyzing Document

In this process of analysis, the documents (lesson plans, syllabus and teaching materials) were used mainly to see how the teacher planned and designed the process of teaching in her class. Using the framework from Howard and Major (2004) about guidelines for designing effective English language teaching materials analysis, the materials were firstly analyzed was the document. In designing the materials the teacher needed to create the relevance, interest, motivation and meet the special individual needs and the teacher had to ensure that they know their learner well. After that, analyzed about the curriculum and the context that include state level, a curriculum outlines, the goals and the

objectives, and types of materials. After that, the analysis moved to the resources and facilities available at the school. The next stage was analyzing the personal and competence to determine an individual teacher's willingness to embark on material development. The stage moved to copyright compliance and in the last stage of analysis was about managing the time.

Table 3.2

Factors to consider when designing materials

Factors to be consider	Features
Learners	Relevance Interest Motivation
The curriculum and the context	State level The goals and the objectives Types of materials
The resources and facilities	Access to resources (computer with or without internet access A video player and TV Radio Cassette Whiteboard CD player
Personal confidence and competence	Add activities to those already suggested Leave out activities that did not meet the learners' need Replace or adapt activities or material with : <ul style="list-style-type: none"> - Supplementary materials - Authentic materials - Teacher-created supplementary materials
Copyright compliance	Copyright laws place on the copying of authentic materials, published materials, and materials downloaded from internet
Time	Manageable

(Adapted from Howard & Major, 2004)

3.4.2 Analyzing Observation

Meanwhile, the classroom observation used to figure out how the teacher selected and implemented the authentic materials in listening classroom. The data from observation classroom were transcribed, analyzed, categorized, and interpreted referring to McGrath's (2002), Berardo (2002) and Skierso in Rost (2011). The whole data concerning observation note are presented in Appendix 7.

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In analyzing the observation data, reading and reviewing the observation checklist were conducted after the classes. Then, the data were analyzed and classified into some categories related to selecting authentic materials in teaching English as Foreign Language. The data from the classroom observation were classified into six categories: first, selecting authentic materials, second, suitability of content, third, exploitability, fourth, audibility, fifth, presentation and sixth, material evaluation. These categories were modified from McGrath (2002), Berardo (2006) and Rost (2011).

Finally, the interpretations of the data were conducted by drawing the conclusions. The data were interpreted to address the research question. Creswell (2012) suggested that the conclusions of interpretation data from observations can be drawn and explained in word to provide the answers of the research question. The observation checklist framework can be seen in table below.

Table 3.3

The observation checklist

Stages	Features
Selecting authentic materials	Relevance to syllabus and learners' needs Intrinsic interest of topic Cultural appropriateness Linguistics demands Cognitive demands Exploitability
Suitability of content	The text interest the student Relevant to the students' need It represents the type of material that the student will use outside of the classroom?
Exploitability	The text can be exploited for teaching purposes? What skills/strategies can be developed by exploiting the text
Audibility	The text is too easy for the students The text is too difficult for the students It is naturally recorded It is structurally too demanding It is structurally complex It contains much new vocabulary It is relevant
Presentation	There are a variety of speakers It "looks" authentic It is "attractive" It grabs the student's attention It makes the students want to listen more
Material	The teaching materials contain specific skills, strategies, general

Evaluation	<p>abilities to deal with certain inputs.</p> <p>The material given is at the right level for the students.</p> <p>The procedures are easy to figure out for the teachers. For the students?</p> <p>There are appropriate visuals – charts, illustrations, etc., to engage students and guide learning.</p> <p>It is reasonably up to date.</p> <p>The exercises are varied.</p> <p>The supplementation materials will be necessary.</p> <p>The material allow for learners at multiple levels to use it.</p> <p>The material is readily available?</p> <p>It is reasonably priced for the students.</p> <p>The supplementation materials will be needed in class and out of class.</p>
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(Adapted from McGrath, 2002; Berardo, 2006; Skierso in Rost, 2011)

3.4.3 Analyzing Interviews

The data gained from the interview analyzed in five main approaches (Kvale, 1996) cited in Emilia (2000) namely: categorization of meaning, reduction, structuring, interpreting of meaning through narratives, interpreting of meaning and generating meaning. The data from interview in this research included the interview from recording. In transcribing the interview data, the name of the respondents was coded to protect their privacy. Interview data were interpret to answer the questions and compared with the theory underpinning the study and the data from interview are used to gain in-depth information concerning to research question (Alwasilah, 2000). The data from interview were firstly gathered and designed into interview transcript. After that, all data were translated into the target language and read thoroughly in order to get adequate data for research objectives. After ensuring the data, some significant notes were taken for the data gathered such as coding them into several themes and selecting the related themes to address the research question formulated in the form of table. The data were displayed in the form of the respondent's interview excerpt to provide explanation for analysis. The analysis results were presented based on the themes and categories which corresponded to the research question planned in this study starting from the teacher's general knowledge of using authentic materials, the roles of authentic materials in language teaching, the contrast between non-authentic English textbook and authentic text, the effect of using authentic

materials, the text selection and the teacher's general feeling about using authentic materials. The table 3.3 below is the example of how the interview data were analyzed and displayed. Meanwhile, the completed results of interview can be seen in appendix 8.

Table 3.4

The Transcripts of Interview Display

Excerpts	Excerpts (Translated)	Codes	Researcher's Notes
<i>Ya, autentik material dapat menarik perhatian siswa saya. Autentik material menggambarkan realita didalam pelajaran dan meningkatkan pengetahuan siswa saya. Hal ini membuat siswa saya dapat mengetahui apa kaitan nta pembahasan hari ini.</i>	Yes. Authentic materials attracted my students' attention. It gave reality to the lesson, and enriched students' knowledge. My students are able to see what is exactly happening in the topic of the day.	Roles of authentic materials	Authentic materials can reinforce students the direct relation between the language classroom and the outside world by offering a way to contextualize language learning.

Lastly, after being analyzed, all the data from those three instruments were triangulated to draw a brief conclusion of what could be revealed from the data collected. The findings of this research would be further explained and discussed in chapter IV.