CHAPTER III
METHOD

This study investigated teachers' beliefs about EFL learning strategies and how the beliefs were reflected in their classroom practices. There were seven teachers who were observed to reveal the beliefs about language learning and language learning strategies they have and the ways the beliefs were reflected in their classroom practices.

3.1   Research Design

This study is a qualitative research that was classified into multiple case study. It was started by having preliminary research on teachers' beliefs about language-learning and their language-learning strategies and continued by field research to identify how their teaching practices were affected by their beliefs about EFL learning strategies. The purpose of this multiple case study was to examine whether teachers' beliefs about EFL Learning Strategies were reflected in their actual classroom practices. There were seven teachers who participated in this research. One of the data gathering instruments in this case study was a questionnaire that inquires the participants' beliefs about EFL Learning Strategies (BALLI and SILL) In addition to the questionnaire, semi structured interviews with participants were held to examine their beliefs in detail. Finally, in order to see whether participants' beliefs matched with their actual practices in their classroom practices, the participants were observed and video-recorded for triangulation for the data. O'Malleys language learning strategies scheme was used to classify the transcript of classroom video recordings. The result of the analysis of participants' responses to the questionnaire, video-recorded classroom observations and interviews were presented qualitatively in the findings section.

Alwasilah (2000) suggested six guides in reporting a case study and two of them were the role of the writer and how to write the report. He stated that the a case study is written in an informal style and the role of the writer is to perform point of views based on respondent perception in how the phenomenon reconstructed by the respondent. In other words, the writing should not sound

interpretive or evaluative except some parts that suited to the writer interest. It means that the writer's interpretation is suggested to be separately discussed from the respondents' perception. To avoid interpretative and evaluative elaboration in this study, a comprehensive interpretation of the data based of references were presented mostly in the discussion about teachers' beliefs underlying language learning strategies application in classroom practices (subtitle 4.9) and conclusion.

3.2   Subjects of the Research

Seven teachers who were teaching in elementary, secondary and high school (private and public) around Jakarta participated in the research. Almost all of them have finished their study of an English education graduate program of a private university in Jakarta. Two of them have been sent by the government to present their paper in a collaborative workshop at one state university in Australia.

The seven teachers were selected as the participant of this research to represent the variety of classroom practices reflected from different teachers' beliefs about EFL learning strategies for different levels. The similarity was only because they were graduated from the same English department graduate program, therefore the exposure of language learning strategy from the latest formal education courses would be similar. In this case they were representatives from senior high , junior high and primary schools from state and private institution.

All of the seven participants were named T1 to T7. Two participants were called teacher (T1) and teacher 2 (T2) who were both from state high school. The other three were from junior high school and they were named teacher 3 (T3) from private junior high school, Teacher 4 (T4) from private junior high school and Teacher 5 (T5) from state junior high school. The last two were from primary school and they were named teacher 6 (T6) from state primary school and teacher 7 (T7) from private international primary school.

Although T1 and T7 were both from state senior high school, in fact, they had different beliefs about EFL learning strategies and the application. T3 and T4

were from private junior high school, yet they had different school environment and facilities that influence their beliefs and application of EFL learning strategies. T6 was selected as she was a teacher in famous state primary school and T7 was selected because he was a teacher in private international primary school. Both T6 and T7 were chosen to complete the variety to understand the complexity of the phenomenon in EFL classroom practices related to teachers' beliefs about language learning strategies. The details of those seven teachers are presented in Table 3.1 below.

Table 3.1 : Background information about the Participants

Teachers	School	Gender	Age	Degree	Number of years of teaching English	Extra degree or workshops
1	State Senior High School	female	49	2nd Degree of English	25	More than 2 methodology workshops (2 international)
2	State Senior High School	female	47	2nd Degree of English	15	More than 2 methodology workshops (1 international)
3	Private Junior High School	male	34	2nd Degree of English	9	2 Methodology workshops (national)
4	Private Junior High School	female	37	2nd Degree of English	11	More than 2 methodology workshops (2 international)
5	State Junior High School	female	50	2nd Degree of English	15	2 Methodology workshops (national)
6	State Primary School	female	44	2nd Degree of English 1st	15	More than 2 methodology workshops (1 international)

			Degree non English		
7	International Private Primary School	male	41	2nd Degree of English	20	2 Methodology workshops (national)

3.3. The Instrument

Some instruments were used to obtain data needed to be analyzed to answer the research questions in this study. Questionnaires, interviews and classroom observations were the main instruments.

3.3.1 Questionnaires

This study was started by utilizing items in BALLI and SILL questionnaires that to reveal the teachers' beliefs about language learning and strategy in language learning that served as indicators to identify which beliefs about language learning and language learning strategies employed by each teacher. Combining a case study with a questionnaire lead to "an intensive, holistic description and analysis of a single instance, phenomenon, or social unit" was introduced by Merriam (1998) in Lihua (2010). The identification was continued by delivering interview to enrich the data obtained related to teachers' beliefs about language learning strategies.

The instrument of BALLI (Beliefs About Language-learning Inventory) questionnaire used in this study was designed by Horwitz (1987) and adapted to the Indonesian context by Wijirahayu (2009). There were 34 Likert-scale items. She divided the beliefs into 5 categories. They are foreign language aptitude, difficulty of language-learning, nature of language, learning and communication strategies, and motivation.

The SILL questionnaire designed by Oxford (1990) and adapted by Wijirahayu (2009) were used in this research to identify the language learning

strategies the student-teacher employed. The questionnaire contains 50 statements representing five major strategies. They are memory strategy, cognitive strategy, compensation strategy, metacognitif strategy, affective strategy and social strategy.

The statements of beliefs were grouped into five categories of beliefs. The categories of beliefs and the items included in each category are listed in the Table 3.2.

Table 3.2. Categories of Belief and the Items Representing the Beliefs

No	Groups of Belief	Items
1.	Foreign Language Aptitude	1, 2, 6, 10, 11, 16, 19, 30, 33
2.	The Difficulty of Language-learning	3, 4, 5,15, 25, 34
3.	The Nature of Language-learning	8, 12, 17, 23, 27, 28
4.	Learning and Communication Strategies	7, 9, 13, 14, 18, 21, 22, 26
5.	Motivation	20, 24, 29, 31, 32

The SILL questionnaire was designed by Oxford (1990). Version 7.00 of the SILL questionnaire was used because the subjects were the learners of English. The questionnaire contains 50 statements representing five major strategies. The kinds of strategy and the items representing the strategies are listed in Table 3.3

Table 3.3. Kinds of Strategy and the Items Representing the Strategies.

No	Kinds of Strategy	Items
1.	Memory strategies	1-9
2.	Cognitive strategies	10–23
3.	Compensation strategies	24–29
4.	Metacognitive strategies	30–38
5.	Affective strategies	39–44
6.	Social strategies	45–50

The analysis of the results of the BALLI questionnaire and SILL questionnaire was used as indicators to elaborate what beliefs and strategies the teachers have in their language learning (Research Question 1). The analysis was

cross checked to the data from the interviews that were conducted during the field research.

3.3.2 Initial meeting and the pre-observation interview

Before classroom observations, an initial meeting was held. Firstly, the explanation of the purpose of the study and the planned sequence of classroom observations and follow-up interviews in which the teachers and the researcher involved in were discussed. Secondly, a 30-minute semi-structured interview were carried out individually with the participant teachers to elicit their perceptions of their teaching practice. While interviewing, the researcher followed the participants' responses and let the relevant questions flow out instead of just following what was listed in the interview scheme. Finally, the general review would be done, whether most of the questions on the interview scheme are covered. The interview lasted 30 to 40 minutes, which was recorded in later transcribed into English. Some basic questions related to the research question were delivered:

1. How did you start learning English?
2. What kind of language learning strategies do you think could help you to improve your English mastery?
3. Why do you think those strategies could help you to master English?
4. Do you share the strategies with your students? Why?
5. How do you share the strategies with your students?
6. Do you get and apply more language learning strategies during your study in universities?
7. How do you get those strategies?
8. Did you share the strategies differently after you have graduated? Why?

The additional framework of interview adapted from Vibuphol (2004) was also used to identify the teachers' beliefs about EFL learning strategies. The categories of language learning beliefs were (1) ideal English learner, (2) ideal English teacher, (3) ideal English classroom, (4) difficulties in the language learning process, and (5) strategies of learners to overcome difficulties.

3.3.3 Classroom observations

Classroom observations were employed to develop a deeper understanding of the different ways teachers approached their lessons. In this study, 42-hour classroom observations of the seven participants were recorded over a period of 12 weeks. A detailed account of decision making through qualitative field notes, video recordings and stimulated recall are expected. An observation scheme was prepared before each session. While observing, the focus was on the interactive decisions about language learning strategies. The researcher observed as many emerging events as possible, such as the tasks designed by the teachers and the students' responses in various activities. All the classes were audio-video-taped for the post-observation interview.

Classroom observations would be transcribed and analyzed based on O'Malley schema. Interviews of teachers' beliefs about teaching and learning, including beliefs about the nature of English language learning and the nature of language learning strategies in classroom practices were used to support and triangulate the data elaborated.

3.3.4 The post-observation conference and interview

In the videotaped post-observation conferences, the participants watched the videos of their lessons (stimulated recall technique) with the researcher and were encouraged to comment on what happened during the lessons, and how pre-active decisions about language learning strategies and interactive decisions are conceptualized, designed, and implemented from their perspective. These comments revealed their beliefs about teaching and learning and the role that beliefs and theoretical knowledge played in their pedagogical decisions on language learning strategy.

3.3.5. Data Analysis

Some stages of data analysis were prepared to report the result of this study. The analysis of teachers' beliefs about EFL learning strategies was reported in subtitle 4.1 to 4.7 and the analysis of the language learning strategies

applied in classroom reported in 4.8 were analyzed again to elaborate teacher' beliefs underlying LLSS application in their classroom practices and it is reported in subtitle 4.9. Detail explanation about the analysis was presented below.

1. Teachers' beliefs about language learning and language learning strategies identified from BALLI and SILL questionnaire data were coded and visualized into figures and explained from each category of BALLI and SILL and verified with the data from the interview.

2. Data from the classroom practices (transcript) and observation from each teacher were elaborated in one subtitle.

3. To make it easier for the researcher to elaborate the facts discovered from the classroom practices, the transcripts were analyzed based on learning strategies defined and classified by O'Malley and Chamot (1990:119) see table 2.1.

4. The result of the classification for each of classroom practices was visualized in the form of figures to be elaborated in T1, T2, T3, T4, T5, T6, and T7 Learning Strategies in Classroom Practices.

5. The result of seven teachers' learning strategies was grouped to SHS (Senior High School), JHS (Junior High School) and ES (Elementary School) Teachers Classroom Practices.

6. Comparing Teachers' Beliefs about Language Learning Strategies is presented in subtitle 4.8.11

7. To find the reflection of teachers' beliefs about language learning and Language Learning Strategies in classroom practices, then each of the analyses in subtitle 4.8 was matched to the previous analyses in subtitle 4.1 to 4.7 and analyzed in 4.9.1 to 4.9.7 in the form of Teachers' Beliefs underlying LLSS Application in Classroom Practices.

Malik and Hamied (2014: 269) stated: "The central purpose of a case study investigation is to explore the uniqueness of a case or organization. As such, the methodology used in conducting case study research implies to plan, design prepare for the process for data collection and data analysis." Therefore, the scheme of the flow of teachers' beliefs about EFL Learning Strategies and

classroom practices, starting from data gathering up to the analysis is presented in figure 3.1 below.

Teachers' Beliefs about EFL Learning Strategies and Classroom Practices

Figure 3.1 Flowchart