

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the procedures carried out in this research to figure out the answers of the research questions. This chapter consists of research design, site and participants, data collection techniques, data collection procedures, establishing rapport, establishing reliability and validity, and data analysis.

3.1 Research Design

This research employed a qualitative design, embracing characteristics of a case study. The case study approach is appropriate for this research for three reasons. Firstly, it provides an in-depth description and analysis toward the issue investigated in this research, namely learner's autonomy in EFL teaching-learning. As stated by Heigham & Croker (2009), and Malik & Hamied (2014), the main purpose of the case study is to provide an in-depth description and analysis of an event, a person, a process, an institution, or a social group by using multiple data sources.

Secondly, the object of this research is a bounded system that consists of four lecturers and forty undergraduate learners majoring English education in a state university in Bandung. This is in line with what Heigham & Croker (2009) and Merriam (1998) state that the object of case study is a bounded system comprised of an individual or entity and the context in which social action occurs. In other words, it could be a person such as a student, a teacher, a principal; a program: a group such as a class, a school, a community; and a specific policy. The object of this research is elaborated further in sub-section 3.2 *Site and Participants*.

Thirdly, this research employs multiple data which are collected through multiple data collection methods, namely survey (questionnaire) and interview to prevent the bias of data. As stated by Malik & Hamied (2014), case study research relies on multiple sources of evidence, with data needing to converge in a triangulating fashion. The multiple data collection methods are discussed further in sub-section 3.3 *Data Collection Techniques*.

Furthermore, Cohen, Manion, & Morrison (2005:184) add that the case study has several advantages, including (1) it can be done by a single researcher without needing a full team; (2) it is strong on reality; (3) it gives insight into similar situations; (4) it catches specific elements and unexpected events; and (5) it has results which are easily understood by the reader and immediately intelligible as they speak for themselves.

In this research, the case study approach is used to investigate (1) the dimensions and degree of learner autonomy which are found in EFL learning in a state university in Bandung, particularly in English education program; (2) the situations under which learners learn autonomously; and (3) how the lecturers' perception about learner autonomy influences their efforts to encourage learner autonomy.

3.2 Site and Participants

This research was conducted at a state university in Bandung. This university was chosen since it is one of the best universities in Indonesia, especially for English Education program. This university is the only state university which consistently concerns with the education field since 1950's with two main goals, namely (1) providing education to prepare professional educators and other professionals with global competitiveness and (2) developing educational theories and other innovative science along with the application, to form the basis for the determination of national education policy.

The English Education program of this university is accredited B by BAN-PT (National Accreditation Corporation - Colleges) which means it has good qualification in terms of its curriculum, educators, students, facilities, administration, and implementation of education. This program has many qualified lectures who were graduated from reputable universities abroad, such as The Ohio State University, Deakin University, Melbourne University, Monash University, University of Sydney, Indiana University, and University of Canberra and many competent graduated students in the field of English education.

The participants involved in this research were forty first-year undergraduate students of English Education program and four different lecturers who taught speaking, listening, reading, and writing for general communication courses. Undergraduate students were chosen purposively as the participants since they require the higher degree of autonomy in their learning than senior high school students do. The choice of purposive sampling here is in line with Malik & Hamied (2014) who state that the sample in the qualitative research is typically purposive.

First-year undergraduate students of this program have learnt some basic courses which strengthen their knowledge and competence of English language, such as listening /speaking/ reading/ writing for general communication 1 and 2, phonetic and phonology, and English grammar. Even though they are in the transition period from the secondary school, they are expected to practice some degrees of autonomy, such as looking for the materials, learning the materials before the class, interpreting and completing the tasks individually.

Listening, speaking, reading, and writing for general communication courses are taken as the specific context of this research since those courses represent English as a foreign language learning classes. The lecturers who taught those classes are four different lecturers with

different educational background, teaching experiences, and teaching styles. Listening and reading for general communication classes are taught by lecturers who were graduated from a university in Indonesia while speaking and writing for general communication courses are taught by lecturers who were graduated from universities in abroad.

The first lecturer who taught the listening class has experienced in teaching English for about eight years. In this class, a main resource is used and some records of listening practice are given to learners. In addition, the lecturer informs learners some alternative sources which can be used to practice listening skill. The lecturer expects the first-year undergraduate students to have self-awareness to learn outside the class, such as by listening materials which are interested for them, also called extensive listening.

The second lecturer who taught the speaking course has experienced teaching English for about fifteen years. A module is used in this course and constructed by the lecturer. The lecturer of this course expect learners to be autonomy in some degrees, such as they should be able to learn independently, search for additional materials by themselves, or learn within a group work with other students beyond the classroom session. The lecturer emphasizes learners to speak spontaneously rather than memorizing words. The examples of task given in this course are retelling the video given to them spontaneously in the class and making a short movie in a group.

The third lecturer who taught the writing class has experienced in teaching English for about ten years. In this class, a main resource is used and some examples of texts are taken from the other sources which are chosen by the lecturer herself. The lecturer of this class expects the first-year undergraduate students to begin to be independent in some areas, such as having self- awareness to learn, to prepare the materials, and to

manage their task completion. The examples of tasks given in this class are writing text with free topic and make visualization of text.

The last lecturer who taught the reading course has begun teaching English since thirty five years ago. In this course, a main resource is used and decided by the lecturer himself. Furthermore, the lecturer informs learners the additional material that they can use to practice their reading skill. The lecturer of this course perceives that giving learners freedom to decide the materials for their own learning is important but the lecturer still need to give them guideline which is suitable with the objectives of the course. The instances of tasks given in this course are to answer reading comprehension questions either individually or in a group.

3.3 Data Collection Techniques

In qualitative study, various techniques are generally employed in the process of collecting data such as interview, observation, document analysis, and survey (Alwasilah, 2002). For the present research, there were two types of instruments used to collect the data, namely questionnaire and interview guide. The use of multiple data collection instruments in this research is intended to obtain the high quality data. As stated by Alwasilah (2002), dealing with the validity of data, it is important to use several methods of data collection. The further explanation of those techniques will be presented in the following sections.

3.3.1 Questionnaire

The first instrument used in this research was questionnaire. The use of questionnaire here is useful to collect a large amount of data when time and resources are limited (Dornyei, 2009; Malik & Hamied, 2014). The questionnaire was distributed to the participants, forty first-year undergraduate students of English Education program in a state university in Bandung, to answer the first research question related to the

dimensions of learner autonomy found in EFL teaching-learning in a state university in Bandung, particularly in English education program.

The questionnaire was adapted from Murase (2009) concerning on measuring language learner autonomy in multiple dimensions based on the theory of Benson (1997) and Oxford (2003). According to them, learner autonomy is consisted of multi-dimensions, including technical, psychological, social, and political dimensions. This questionnaire was built around these dimensions and divided into two sub-sections, namely do items and think items.

The first section is based on what the learners do. It consists of twenty three statements that represent the actions the learners take that show their technical dimension of autonomy. The participants are asked to answer the items based on their experience in five Likert-type scales from never to always, which show how often they do the statements.

The second section is based on what the learners think. It comprises forty five statements that represent their belief about the psychological, social, and political dimensions of learner autonomy. The participants are asked to express their opinions on each statement in five Likert-type scales from strongly disagree to strongly agree, which shows how often a statement is true based on their belief. The items of questionnaire are presented in the table below.

Table 3.1
The Items of Questionnaire

Dimensions of Learner Autonomy		The Items of Questionnaire
Technical	Behavioral	1 – 20
	Situational	21 – 23
Psychological	Metacognitive	24 – 33
	Affective	34 – 37
	Motivational	38 – 44
Social	Interactive	45 – 53
	Socio-cultural	54 – 59
Political	Freedom	60 – 65

Adapted from Murase (2009)

3.3.2 Interview

The second data collection technique used in this research was interview. This technique was used to obtain useful information that cannot be gained through the questionnaires. As stated by Creswell (2008: 226), the interview is useful “to get information that cannot be covered by the questionnaires, and permit the participants to describe detailed information and have better control over type information filtered through views of interviewer”. This is in line with Alwasilah (2002) who states that through interview the researchers can get in-depth information because of several reasons: (1) the researcher can give follow-up questions; (2) the respondent tends to answer when he or she is asked; and (3) the respondent can tell his or her experience in the past or in the future.

The interview in this research was semi-structured interview where the researcher prepared previously the outline of topics to be asked, but when some interesting answers emerged, the researcher asked more in-depth for such issues. The interview was addressed to nine undergraduate students who answered the questionnaire previously to find further information about the situations under which the learners learn autonomously. Those nine students were chosen based on the questionnaire results; three students belonging to highly autonomous students, three students belonging to nearly autonomous students, and three students belonging to low autonomous students.

Furthermore, the interview was addressed to four different lecturers who taught speaking, listening, reading, and writing for general communication courses. This interview was intended to obtain the information about how the lectures’ perception of learner autonomy

influences their efforts to encourage learner autonomy. The interview guidelines for both learners and lecturers are displayed in the table below.

Table 3.2

The Interview Guidelines for Learners

Categories	Questions
Situations under which learners learn autonomously in technical dimension	1, 2
Situations under which learners learn autonomously in psychological dimension	3, 4
Situations under which learners learn autonomously in socio-cultural dimension	5
Situations under which learners learn autonomously in political dimension	6

Table 3.3

The Interview Guidelines for Lecturers

Categories	Questions	
Lecturers' knowledge about learner autonomy	1	
Lecturers' understanding of the importance of learner autonomy	2, 3	
Lecturers' expectation for the autonomy exhibited by the learners in their classroom	4	
Components of perception	Lecturers' efforts/ actions to encourage learner autonomy	5
	Lecturers' emotion/ feeling in the success of promoting learner autonomy	6
	Lecturers' emotion/ feeling in promoting learner autonomy in the dimensions which they do not promote	7

3.4 Data Collection Procedures

In this research, the data collection procedure comprised three phases. The first phase was to find out the dimensions of learner autonomy in EFL teaching-learning in a state university in Bandung, particularly in English education program. Forty participants from four different classes were asked to respond to the items of the questionnaire by marking the answers. In filling the questionnaire, they were able to ask about any vague item in the questionnaire.

In the second phase, nine participants who answered the questionnaire previously were interviewed. The choice of the interviewee was based on their results of questionnaire: three participants belonging to highly autonomous students, three other belonging to middle autonomous students, and three others belong to low autonomous students. The interview was focused on the situations under which the learners learn autonomously. Furthermore, the researcher asked the confirmation of learners about data found in the questionnaire.

The third phase was conducted by interviewing the lecturers. To obtain rich data, four lecturers were involved in the interview to figure out how their perception of learner autonomy influences their efforts to encourage learner autonomy. The process of interview was audio-taped and then transcribed. For better understanding, the interview was conducted in Bahasa. Finally, the data from the questionnaire were cross referenced with data from the interview with the learners and lecturers.

3.5 Establishing Rapport

Before gathering the data from the site, establishing rapport with the participants as well as individuals around the site was undertaken. As stated by Alwasilah (2002); Bogdan & Biklen (1992), developing good rapport with the research subject is important since it can influence the quality of information obtained. For that reason, the researcher initially

asked permission to the institution and the lecturers before taking the data and asked learners' willingness to participate in this research.

3.6 Establishing Reliability and Validity

The reliability in qualitative research or quantitative research is necessary since it can influence the validity of the research. The reliability itself refers to a technical term for consistency in the data collection and data analysis (Allwright, 1988). Meanwhile, the validity is a truth of the research in description, conclusion, interpretation, and another report (Alwasilah, 2002). In order to maintain reliability and validity in this research, the researcher employed several techniques as follow:

3.6.1 Triangulation

Triangulation means collecting data from the research site by using multiple methods to confirm the emerging findings (Merriam, 1988: 169). The use of triangulation is necessary to reduce the bias of data that are adhered in one method (Alwasilah, 2002). Therefore, this research used multiple techniques of collecting data, namely interview and questionnaire. The data obtained from questionnaire were analyzed and triangulated with the data gained from interview with the learners and lecturers in order to avoid the bias of data.

3.6.2 Member Checking

Member checking is the process when the participants check the data (e.g. transcript of interview or observation) and give feedback to the researcher. According to Alwasilah (2002: 132), this strategy is really useful in order to: (1) prevent misunderstanding of the participants answers during interview, (2) prevent misunderstanding of the participants' behavior during observation, and (3) confirm the perspective of participants on the ongoing process. To prevent all of

misunderstandings, the researcher asked the participants to check the transcripts and interpretation of the data for the sake of the research validity.

3.7 Data Analysis

To answer the research questions mentioned previously, two techniques of data collection were employed, namely survey (questionnaire) and interview. To make ease the process of data analysis, all the data obtained were organized based on the instruments used.

First, the data from questionnaire were analyzed before conducting the interview. As mentioned previously, the data from questionnaire were about the dimensions of learner autonomy found in EFL teaching-learning in a state university in Bandung, particularly in English education program. Those data were analyzed in two kinds of five likert scale answers. First, the frequency scale included never, rarely, sometimes, frequently, and always, which showed how often the learners did the statements. Each answer had its own score starting from 1 to 5. Second, the agreement scale involved strongly disagree, disagree, neither agree nor disagree, agree, and strongly agree, which showed how often the statements were true based on the learners' belief. Each answer had its own score starting from 1 to 5. The scales of questionnaire can be seen in the table below.

Table 3.4 Scale of Questionnaire's Items

Frequency	Agreement	Scale Point
Always	Strongly agree	5
Frequently	Agree	4
Sometimes	Neither agree nor disagree	3
Rarely	Disagree	2
Never	Strongly disagree	1

Learners' answer to each item was multiplied based on the frequency and agreement scales. Then, the results of learners' answers in each dimension of autonomy were calculated. To categorize the students into low, nearly, and highly autonomous learners in each dimension, the interpretation grid to interpret the autonomy score of the questionnaire which is proposed by Williamson (2002) was adapted. The maximum possible score minus the lowest possible score and divided into three. The result was the range for the categorization of highly autonomous learner, nearly autonomous learner, and low autonomous learner in each dimension of learner autonomy.

The second data that were analyzed were data from the interview. Before being analyzed, the data obtained from the interview were transcribed. When the data were ready to be analyzed, the researcher initially read through the overall data to get the general sense of the data, drawing ideas, thinking about the organization of the data, and considering whether or not more data are required (Cresswell, 2008).

Then, the data analysis was conducted through data reduction, data display, and drawing conclusion. As stated by Alwasilah (2002), the data analysis of qualitative research commonly uses parallel flows, namely data reduction, data display, and drawing conclusion.

In the process of reducing, the data from the interview were selected and simplified into the data focus. All the irrelevant data did not be taken into account in order to get a clear picture of learner autonomy in EFL teaching-learning, particularly associated with the dimensions of learner autonomy found in EFL teaching-learning, the situations under which learners learn autonomously, how the lecturers' perception influences their efforts to encourage learner autonomy.

The second process of analysis was data display. According to Alwasilah (2002), the presentation of the data can be in form of charts, graphs, flowcharts and tables. In this research, the data from interview

will be displayed in form of text and table. Those displays were aimed at simplifying the data presentation.

After the data from the interview were reduced and displayed, the researcher drew conclusions related to three research purposes mentioned previously, namely (1) the dimensions of learner autonomy found in EFL teaching-learning in a state university in Bandung, particularly in English education program; (2) the situations under which the learners learn autonomously; and (3) how the lecturers' perception of learner autonomy influences their efforts to encourage learner autonomy.