

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses the design and sample of study. It also describes the data collection and analysis procedures which were taken.

#### **3.1 Design**

Merriam (1988) defines a case study as an investigation of a specific phenomenon such as a program, an event, a person, a process, an institution, or a social group. She also suggests that a case study can test theory or build theory, integrate random or purposive sampling, and comprise quantitative and qualitative data. A case study, she mentions, relies on inductive reasoning in which “generalizations, concepts, or hypotheses emerge from an examination of data”.

Therefore, a case study was considered suitable to be employed in this study. In this present study, there were both quantitative and qualitative data; however, this study was dominated by qualitative approach in which hypotheses-generating, rather than hypotheses-testing, was expected. This study was to discover EFL learning strategies used by successful EFL learners and relate them to existing theories rather than to test any theory.

#### **3.2 Sample**

Burgee (1982) in Merriam (1988) states that in case study, sampling deals with selection of a research site, time, people and events. Since this case study was

dominated by qualitative, the most appropriate sampling strategy is purposive sampling as noted by Chein (1981) in Meriam (1988). Purposive sampling is a sampling method in which “researchers do not simply study whoever is available, but use their judgment to select the sample for a specific purpose” (Fraenkel & Wallen. 1990). Therefore, research site and people in this study were purposively selected.

Research site in this present study was SMKN 1 Cimahi. This school was chosen because it was cluster-one school and it was considered that cluster-one schools had excellent students with high achievement in many subjects including English. The researcher considered that the school was potential to discover learning strategies of successful EFL learners. Besides that, the researcher obtained quite wide access into this school compared to other cluster-one schools.

Meanwhile, people in this study were successful EFL learners who were chosen on the basis of their achievement in English in their own class at the school. Those who were in the third grade were chosen; because, they were considered to be more proficient than the lower grades. It was their English teachers who assisted the researcher to identify students who were successful EFL learners of each class to be assigned as respondents. There were sixteen classes of third graders. Four successful EFL learners of each class were assigned to be respondents. So, there were 64 respondents.

### 3.3 Data collection

Merriam (1988) suggests that in case study, any and all methods of gathering data from testing to interviewing can be employed. In fact, in this study, questionnaire and interview were employed to gain data.

The questionnaire (See appendix 1) was the first instrument used in this study. It was adapted from Strategy Inventory Language Learning (SILL) version for speakers of other language learning English developed by Oxford (1990) in 1989 which was translated into Bahasa Indonesia by the researcher in order that respondents could respond it easily. The SILL was used as the basis of designing questionnaire since the SILL was suitable to discover learning strategies of language learners. Furthermore, the SILL has been used by many researchers in investigating language learning strategies.

The questionnaire combined close and open-ended types. Respondents not only chose one of five options that are provided to respond each learning strategy item but also wrote down other learning strategies that they used in addition to 50 items in the questionnaire. The questionnaire was applied to discover the learning strategies used in and outside classroom and how often they were used. It was also to gain information about other learning strategies used by respondents in addition to 50 learning strategies mentioned in questionnaire. Finally, the most useful learning strategies chosen by respondents were obtained from questionnaire.

It was also used as stimuli and for the researcher to design and conduct interview.

Five processes were conducted dealing with the questionnaire. After the questionnaire had been designed, it was first tried out to two English learners out of respondents. Next, some revisions were made. Then, it was distributed to the 64 respondents. Finally, the questionnaire was analyzed. The questionnaires filled by respondents are attached in appendix 1.

The second instrument used in this study was interview. As stated by Merriam (1988), interview is required when the researcher cannot observe behavior or when the researcher is interested in past events that are unlikely to repeat; this study applied interview to investigate in-depth about how the respondents implemented the most useful strategies. Merriam (1988) suggests that any type of interview, from structured to unstructured, can be used by qualitative case study researcher. In fact, semi-structured interview was used in this study as it was considered to be beneficial. That was because semi-structured interview “allow the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic” (Merriam, 1988).

The interview was designed after getting results of questionnaire. First, respondents to be interviewed were decided purposively by at least three reasons. Sixteen respondents were assigned to the interview to represent each class. Each of them was those who chose strategies that according to questionnaire were the most chosen as the most useful strategies; so, data about the way the respondents implement the most useful strategy can be obtained from interviewed. The last reason was that each of them could be interviewed. Second, questions to be asked were also designed in order to answer research question, “How do the learners

implement the most useful strategies?” One big guiding question was, of course, the research question itself. In practice, other questions to obtain related deep information were also asked; that was why this interview was called semi-structure interview.

After designing interview, performing interview was next. There were either one-to-one interviews or group (one-to-two) interviews, depending on the respondents' time availability. All interviews were recorded with voice recorder to have verbatim data and ease analysis. All interviews, then, were transcribed to ease analysis process. The transcriptions are attached in appendix 2.

### **3.4 Data Analysis**

Merriam (1988) states that in qualitative research, collection and analysis should be a simultaneous process. As this study was case study with qualitative approach, data collection and analysis, in this study, were actually applied simultaneously. The data gained were about EFL learning strategies used up to the time the respondents fill out the questionnaires.

When the data from the questionnaires were completed, the data were analyzed quantitatively through the following steps:

First of all, some data in the questionnaires were scored. Score 0 for never using strategy, 1 for rarely using strategy, 2 for sometimes using strategy, 3 for often using strategy, and 4 for always using strategy.

After that, the data were written in excel file into 4 sheets. First sheet about the learning strategies used in classroom contained strategy number, name of the respondents and the scores in form of table. The following picture illustrates it:

Strategy Number	P	T	W	E	...
1	2	0	0	3	...
2	3	1	2	2	...

■ Strategy numbers  
■ Respondents' names  
■ Score

**Figure 3.1 Data in Excel**

The table can be read as the following:

Respondent P sometimes used strategy 1 in classroom; that is why, in row 2 column 2, the score is 2. However, respondent T never used strategy 1 in classroom; so, the score in row 2 column 3 is 0, etc.

Next, second sheet about the learning strategies used outside the classroom also contained the same kind of table, as shown in picture 3.1. Meanwhile, learning strategies added by respondents were written in the third sheet, containing the learning strategies added and the names of the respondents who added them. The last sheet, contained the most useful strategies which were sorted according to the number of the respondents choosing the strategies.

After data entry was accomplished, the data in every sheet were analyzed. The first sheet was analyzed by making another table to know which strategies were used and not used (see table 4.1) and other tables to see which strategies

were used by most respondents with low intensity and high intensity (see table 4.2). Then, the tables were analyzed to elicit the 10 most and the 10 least frequent learning strategies. The same procedure was also taken in analyzing data in the second sheet (see table 4.5 and 4.6). Meanwhile, data in the third sheet was analyzed by sorting the learning strategies by their frequency in form of table (see table 4.9). As previously mentioned, data in the fourth sheet was analyzed by sorting the most useful strategies by their frequency to elicit the most chosen; so, this process resulted in table 4.10.

After analyzing the questionnaire, interviews were conducted. Then, the interview records were transcribed. Next, analyzing transcriptions was performed. The transcription was analyzed by reading them thoroughly and giving code, color coding. Color coding was applied to find data relating to or answering the interview questions. Then, reducing unnecessary data was conducted.

Finally, all data gained from the questionnaires and the interview were interpreted and explained to answer research questions one by one.

### **3.5 Validity**

This subchapter explains to what extent data gained can be trusted. The following things are to ensure validity:

In identifying successful EFL learners, there was no other way except trust the informants, which in this case were English teachers, about successful EFL learners of each class. The teachers were the main trusted source to know successful EFL learners; since, there was no complete document such as students'

scores book to know the successful EFL learners of each class. The teachers themselves reported that they did little investigation, like test and observation, to discover six successful EFL learners of each class; and, the teachers reported the scores of the test to the researcher.

Then, in collecting some data, as previously mentioned, the researcher used questionnaires and interview to ensure credibility. The questionnaire itself was adapted from Oxford's (1990) SILL which has been used for many years by many researchers (Goh & Foong. 1997; Gregersen, et al. 2001; Tercanlioglu. 2004; Griffiths, 2005; Yang. 2007; Wu. 2008; Teh, et al., 2009; Shu-Chi & Tun-Wei, 2009; Fewell, 2010; Magno, 2010; etc) in assessing learner's learning strategies. Therefore, it was reliable instrument to collect data about learning strategies. All questionnaires filled by respondents can be seen in appendix 1.

Next, the interview was recorded and transcribed which transcription can be seen in the appendix 2.

Also, when there was suspicious or unclear data/information gained from either the questionnaire or the interview, the researcher did member check to confirm the information.

### **3.6 Summary**

In this chapter, design, sample, data collection, data analysis, and validity of the study have been discussed. This present study is case study that involved successful EFL learners of SMKN 1 Cimahi as sample. This study employed questionnaire and semi-structure interview as instruments. And the data were



analyzed quantitatively and qualitatively. Also, it has been discussed that validity of the study is gained by, one of them, the reliable questionnaire that is adapted from SILL of Oxford.

