

## **CHAPTER III**

### **RESEARCH METHOD**

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

The researcher used qualitative research as the research design in this research. Qualitative research focuses on the exploration, description, and occasionally generation and production of qualitative data-based theories (Jhonson and Christensen, 2014). So, qualitative research was right for this study because the researcher wanted to find the answer to the research question about how the whispering game could be used to teach listening comprehension.

In addition, this study employed a qualitative descriptive approach to data analysis. And the researcher wanted to describe the implementation and the procedures of the whispering game in the context of teaching listening comprehension. And also, the researcher described the type of listening assessment are used by the teacher in whispering game. Observation and interviews with the teacher were used by the researcher to collect detailed data for the results of this reseach. Then, the documentation for taking photos and audio recordings to support the results of primary data collection was created (observation and interview).

## **B. Research Setting**

This research was conducted at Madrasah Aliyah Negeri (MAN) Kapuas. It is situated at No. 48 Keruing I Street, Central Strait, Selat District, Kapuas Regency, Central Kalimantan. This research's conclusion is determined solely by consideration. Based on experience and interviews with students, an English teacher at Madrasah Aliyah Negeri Kapuas uses a variety of methods and media when teaching English, including a whispering game when teaching listening. The researcher was therefore interested in conducting this study on teaching listening comprehension through a game, which is whispering game. The researcher wanted to observe the teacher's implementation of the whispering game in the context of teaching listening comprehension, as well as the type of listening assessment employed by the teacher during the whispering game. This research conducted for approximately one month during the odd semester of the academic year 2022/2023.

## **C. Participant**

The participant of this research was an English teacher who taught English subject in Madrasah Aliyah Negeri (MAN) Kapuas. Based on the interview and asked permission for doing the research in MAN Kapuas, there is an English teacher who taught English used variations of teaching methods and media, which one is whispering game. In addition, the researcher also chose eleventh grade especially XI MIPA 3 because this

class has low anxiety and the least interest in learning listening, as can be seen from the initial observations made by the researcher before data collection.

#### **D. Data**

##### 1. Data

The researcher required all of the data regarding how the teacher implements whispering game in teaching listening comprehension and what types of listening assessment used by the teacher in whispering game. The data was collected by observation and interview.

##### 2. Source of Data

This research used source of data gathered from an English teacher who teach English at MAN Kapuas. The researcher also drew on a number of secondary sources, such as books, journals, and previous studies to support this research.

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

According to Nugrahani (2014), data collection techniques are the methods used to collect appropriate/relevant data for a study in order to obtain research results that can be applied to the development of new theories/discoveries. Consequently, this research method is essential to research. According to Semiawan (2010), there are numerous data

collection techniques, including observation, interviews, and documentation. Consequently, the researcher employed three methods to conduct this research. As instrument data, the researcher also utilized field notes or observation sheets, interview guidelines, and documentations.

### 1. Observation

According to Nugrahani (2014), observation is essential for collecting qualitative research data. Documenting and reflecting on the specific movements and interactions of research subjects are examples of observational activities. The subject of this research is an English teacher. As a result, the researcher documented teaching and learning activities in the classroom and note pertinent information pertinent to this research.

In this research, the researcher observed and analyzed the interactions between the teacher and the students during teaching and learning activities. Generally, the researcher observed how the teacher implements whispering game to teach listening comprehension during instruction. After that, the researcher determined the central points of this investigation.

In addition to observing the teacher, the researcher recorded students' responses to the whispering game, as well as their attitudes and behaviors when learning listening comprehension. The researcher documented the essential aspects of this activity. The

researcher then documented this action as supporting evidence for this observation.

## 2. Interview

According to Nugrahani (2014), an interview is one method of data collection that permits researchers to obtain detailed and comprehensive information. The interviewer and interviewee engage in direct conversations in order to obtain specific information. Therefore, the researcher conducted interviews to gather relevant data for this research. In this study, the researcher interviewed an English teacher in order to obtain additional information regarding the type of listening assessment used by the teacher during whispering game.

The researcher prepared several questions for this interview based on the interview guide. Therefore, the flow of conversation can be structured and maintained in accordance with the intended interview topic. These were open-ended questions for interviewing an English teacher regarding the type of listening assessment in the whispering game. To obtain comprehensive data, the researcher wished to unearth additional specifics.

## **F. Data Analysis**

In this method of analysis, the researcher described and analyzed the findings of this research. Those analyzed the type of listening assessment used by the teacher in whispering games at MAN Kapuas and described how the teacher implements whispering games to assess students' listening comprehension. Therefore, the researcher utilized techniques for data analysis based on the Miles and Huberman model. According to Sidiq, et al., (2019), the Miles and Huberman model for data analysis includes three steps: data condensation, data display, and drawing conclusion.

### **1. Data Condensation**

According to Sidiq, et al., (2019), data reduction entails summarizing, selecting the most significant aspects, focusing on the most significant aspects, searching for acceptable themes and patterns, and discarding irrelevant ones. Therefore, the reduced data will present a better picture and make it easier for researchers to collect additional data and locate it when necessary.

The researcher began by reducing the data from observations. The researcher used data reduction to determine how the teacher implemented from whispering games to teach listening comprehension. Following the discovery of many techniques employed by the teacher in the whispering game, the researcher

incorporates in-depth information from the reduced interview data to detail the findings of the type of listening assessment used by the teacher in whispering game. After decreasing all of the data, the researcher followed the idea of this model by display the data for data analysis.

## 2. Data Display

Displaying the data is the next stage after data reduction. In qualitative research, data may be presented as concise descriptions, figures, or correlations between categories, among other formats (Sidiq, et al., 2019). However, narrative/descriptive text is most commonly employed to communicate data in qualitative research. Observation and interview data were displayed by the researcher. The researcher presented the facts in the form of condensed textual information, particularly a descriptive format. This strategy attempted to facilitate the analysis of all the obtained and reduced data by the researcher. After looking at how the data is displayed, the data itself is what is looked at, which leads to drawing conclusions.

## 3. Drawing Conclusion

According to Sidiq, et al., (2019), drawing conclusions in qualitative research is anticipated to be a novel theory that has never

been discovered in prior research. The initial findings may or may not change as new data is collected, based on solid evidence. Consequently, the initial results are still tentative and will evolve as more reliable evidence is discovered in the field.

In this research, concluding is the final step taken by the researcher to analyze the data. The researcher then drew conclusions based on data reduction, data display, and the problems that prompted the formulation of the research question. These pertain to how the teacher implements whispering game in teaching listening comprehension and what type of listening assessment used by the teacher in whispering game at MAN Kapuas.