

CHAPTER III

RESEARCH METHOD

A. Research Design

This study uses a qualitative approach with a phenomenological method. In the context of this study, the phenomenon being studied is students' perceptions of the use of podcasts in improving English speaking skills. Therefore, the phenomenological method was chosen because this method is specifically used to explore and understand the subjective experiences of participants in depth. Qualitative research methods are an approach based on postpositivism philosophy to examine natural conditions of objects (Abdussamad, 2022). Qualitative research aims to reveal phenomena holistically and contextually, with the researcher as the key instrument and data collection from a natural setting (Fadli, 2021). This method focuses on understanding individual experiences, perspectives, and contexts rather than numerical data or generalizations.

The phenomenological method in qualitative research is a type of research that focuses on describing human consciousness and experiences in various dimensions, such as sensory, conceptual, moral, aesthetic, and religious (Helaluddin, 2019). This method emphasizes the exploration of individuals' subjective experiences and how they interpret the phenomena they experience, with key characteristics such

as bracketing, focusing on a single phenomenon, small samples, and thematic analysis (Maulana & Budiyo, 2024).

Common qualitative approaches include surveys, interviews, participant observation, focus groups, and document analysis. Data collection usually involves gathering information about human experiences, behaviors, and attitudes in a specific context (Cissé & Rasmussen, 2022). Data collection techniques include observation, interviews, documentation studies, and guided group discussions, while data analysis includes data reduction, data presentation, and drawing conclusions (Waruwu, 2024). Analysis often involves transcribing field notes and audio recordings, followed by coding using specialized software (Busetto et al., 2020). To ensure the quality of the research, various criteria such as checklists, reflexivity, and stakeholder involvement can be used (Busetto et al., 2020).

This type of data contributes significantly to the depth and credibility of findings. Detailed descriptions allow researchers to understand the context in which participants' experiences unfold. This contextual information is important for understanding the meaning individuals attach to their experiences. Qualitative research prioritizes the voices of participants. Through this approach, researchers can accurately represent the perspectives, emotions, and insights of individuals who use podcasts. In addition, qualitative research

ensures confirmation and credibility through member checking, which is a valuable method in qualitative research that enhances the credibility and confirmability of research findings. In this context, this study prioritizes understanding the perspectives of students, which will be collected through interviews, questionnaires, and documentation. This approach is in line with the interpretive nature of qualitative research, which seeks to uncover the meaning and insights that arise from the experiences of participants.

B. Place and Time of Research

The research will be conducted at the English Department of UINFAS Bengkulu with a focus on fourth semester students. Data collection will be carried out for approximately one month, starting from May 23 to June 23, 2025 which includes the preparation, data collection, and analysis stages.

C. Data Sources

The data sources collected focus on students' views, experiences and perceptions of the use of podcast media in improving English speaking ability. Because in qualitative research, data sources are everything that can provide relevant information to answer the formulation of research problems. these data sources are usually descriptive and in-depth. to explore the perceptions, meanings, and experiences of research. In its implementation, the data sources in this

research are divided into two types, namely primary data sources and secondary data sources. Primary data refer to the first hand data gathered by the researcher himself. collected by the researcher from a source such as observations, surveys, questionnaires, case studies and interviews according to his requirements. Secondary sources means data collected by someone else earlier. Some sources of secondary data are government publications, websites, books, journal articles and internal records (Ajayi, 2017).

1. primary data sources

The primary data sources in this research are students of English Education Study Program at UINFAS Bengkulu. They were chosen as participants because they are students who have participated in the speaking learning process where podcasts can be one of the alternative learning media. Primary data was obtained through questionnaires distributed to students to find out their perceptions of the use of podcasts in learning.

In this study, researchers used semi-structured interviews, which are interviews that use guidelines or a list of open-ended questions that have been prepared beforehand, but still provide flexibility to researchers to explore deeper information according to the flow of the conversation. Meanwhile The questionnaire used is closed-ended, which allows respondents to provide answers based

on their personal experiences. Through this technique, the researcher can obtain data that is structured but still reflects the subjective views of each participant.

2. Secondary data sources

Secondary data sources in this study were obtained from relevant supporting documents, such as documentation of the use of podcast media in the classroom, as well as journals or previous studies that have similar topics. Secondary data is used to complement, strengthen, and confirm the data obtained from the questionnaire results.

D. Research Subject and Objects

1. Research Subject

The subjects in this study are 4th semester students of English Education Study Program at UINFAS Bengkulu. The students were chosen because they were in the early stages of introducing the use of podcasts as one of the learning media in speaking courses. The participants were selected by purposive sampling, which is by considering certain characteristics that are in accordance with the research objectives, such as semester level, speaking learning experience, and their involvement in media-based learning activities. They are expected to give honest and relevant responses regarding their perceptions of the use of

podcasts, because their learning experience is still open to new things.

2. Object of Research

This research focuses on how students perceive the effectiveness of podcasts in helping them practice speaking ability, such as pronunciation, fluency, intonation, and confidence when speaking in English. In addition, this research also explores students' views on the ease of access, convenience of use, and how interesting and interactive podcast media is in supporting the learning process. This object is important because it is from students' perceptions that it can be understood how podcasts can be optimally utilized in teaching speaking in a lecture environment.

E. Data Collection Technique

The method or method used by the researcher to collect data relevant to the focus and objectives of the research, is an important stage in the research process because the quality of the data is very dependent on how the data is collected. In qualitative research, data collection techniques are focused on efforts to obtain in-depth and comprehensive information about the experiences, perceptions, and views of participants on a phenomenon. To obtain data as intended, various methods can be used in research, including interviews, questionnaires and documentation.

1. Interview

The interview technique is a crucial method in qualitative research, allowing the researcher to delve deeply into the subjective experiences, beliefs, and values of participants. This technique involves an in-depth investigation of the research phenomenon through direct observation.(Hansen, 2020).

The interview in this study consisted of 10 questions adapted from previous research, with reference to (Rahmasari, et al., 2021) (Amalia, 2023),dan (Sotlikova & Haerazi, 2023). Then, the interview instrument was developed based on 6 aspects in the indicators, namely, Student Understanding of the use of podcasts, Podcast Accessibility, Podcast Impact on Speaking Skills, Podcast Compatibility with Learning Styles, Motivating Learning Through Podcasts, and Challenges or Obstacles. These questions were designed to explore the research subject comprehensively. Each question was tailored to the research focus to ensure valid and relevant data collection.

This instrument has undergone formal validation to ensure the accuracy and representativeness of the data. The validation sheet can be seen in the appendix (...).

2. Questioner

The questionnaire technique offers a more efficient approach in terms of time and cost, especially if

the data required includes a large number of respondents. Questionnaires provide the advantage of distributing research instruments to various locations or groups relatively quickly and easily (Triana & Oktavianto, 2013 cited in (Siti Romdona et al., 2025). The questionnaire was used to collect data from a large number of participants regarding their perceptions of podcasts. The questionnaire used in this study is a closed questionnaire type, because respondents only need to mark one of the answers that are considered correct. and the Likert Scale is used to measure the perception of podcasts on their speaking ability. The Likert scale used in this study is a minimum score of 1 and a maximum score of 4, because it will be known exactly what the respondent's answer is, whether it tends to agree or disagree.

According to (Sugiyono, 2017), in educational research using a Likert scale, data can be analyzed descriptively quantitatively by calculating the average score of each statement to see the direction and strength of perception. In addition (Riduwan, 2012) also states that the Likert scale can be analyzed using an average value to show the intensity of the respondent's attitude towards a statement or research variable.

The instrument used to compile statements in the questionnaire was developed based on 6 aspects in the

indicators, namely, Student Understanding of the use of podcasts, Podcast Accessibility, Podcast Impact on Speaking Skills, Podcast Compatibility with Learning Styles, Motivating Learning Through Podcasts, and Challenges or Obstacles. adapted from previous research, with reference to (Rahmasari, et al., 2021) (Amalia, 2023), and (Sotlikova & Haerazi, 2023). the same as the preparation of the previous interview instrument.

To facilitate the interpretation of the results, the scores were converted into a scale of 0 to 100 by multiplying each score by 25. Once converted, the score results were then categorized into four levels of interpretation, namely: scores 0-25 were categorized as *Very Low*, scores 26-50 were categorized as *Low*, scores 51-75 were categorized as *Moderate*, and scores 76-100 were categorized as *High*. This classification aims to provide a clearer picture of the tendency of respondents' perceptions or responses to the use of podcasts in improving English speaking ability.

The following is the blueprint of the questionnaire. (Full transcript is available in Appendix...)

3. Documentation

In this research, documentation is used as one of the qualitative data collection techniques. This technique is done by collecting various types of documents that are

directly related to the object of research. Documentation is utilized to complement primary data obtained from Interviews and questionnaires, as well as to help researchers understand the context of using podcasts in speaking lessons. Document analysis will be used as an additional data collection technique. Document analysis involves examining notes, manuscripts, files, and photographs to explore historical data and uncover meaning (Nilamsari, 2017). Document analysis allows researchers to gain a deeper understanding of how podcasts are integrated into the student learning process and provides contextual information that can enrich interview and questionnaire data.

F. Data Analysis Technique

This study is grounded in the concept of perception, specifically object perception and social perception. These are essential variables in basic communication studies and are closely related to daily human communication. In line with communication science, the study explores object perception and social perception using a qualitative approach and descriptive data analysis. This method aims to yield broad insights into message interpretation in the context of perception. Researchers will use the data analysis technique proposed by Miles and Huberman (1994) in (Qomaruddin & Sa'diyah, 2024) The stages are as follows;

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the raw data that appears in written-up field notes or transcriptions. In this study, the researcher transcribed and selected relevant data related to students' perceptions of using podcasts toward their English speaking ability.

2. Data Display

After reducing the data, the next step is data display. Data display means organizing the information in a way that allows conclusions to be drawn. The researcher displayed the data in the form of descriptions and categories based on themes such as students' interest, motivation, challenges, and perceived improvement in speaking ability when using podcasts.

3. Conclusion Drawing and Verification

In this final step, the researcher interpreted the data and drew conclusions based on the findings. The conclusions were continuously verified throughout the research process to ensure their validity. Verification was conducted by re-checking the data, using triangulation, and confirming the results with participants if necessary.

To make sure the data is accurate, data validity is carried out. Inaccurate data will lead to incorrect conclusions, and accurate data will lead to accurate research findings. Data

validity is a crucial idea that has been updated from the positivist version of validity and reliability and modified to meet the needs, standards, and paradigm. Data validity is essential in qualitative research, to ensure the accuracy and reliability of the findings. Several strategies can be used to maintain data validity, including prolonged engagement, continuous observation, and data triangulation (Saadah et al., 2022).

1. Triangulation

Triangulation, is an effort to minimize differences that arise during data collection and analysis to verify the accuracy of data or information collected by researchers and several points of view. This research uses triangulation techniques which include Interviews, questionnaires and documentation.

To ensure the validity of the data in this study, the researcher used technical triangulation. The main data were collected through semi-structured interviews and closed questionnaires to strengthen the findings, which were arranged based on indicators of students' perceptions of the use of podcasts in improving English speaking skills. To ensure that the question items in the interviews and questionnaires were in line with the research objectives, the researcher conducted content validation by seeking input from expert lecturers with

the criteria assessed including instrument clarity, content accuracy, question relevance, information relevance, unambiguity, and language effectiveness. In addition, the results of the questionnaire were analyzed and compared with the results of previous studies to strengthen the validity of the research results. Thus, although the data were only obtained from one group (4th semester students), the validity of the data was maintained through strengthening in terms of technique and theoretical basis.

