

CHAPTER III

RESEARCH METHOD

This research method is an effort in science that were carried out to obtain systematic results, factors of the problem, the principles used in terms of lecturers' perspective in listening assessment during online learning so that the information obtained was more accurate and in accordance with the facts that have been obtained in the field at the time of observation.

The implementation of research is always dealing with the object studied, be it humans, events or symptoms that occur during research. Thus, the variables to be studied in the research method include:

A. Research Design

The type of this research was descriptive qualitative research. In this study got information about the lecturer's perspective in listening assessment and the types of assessment that lecturer use to assess listening. According to Airasian, Mills, Gray (2016) were found the method used in this research is descriptive because this study is expected to describe the phenomenon of analysis of opinion activity used in assessing listening.

In addition, the data for this study was gathered through observation, interview, and documentation. After that, it was examined using Airisan, Mills, Grey's methodology. The data was process and presented in a descriptive form.

This study was titled "Lectures' Perspective about Listening Assessment during Online Learning" the aim of the research is to know lecturer's perspective about how her assessing listening subject whether using online learning through whatsapp.

B. Research Setting

This research held place at English Department of Tarbiyah and Teachers Training Faculty at Antasari State Islamic University of Banjarmasin located on Jl. A. Yani km 4,5. This research focused on the type of listening assessment and lecturer's perspective in listening assessment, which at the UIN Antasari campus in the listening course in semester. In addition, this research took this problem because the IELTS course was only available on the campus, in the English education Department in the third semester Tarbiyah and Teachers Training Faculty.

C. Participant

The subject used consisted of one lecturer as a participant in the Department of English Education. Consideration for choosing because the lecturer taught gradually in the third semester with IELTS as part of the material and assignments the lecturer gave to students in the course.

Meanwhile, the object of research from listening assessment during online learning was the lecturer's perspective on listening courses during online learning.

D. Data and Sources of data

1. Data

a. Primary data

The main data source from the research were obtained through direct observations and interviews with the participant concerned, including the lecturer of listening subject in the third semester. Data on the implementation of listening assessment during online learning from the type of listening assessment that the lecturer uses, and the lecturer's perspective in listening assessment during online learning.

b. Secondary data

Supporting data means supporting data from primary data, as follows documents in the form of photos and others related to listening assessment.

2. Source of data

Name of participant who gave listening subject in the third semester and other participants are students who take listening subject.

E. Technique of Data Collection

1. Observation

Observations in the listening assessment during online learning in IELTS course were carried out from November 24, 2021 to December 15, 2021, every Wednesday, 10.20-12.00. At the 11th meeting, November 24th at 10.20-12.00 the

lecturer asked the students to do section 3, the student's task was to play the audio from 3 repetitions to 5 rounds and students corrected the section they were working on by listening audio simultaneously. The next at the 12th meeting, December 1st 2021 at 10.20-12.00 the student was reassigned to work on section 4 and the results of the section that the student had answered were re-examined together. At the 13th meeting, December 8th 2021 at 10.20-12.00 the lecturer and students that had been answered together. The last meeting, December 15th 2021 at 10.20-12.00 lecturer do final test to see where the students listening ability are. In the final test, students are only allowed to listen and repeat the audio 3 times, and the lecturer asks them to send answers personally to the lecturer in charge of the course.

In this study, observed the activities of the teaching and learning process and also inserted a daily assessment process for listening course, what types of listening did the lecturer used when conducting listening assessment. The process was carried out by adjusting the online group class process.

2. Interview

Interview obtained the data were conducted on January 20, 2022. From the description of the time, the study asked several question points related to listening assessment, namely, the types of listening used in conducting listening assessments, subjects' views in listening assessment during online learning carried out, the difference between online and offline listening assessment. The activeness of students in responded when the listening assessment were carried

out. This interview was used to confirm the information from the interview that has been answered and obtained more detailed information to support the data.

3. Documentation

This technique is used to obtain data about data relating to the listening assessment process carried out the online learning.

F. Data Analysis

Data were collected through interview and observation, this study used qualitative descriptive. To direct this study in collecting data, analyzing it, organizing it and presenting it by describing what this study has found. Therefore, in analyzing the data, this study used Brown (2013). A useful way to synthesize the two lists above are to consider a number of micro and macro skills and four types of listening implicit in listening used by lecturer when conducting listening assessments.

While the theory used to analyze the lecturer's perspective in listening assessment during online learning is Sari (2015). A listening assessment were carried out during online learning, can overcome distance and time, encourages students to be more active when doing online listening assessments, students get more new vocabulary when listening audio that lecturer transmit and enhance their mastery of technology they have never explored.

1. Data Reduction

Data reduction refers to the purpose of selecting, focusing, simplifying, abstracting, and transforming the data that appear in writing up-field notes or transcription. In data reduction step, the researcher selects the important data from amounts of raw data collected in participant observation to determine what data mean.

2. Data Display

Data display is the second component of data analysis. According to Miles and Huberman (1994) stated that data display is a set of information which has been organized and classified based on data reduction which leads to conclusion. Data display is to provide organized and managed information in data collection that allows conclusion drawing.

The data researcher displayed the data obtained from the participant based on interview. This aims to make an easier reading in which the data have been collected and reduced.

3. Conclusion Drawing and Verivication

Miles and Huberman (1994) described the third type of analysis activity as drawing and verifying conclusion. According to Goetz and LeCompte (1984) include up the study on the analysis, interpretation of data, integrating and interpreting the study. Conclusion drawing is about stepping back to think about

what the analyzed data mean and to evaluate their implications for her research questions.

The researcher have sump up the data and show the finding about the application of online learning in listening subject to assessment at English Department of Antasari State Islamic University. Then, the researcher revisits the data that have been collecting to make sure or verify the conclusion appearing. After the researcher will test the meaning from the conclusion as stated by Miles and Huberman (1994) the meanings emerging from the data have to taste for their plausibility, their sturdiness, and their conformability which is their validity. Last, the researcher will make the final of conclusion to answer the researcher questioning using descriptive qualitative method.