CHAPTER III

METHOD

3.1 Design

This research uses exploratory research design:

We will explore qualitative data to analyse the pre condition of the teaching and learning English in MTSN I Kudus and to identify the need of the learning materials.

3.2 Subject

The subjects of the research are five English teachers' from MTSN I Kudus, they have been teaching English for more than ten years. They have been teaching from different classes, class 7, class 8, and class 9.

3.4 Instrument of the research:

1. Questionnaires

    I use questionnaires to get the data of the teaching activity in MTSN I Kudus to answer the first research questions. The questionnaires are in form of teachers' reflection sheets.

2. Interview

    I conduct interview with the English teacher to identify the difficulties in teaching Listening in MTSN I Kudus.

3. Documentation

    Documentation is needed to get some information as the basis of designing the module of listening. The documents that will be collected and analyzed, are Curriculum, teaching syllabus, and lesson plan. The researcher also needs to collect and select news items which are suitable for teaching *Listening* in Junior High School Level.

3.5 Analysis

The data of this research are analysed through several steps:

1. Identifying the difficulties in teaching English (listening). In this step we do interviews with the teacher in order to identify the difficulties faced by the teacher and to discuss the solution than can be used to overcome the problems. This data gain from open ended questionnaires to record the activities in class and semi structured interview.

2. After observing the process in the class and identifying the difficulties, we select some suitable materials for teaching listening and designing the draft of the listening module.

3. Designing the draft of Listening Module that will be used for teaching *Listening* in MTS N I Kudus

To analyse the whole data we classify them into two categories:

1. The first step is calculating the percentage of the close ended questionnaires which explore the process of teaching and learning in MTSN I Kudus.

2. The second step is coding and classifying the qualitative data which show the difficulties in teaching English in general and in teaching listening.

In generating the conclusion we use inductive approach. It is also known inductive reasoning. We start with the observations and draw theories at the end of this research process as a result of observations and analysis of the qualitative data. Inductive approach in this research involves the research pattern from observation and the development of the explanations from the subject of the research. We are not introducing theories or hypotheses in this inductive study at the beginning of the research. We possess the freedom in terms of creating the direction for the study after the research process had concluded. This research is intended to draw theoriesas the conclusion of the research.