

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This study aimed to figure out how many types of Multimodal Approach due to the lecture implementation in Listening II class and find out the students' attitude towards Multimodal Approach in Listening II class. To answer the attitude of second-semester students of English Education Department Academic Year 2020. The data were obtained from the lecture and students through observation, interview, and documentary by using observation sheets and open-ended questions. The researcher analyzed the data based on the result of observation and interviews. Research questions proposed in the very beginning, the researcher administered qualitative method and descriptive study to describe, analyze, and interpret types of Multimodal Approach due to the lecture implementation and students' attitude towards Multimodal Approach in Listening II class.

#### **B. Research Setting**

The researcher was enrolled in an online class; Listening II class at English Education Department of Antasari State Islamic University Banjarmasin in which the location was on A. Yani Street KM. 4.5 Banjarmasin, South Kalimantan.

Several reasons the researcher chose Listening II class of English Education Department of UIN Antasari Banjarmasin were 1) The main concern in this research was English Listening and in English Education Department, there was Listening II in the teaching and learning process, 2) Due to the time, Listening II class were on the second semester from February to May 2021, because of this, the research could be able to conduct, 3) Based on previous studies about Multimodal Approach, the studies were conducted in Poetry, Reading, and Writing class. Therefore, the researcher continued the study on Listening class, and 4) According to the students' learning style, every student was different, whether the learning style or the skill that they had. Because of that problem, the researcher dug more into every students' attitude in Listening class that seemed more be benefited for students who had audio learning styles than the others.

### **C. Participants**

The participants were second-semester students of English Education Department Academic Year 2020 of Antasari State Islamic University. The researcher used purposive sampling. The participants were 57 students, categorized as class A and C of the second semester of Listening II class 2021 because had the same lecture who taught in these classes. In this research, the researcher focused on the students' attitude towards the Multimodal Approach that was implemented by the lecture in Listening II class.

The steps were: 1) identified the size of the students of all of the class; 2) identified the sample design; 3) selected the individuals by using purposive sampling; 4) indicated the number of participants.

#### **D. Data**

In this study, the data was the types of Multimodal Approach and students' attitude. It was used by the lecture to comprehend the student's understanding and apply in the Listening subject and students' responses towards the Multimodal Approach. This data was from the activities occurring in Listening II class.

The data was conducted by observation, interview using open-ended questions, and documentary by collecting the documents or materials. For the observation sheet, there were two kinds of observations, the first observation was for the lecture and the second observation was for the students. There were three main points to be observed for each sheet. Then, 13 open-ended questions were for the students. The researcher tried to find out the broad answer and additional information from the participants.

#### **E. Technique of Data Collection**

In this research, the data was collected through:

##### **1. Observation**

The first step was observation. The observation sheet was made in January 2021. The researcher used an observation sheet to get specific information about the types of Multimodal Approach that was used by the

lecture and the student's attitude towards Multimodal Approach in Listening II class by watching and giving checklist and comments without any direct contact to the lecture or students during the class.

Due to the online class, the researcher did an observation on online class using Zoom Meeting and WhatsApp group at the end of April 2021 after being allowed by the lecture. The researcher chose two classes to be observed with the same lecturer, which were class A and C. For this observation, the researcher acted as a non-participant observer. The observation was done to collect data or information during the teaching-learning processes by using an observation sheet that included the learning activities, the use of media, the performance of the lecturer, the teaching materials and the approaches which were used by the lecturer, and how the lecturer assessed the students' listening skills which had three main aspects to be observed. Also, the students' affects or emotions, a judgment of the lecture, and appreciation of things in the class. Throughout the observation from the beginning to the ending of the class, field notes were taken to record what was occurring in the classroom setting such as the behaviors, activities, approaches, and other features. Through the field notes, the researcher could be described the experiences while making the observations. The researcher also used a camera to take some pictures of what was happening during the teaching-learning processes.

The criteria based on (Gagich, 2020, p. 67-73) to be full filled the observation sheet for types of mode as follow:

| Table 4                      |  |
|------------------------------|--|
| <i>The Criteria of Modes</i> |  |
| <u>Mode</u>                  | <u>Criteria</u>  |
| Linguistic                   | Alphabetic text or spoken word. Its emphasized was on language and how words were used (verbally or written).  |
| Visual                       | What the students could see, such as moving and still images, colors, and alphabetical text size and style.  |
| Aural                        | What the students could or could not hear, such as music or texts that emphasized the aural mode included podcasts, music videos, concerts, television series, movies, and radio talk shows. |
| Spatial                      | How a text dealt with space. It was related to how other modes were arranged, organized, emphasized, and contrasted in a text, such as infographic and brochure.                             |

|          |   |
|----------|---|
| Gestural | Gesture and movement in delivery of speeches in the way(s) that the lecture moved hands and fixed facial features and in other texts that captured movement such as videos, movies, and television. |
|----------|---|

The criteria for students' positive attitude modified from Unsworth & Mills (2020) and Martin (2005) are as follow:

|  |                 |  |
|--|-----------------|--|
| Table 5  |                 |  |
| <i>The Positive Criteria of Students' Attitude</i> |                 |  |
| Positive   |                 |  |
| <u>Structure</u>                                   | <u>Category</u> | <u>Criteria</u>  |
| Affect   | Inclination     | The students were active physical engagement<br>The students focused on task |
|  | Happiness       | The students were energetic  |
|  | Security        | The students used strategy without forcing                                   |

|                                  |              |   |
|----------------------------------|--------------|---|
|                                  |              | <p>The students were confident to participate</p> <p>The students replied listening audio under three times</p>           |
|                                  | Satisfaction | The students were interested in asking  |
| Judgment<br>(Social<br>Esteem)   | Normality    | The students addressed the normative location of the lecture physical, mental, and social characteristics in positive way |
|                                  | Capacity     | The students were capable to do something   |
|                                  | Tenacity     | The students were dependable to do something  |
| Judgment<br>(Social<br>Sanction) | Veracity     | The students were honest  |
|                                  | Propriety    | The students reproached the lecture so far in positive way  |
| Appreciation                     | Reaction     | <p>The students comprehended the lesson</p> <p>The students got the right answer</p>                                      |
|                                  | Composition  | <p>The students followed the instruction</p> <p>The students used the microphone organized</p>                            |

|  |              |  |
|--|--------------|--|
|  | Significance | The students followed the class from beginning to end in 40 minutes (Zoom Meeting) |
|--|--------------|--|

The criteria for students' negative attitude modified from Unsworth & Mills (2020) and Martin (2005) are as follow:

|  |                 |   |
|--|-----------------|---|
| Table 6  |                 |   |
| <i>The Negative Criteria of Students' Attitude</i> |                 |   |
| Negative   |                 |   |
| <u>Component</u>                                   | <u>Category</u> | <u>Criteria</u>   |
| Affect   | Disinclination  | The students were inactive physical engagement<br><br>The students did not focus on task  |
|  | Unhappiness     | The students were not energetic   |
|  | Insecurity      | The students did not use the strategy<br><br>The students were hesitated to participate<br><br>The students replied listening audio more than three times |



|                                  |                 |   |
|----------------------------------|-----------------|---|
|                                  | Dissatisfaction | The students were uninterested in asking  |
| Judgment<br>(Social<br>Esteem)   | Normality       | The students addressed the normative location of the lecture physical, mental, and social characteristics in negative way |
|                                  | Capacity        | The students were incapable to do something   |
|                                  | Tenacity        | The students were undependable to do something  |
| Judgment<br>(Social<br>Sanction) | Veracity        | The students were dishonest   |
|                                  | Propriety       | The students reproached the lecture so far in negative way  |
| Appreciation                     | Reaction        | The students did not comprehend the lesson<br>The students did not get the right answer                                   |
|                                  | Composition     | The students did not follow the instruction<br>The students used microphone unorganized                                   |

|  |              |   |
|--|--------------|---|
|  | Significance | The students did not follow the class from beginning to ending in 40 minutes (Zoom Meeting) |
|--|--------------|---|

## 2. Interview

The next step was an interview, the aim was to obtain detailed information on a specific topic about the students' attitude towards Multimodal Approach due to lecture implementation in Listening II class. The type was structured interview using open-ended questions. The interview was done once with the students. The researcher asked 13 questions for students. The interview was chosen to explore thoughts, experiences, or feelings of the students that could not be easily observed or described. The interview was one and one interview using a voice note or chat based on the condition at the moment and the time was after the final test of Listening II course.

There were 31 of 57 students that were ready to be interviewed. In conducting an interview, the researcher used the interview guidelines such as asking about perceptions they got during listening class and for the lecture such as what the learning language goals are for the students in the class. The interview section was done at the end of June 2021 and took a day for each participant.

### **3. Documentary**

The last step was documentary. The researcher collected the documents, such as Syllabus, Materials, TOEFL/IELTS Test, and Key Answer. These documents were taken from the WhatsApp group when the lecture sent it to the class before and after teaching-learning process lasting for two months from the end of April to the end of June 2021.

### **F. Data Analysis**

After the data was collected, the researcher took the next step, analyzing the data based on theories about teaching process using Multimodal Model by Hong (2012), types of mode by Arola et al. (2014), and attitude according to Unsworth & Mills (2020) and Martin (2005). The researcher used Dornyei (2007, p. 246-257) as the guidance, there were four steps in analyzing the data in a qualitative method, as follow:

#### **1. Transcribing the data**

The first step in data analysis was to transform the recordings into a textual form. Every transcription convention that was used would affect the interpretation of the data.

#### **2. Pre-coding and coding**

Pre-coding involved reading and re-reading the transcripts, reflecting on them, and noting down the thoughts in journal entries and memos. Pre-coding deliberation needed to give way to a more formal and structured coding process. This could be compared to packaging vegetables in a

supermarket, that was, turning the 'messy' farm products of irregular shapes, types, and sizes into distinct, sorted, and neatly wrapped up parcels that could be placed on shelves or stored piled up. After all, a 'code' was simply a label attached to a chunk of text intended to make the particular piece of information manageable and malleable. Of course, just like labels, codes could be used for many purposes, from purely descriptive to more abstract.

Coding techniques were aimed at reducing or simplifying the data while highlighting special features of certain data segments to link them to broader topics or concepts. In actual practice, coding involved-highlighting extracts of the transcribed data and labeling these in a way that they could be easily identified, retrieved, or grouped. Traditionally, we used to use hard-copy printouts of the texts and marked these with multi-colored highlighters but nowadays coding is increasingly done electronically.

### **3. Growing ideas: memos, vignettes, interview profiles, and forms of data display**

The most important of all these analytical tools was writing 'memos' (or 'memoing'). Thus, memos were in effect explorations of ideas, hunches, and thoughts about the codes. They could be as short as a sentence, or as long as several paragraphs, and they became part of the overall dataset.

In addition, to write analytic memos, the researcher prepared 'vignettes', which were short narratives that provide focused descriptions of events or participant experiences. Unlike memos, vignettes were not

analytical but story-like, offering a vivid description of something that was seen as typical or representative.

A very useful method of opening up interview data to further analysis and interpretation was 'interview profiles', which were more substantial summaries of participant accounts than vignettes.

Furthermore, there was data display, defining a 'display' as 'an organized, compressed assembly of information that permits conclusion drawing and action'. Within the category of the display, they discussed several types of matrices, graphs, charts, and networks that all organized and presented information in a visually accessible manner, inappropriate and simplified 'gestalts or easily understood configurations'. Such schematic representations could take a wide variety of forms, from traditional tables with regular rows and columns to flow charts and various visual 'category maps'. The importance of data display lied in the fact that the various visual summaries were powerful tools to help the researcher draw valid conclusions.

#### **4. Interpreting the data and drawing conclusions.**

The final generic process of qualitative data analysis was interpreting the data and drawing conclusions. To start with, they build on the various interim summaries and interpretations (for example, memos, vignettes, profiles, and displays) as well as the higher-level coding categories that the researcher had developed. In qualitative research, the main themes grew

organically out of the foundations that were laid during the analytical process and therefore the process of drawing the conclusions involved taking stock of what we had got, appraising the generated patterns and insights, and finally selecting a limited number of main themes or storylines to elaborate on.