

CHAPTER III

RESEARCH METHOD

3.1 Approach and Type of the Research

A qualitative technique was employed in this study's methodology. A study that aims to comprehend a phenomenon from a holistic perspective, using language and word descriptions, a particular natural setting, and a variety of scientific techniques is referred to as qualitative research. Creswell then defines qualitative research as an investigation of human problems and social phenomena (Murdiyanto, 2020). Additionally, qualitative research is described as a multimethod, focused, natural, holistic, quality-focused, multimethod, multimethod, multimethod, multimethod, and narratively presented approach to scientific research in search of meaning, understanding, concepts, symptoms, symbols, and descriptions of phenomena (Sidiq & Choiri, 2019). This research is of the descriptive variety, which is defined as research with the goal of characterizing or illuminating current phenomena, including both artificial and natural phenomena. Descriptive research aims to produce accurate, factual, and methodical information about the features and facts of a given population or region.

3.2 Variables of the Research

Any characteristic, feature, or value that varies among individuals, objects, groups, or activities is called a research variable. According to Sugiyono (2016), conclusions are reached after researchers choose which variables to study in the study. There are two types of variables in this case: independent variables and dependent variables (such as attachment variables). The researcher will use characteristics related to students' listening comprehension and technology podcasts in this study. Based on this, the researcher will utilize the use of podcast technology to observe and interview eighth-grade teachers and students about their listening comprehension. This will ensure that the data is more accurate.

3.3 Setting and Schedule of the Research

This research carried out at UPTD SMP Negeri 5 Gunungsitoli at JL. Pendidikan No. 0, Ilir, Gunungsitoli Distric, Gunungsitoli City, North Sumatera. The time this research is conducted from October to November 2024, starting from submitting research titles, then continuing working on proposal and holding seminars.

3.4 Source of Data

The source of data in research is the source where data can be obtained if researcher use observation, interview and documentation in data collection the types and sources of data will be obtained is:

a. Primary Data

This data was obtained from observations, interviews and documentation carried out on teacher and students on grade eight students of SMP Negeri 5 Gunungsitoli, this is because the researcher wanted to know directly the effect of using podcast technology on students' listening comprehension.

b. Secondary data

This is data obtained from other sources or indirectly, namely secondary data in the form of existing data, such as observation, documents or data that have been recorded or validated, so that researchers only search for and collect data or documentation that is already available and consists of, book, journal, and documentation.

3.5 Instrument of the Research

This research uses observation, interview and documentation methods. Therefore, the Instruments needed are an observation guide, interviews sheet for teacher and student's, recording equipment, camera and writing equipment.

In qualitative research, the researcher has the position of planner, implementer, data collection, analysis, data interpreter and ultimately the reporter of the research results (Lexy J. Moleong, 2012: 168). According to Nasution (in Sugiyono 2011:306) in qualitative research, there is no other choice than to make humans the main research instrument.

3.6 Data Collecting Technique

Data collection techniques are special methods used to obtaining data in research that aims to prove the truth of an event or activity. In this research, researchers used 2 (two) methods of collecting data, namely:

a. Observation

According to Haris Herdiansyah (2013: 132) the essence of observation is the existence of visible behavior and the existence of goals to be achieved. Visible behavior can be behavior that can be seen directly by the eye, can be heard, can be counted and can be measured.

Tabel 1.1 Observation Sheet

Day/ Date :

Class :

Podcast Topic :

Researcher : Angel Bertha Waruwu

Pre- Teaching	Criteria	Yes	No	Comment
	1. The teacher greets the students.			
	2. The students respond to the greeting.			
	3. The teacher asks the students condition and their attendance list.			
	4. The teacher gives opening to the students related to the material will be discussed.			
	5. Students are active in responding the lead in given by the teacher.			
Whilst-Teaching	6. The teacher tells students the material at the meeting			
	7. The teacher presents a sample podcast to check the audio system.			

	8. The students listen the podcast.			
	9. The teacher asks the difficult words.			
	10. The teacher explains and discusses the content of the podcast.			
	11. The teacher make the instruction before the students listening the podcast.			
	12. The students listen the podcast.			
	13. The student shows enthusiasm while listening to the podcast			
	14. The student shows interest in the podcast material.			
	15. The student actively takes notes or responds to the podcast content			
	16. The students doing the assignment.			
	17. The teacher helps the student's difficult.			
	18. The teacher gives chances to the students for asking questions			
	19. The students ask questions.			
	20. The teacher answer the questions and checks the students' understanding.			
	21. The teacher gives refreshing time to students listening to the podcast.			
	22. The teacher make the instruction before student listening to the podcast.			
	23. The students listening to the podcast and answer the script.			
	24. . The teacher ask the students to answer the complete podcast			
	25. The students offer themselves to be the volunteer.			
Post-Teaching	26. The teacher gives the students' opportunity to ask about the matter			

	has been given.			
	27. The teacher asks the students what material has just been discussed.			
	28. The teacher concludes and summarizes the lesson with the students.			
	29. The teacher closes the teaching and learning process.			
Teacher-students' interaction	30. The students feel free to ask, agree, and express their idea.			
	31. The teacher can control and manage the class.			
	32. The students are encouraged to do their best.			
Improvement of Students Listening Skills	33. The student can identify key words or phrases from the podcast			
	34. Students can complete the incomplete podcast script given by the teacher			
	35. Students are motivated to learn and practice their listening comprehension and activities provided by the teacher.			

b. Interview

An interview is defined as a conversation with specific goals by Lexy J. Moleong (Yuhana & Aminy, 2019). With the goal of gathering information that could clarify the research problem, 308 respondents and researchers met in person to exchange verbal responses. A talk with a definite goal is what Moleong (Nugroho, 2019) defines as an interview. The interviewer asks questions and the interviewee responds to the questions, making up the two parties involved in the conversation.

In this study, researchers will interview English subject teachers who have used podcasts before to find out more about the effectiveness of using podcasts on students' listening comprehension, and also researcher interview the student's that learn by using technology podcast. In collecting the data, the researcher use audio recorder, camera

recorder, interview guidelines, and writing the result of the interview activity. There are three types of interview in qualitative research, namely:

a. Unstructured interview

Owing to the nature of the interview, it cannot be pre-structured. The researcher, who is represented in this unstructured interview, chooses the interview questions with the main points before the interview begins, but he can also create new questions based on the interview's flow and the flexibility and freedom granted by the interview process. Based on the participant's response, the interviewer should prepare new questions at that precise moment and ask them by structuring open-ended questions. The interviewer takes informal notes and creates questions during the interview, even though it is not structured beforehand; nonetheless, the interviewer checks for the research. In this regard, the interview type is categorized as a narrative interview.

b. Structured interview

Structured interviews are conducted in a methodical and systematic manner by the interviewer using an interview form with questions written in a standard format. Because the interviewee is under the interviewer's control, they are less flexible and comfortable. The interviewer creates a framework and asks prepared questions, and participants are expected to provide succinct and clear answers. Although this format allows the interviewer to work with larger groups, survey studies can be used as an example. Structured interviews can be considered the spoken equivalent of written questionnaires. In structured interviews, the researcher should adhere to the interview form that he prepared beforehand; during the interview, the question order and question statements should be followed. Like in the questionnaires, the structured interview aims to avoid answering the question or to minimize the participant's inadequate response.

c. Semi-structured interview

It is the type of interview that is frequently preferred by researchers. It is more flexible than the structured interview type. The interviewer schematized the flow of the interview beforehand. But here, the researcher can ask different questions according to the flow of the interview. The semi-structured interview is between a structured and an unstructured interview. In this type of interview, questions can proceed more flexibly. This sort of interview can be changed according to the current condition of the interviewer, the responses supplied by the participant, and their thoughts on the issue.

So in this research, the researcher will conduct structured interviews, because it can help the researcher in determining the direction of the interview in accordance with the objectives and focus of the research.

Tabel 1.2 Interview Sheet for Teacher

Teacher's Name :
Day/Date :
Class :

NO.	Interview Question	Answer Describe
1.	What do you think a podcast is?	
2.	Do you often use podcasts?	
3.	What do you think about using podcasts as a tool to improve students' listening comprehension?	
4.	Do you think podcasts are more effective (such as video or regular audio recordings) in teaching listening comprehension? Why?	
5.	Do you think the use of podcasts helps students improve their listening comprehension in English (or another target language)? Can you explain how?	
6.	Do you see any	

	improvement in students' vocabulary comprehension, context understanding, or listening strategies after using podcasts?	
7.	Do podcasts help students understand different accents, intonations, or language variations?	
8.	Do students seem more interested or enthusiastic when learning using podcasts compared to other learning methods?	
9.	Does the use of podcasts increase student participation in class activities such as discussions or questions and answers related to the content of the podcast?	
10.	Have you encountered any challenges or difficulties in using podcasts in the classroom?	
11.	How do you overcome difficulties students may have in understanding the content of the podcast?	
12.	In your opinion, are podcasts suitable for all levels of student ability (beginner, intermediate, or advanced)?	
13.	How do you adapt the podcast to the level of understanding of students in your class?	
14.	What podcasts do you usually use in class? And what the criteria of podcast that you usually use in class?	
15.	What are your recommendations for more effective use of podcasts in developing students' listening comprehension?	
16.	Are there certain aspects of the podcast that you think need to be improved to better suit students' needs?	

Tabel 1.3 Interview Sheet for Students

Name :

Class :

Day/Date :

No	Interview Questions	Answer Describe
1.	How do you feel when you listen to podcasts as tool of your learning?	
2.	Do you find podcasts enjoyable? Why or why not?	
3.	In what ways do you think podcasts have improved your listening comprehension skills?	
4.	Can you describe a specific instance where a podcast helped you understand a topic better?	
5.	Do you feel more confident in your listening abilities after using podcasts? Why?	
6.	How does listening to podcasts compare to other forms of learning, such as lectures or reading?	
7.	What motivates you to engage with podcasts for educational purposes?	
8.	Do you find that podcasts keep you more engaged than traditional classroom activities? Why or	

	why not?	
9.	What challenges do you face when listening to podcasts in class?	
10.	Do you like learning by using technology podcast?	

c. Documentation

Data collection techniques with documentation are methods used to collect data or information that already exists in document form. The document itself can be in the form of a picture, book and so on.

3.7 Data Analysis Technique

In analyzing qualitative data, there are three stages of activity, namely: Data reduction, data presentation, drawing conclusions and quantitative. (Mezmir,2020). Based on opinion then the data analysis will be carried out following the steps as follows:

1. Data Reduction (Data Reduction)

The data reduction stage means summarizing, selecting the main things, focusing on the important things, looking for themes and patterns, and killing what is deemed unnecessary. Thus, the data has been reduced will provide a clear picture and makes it easier for researchers to carry out further data collection. Data reduction in this research will focus on effect of using technology-podcast on students' listening comprehension.

2. Data Presentation (Data Display)

The data presentation stage includes clarification and data identification, namely writing down an organized and organized collection of data.

3. Drawing Conclusions (Conclusion Drawing)

The stage of drawing conclusions in this research is the activity of giving meaning and providing an explanation of the results of presenting data obtained from data analysis using Podcast-Technology as a tool in the form of a visible impact on students' listening comprehension.