

CHAPTER III

RESEACH METHOD

A. Research Design

In this study Types and Research Approaches, In this study, the qualitative descriptive technique was employed by the researcher. Descriptive qualitative method is a research method that is based on the philosophy of postpositivism and is used to examine the condition of natural objects as opposed to experimentation (Sugiyono, 2016). When the researcher is the primary instrument, the data collection technique is trigulation (combined), the data analysis is inductive/qualitative, and the findings of qualitative research are more concerned with meaning than with generalization, as opposed to quantitative research. Descriptive qualitative research is a method used to describe, explain, or summarize a variety of situations, phenomena or various research variables based on events as they occur, which can be documented through photography, interviews and observation as well as the expression of findings through documentary materials (Bungin, 2015).

Based on some of these opinions, the researcher feels that the methods of descriptive qualitative method is the most appropriate method for the research that the researcher wants to do, which is trying to describe and interpret objects that are

under the conditions carried out where data collect is associated with current circumstances and events Researchers used observation, interview and documenttion to collect data in the field.

B. Research Setting

In this study, the author conducted research was appointed at the English Education Department, UIN Antasari Banjarmasin. This college is located on Jl. A. Yani, km 4,5. This University is one of the universities in South Kalimantan with an English Department. In this department, there are Listening Classes from semester one til four. Gender Differences in Listening Strategies is the title of the researcher's study, and it indicates that the English department at UIN Antasari Banjarmasin is in desperate need of gender-specific listening strategies in semester two and the listening strategies that are useful for students and will have an impact on the listening class. Furthermore, this research will require two months, from 14 February to 8 March 2023.

C. Participants/ Subject

In this study, the researcher selected twelve students who entered the interview stage consisting of six male and six female students, each class was represented by two male and two female students from each clases A, B and C Listening II. This selecting was made trough criteria for selecting abilities in understanding listening strategies, students activities in class, and the highest score in listening class. The criteria for participants in this study were obtained from the results of interviews conducted by researchers with the lecturer of

Listening II regarding the condition of male and female students in the listening class is in desperate need of gender-specific listening strategies in semester two and the listening strategies that are useful for students and will have an impact on the listening class. Furthermore, this research required two months, from 14 February to 8 March 2023. The lecturers say they are students who actively participate in class; they have very good listening skills compared to others. The lecturer also said that students were able to understand the contents of what they heard, both in the form of subject matter, they got high scores in every meeting in listening II also good presentations and discussions in the listening class. The criteria for participants in this study were obtained from the results of interviews conducted by researchers with the lecturer of Listening II regarding the condition of male and female students in the listening class. A. Gender Differences in Listening Strategies is the title of the researcher's study, and it indicates that the English department at UIN Antasari Banjarmasin is in desperate need of gender-specific listening strategies in semester two and the listening strategies that are useful for students and will have an impact on the listening class.

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D. Data and Data Sources

1. Data of the Research

The source of data collection in a study is divided into primary and secondary data. In this study, the data used by researchers are primary and secondary data.

a. Primary Data

In this case, the primary data to be examined are the listening strategies used by male/female students at English Education Department in UIN Antasari Banjarmasin. This data is the primary data obtained directly by the researcher, and the data would be explored in this study through observation and interviews conducted by the researcher three times in each meeting.

b. Secondary Data

Secondary data here is also referred to as supporting and complementary data in research to support the main data whose contents include:

- 1) History of the Establishment and Development of English Department at UIN Antasari Banjarmasin.
- 2) Lecturers and Staff of English Department at UIN Antasari Banjarmasin.
- 3) The number of students in English class of 2022 at the Tarbiyah and Teacher Training Faculty of UIN Antasari Banjarmasin.

2. Source of Data

Data sources in this study were obtained through observation and interviewing the students. The researcher conducted weekly interviews to obtain

specific data for this research. It was carried out weekly during the teaching and learning process.

E. Technique of Data Collection

Data collection techniques are strategies or methods researchers use to obtain data and information needed in this research. In this study, the researcher used various ways, including observation and interviews, to get the data.

1. Observation

The data obtained through this observation was used to determine the strategies used by male and female students at the English Education Department in UIN Antasari Banjarmasin. At the time, the researcher observed every step students took in implementing listening strategies while listening in class.

These observations are conducted when entering the learning material TOEFL Prediction. In addition, the observation were done 8 (nine) times on February 14th tiil March 1st 2023. In addition, the researcher also keeps minitoring the male and female students used strategies in listening class. The researcher participates in listening process to get accurate data from the field.

2. Interview

Through interviews, the researcher obtains data related to the research questions about how male and female students use listening and the different listening strategies used by male and female students in listening classes. The

researcher conducts a face-to-face interview with twelve students at English Education Department in UIN Antasari Banjarmasin. The researcher began the interviews on March 2nd till 8th, 2023; there are several steps that the researcher prepared before conducting the interview. First, the researcher prepared the question related to research questions about male and female use of listening strategies and the differences in listening strategies used by male and female students in listening class. Then the researcher explained the types of listening strategies before the interview.

The researcher asked the male and female students about their listening strategies used in listening class. The researcher used a mobile phone as a medium to record interview activities. In this interview, the researcher wants to investigate more about the strategies used by male and female students while listening in class. Some examples of questions are 'What strategies did you use in learning to listen? Additionally, interviews were conducted over several semesters two at English Department in UIN Antasari Banjarmasin because they had completed the listening course in one semester. The researcher hopes to obtain factual and reliable information as a result of this, based on what is currently taking place in the field.

In making questions, The researcher have to pay attention to the number of questions so that there are not too much question, the important thing is that they are adjusted to the indicators set., (Siyoto & Sodik, 2015).

Table 3.1 Type of Listening Strategies

Variable and Theory Link	Sub Variable	Indikator
Listening Strategies O'Malley and Chamot (1990)	Cognitive Strategies	1. Taking note 2. Summarizing 3. Highlighting the main information 4. Translating 5. Repeating 6. Elaboration 7. Predecing
	Metacognitive Strategies	1. Planning 2. Mintoring 3. Analyzing listening text 4. Evaluating how well they have achieved
	Socio-Affective Strategies	1. Controling emotion 2. Positive emotion like calm 3. Enjoying the class

F. Data Analysis

Data analysis can be described as the systematic exploration and consolidation of information derived from diverse data sources. These sources may include interviews, observations, and documentation like video or audio recordings. The process involves organizing the gathered information, selecting the relevant components for study, and drawing conclusions to ensure the findings are easily comprehensible and accessible. (Miles, Huberman, & Saldana, 2014).

Four stages comprise the data analysis technique used in qualitative analysis. The first stage is data collection, reduction, and display; the final stage is drawing conclusions and putting the findings to use (Heberman, 1992). We will discuss each step in greater detail below to be on the same page. The following are the procedures to be followed:

Generally, data analysis involves systematically searching for and gathering information from various data sources, including interviews, observations, and documentation like video or audio recordings. The collected information is then organized, focusing on identifying the important elements that need to be studied. The ultimate goal is to draw meaningful conclusions that are easily accessible to oneself and others.

In qualitative analysis, the data analysis technique typically consists of four stages: data collection, data reduction, data presentation, and drawing conclusions and applying the findings (Haberman, 2014). We will now delve into each step in more detail to ensure a shared understanding. The following procedures outline the recommended approach:

1. Data Collecting

The researcher conducted observation and interviews as data collection methods to gather information and identify the issues individuals face regarding gender differences in listening strategies.

2. Data Reduction

Data reduction is the first stage of the process in qualitative data analysis techniques. Researchers is anticipated to simplify, classify, and discard unnecessary data from the observation to conducted interviews. It helped researchers to easily analyze gender differences in listening strategies at UIN Antasari Banjarmasin, and the data produced meaningful information.

3. Data Display

Data display is an activity in which data is organized systematically and quickly accessible, allowing for the generation of conclusions to be made due to the arrangement. The researcher creates a form of presenting qualitative data through the presentation of data, which can take the form of narrative text (in the form of field notes), matrices, graphs, networks, or charts. It will be easier to reach through the presentation of data, which will later be structured and organized in a relationship pattern of gender differences in listening strategies.

4. Conclusion and verivikasi

Having completed data analysis and sorted the information data from the results of observation and interviews, the researchers moved on to the final stage of qualitative data analysis, which involved drawing conclusions and verifying data. This was done to see whether the goal of the analysis to be carried out had been achieved while still referring to the analysis results to be carried out. This stage aims to derive meaning from the data collected by looking for relationships, similarities, or differences between gender differences in listening strategies to draw conclusions that can be applied to existing problems to

provide solutions. The conclusions reached are still provisional and may be revised if no supporting evidence is discovered during the next data collection stage.

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However, if the conclusions advanced at the outset are backed up by solid evidence, the conclusions generated are considered credible in the final analysis. Verification for the analysis to assess the data following the objectives of the fundamental concepts with greater precision and objectivity. Peer debriefing is one method for accomplishing this.