CHAPTER III
RESEARCH METHODOLOGY

This study explores the relationship between beliefs about language learning, learning strategies and language proficiency of Indonesian EFL high school students. This chapter presents the research methodology of this study, which includes research questions, descriptions of the research design, instrumentation, participants, data collection procedures, and data analysis procedures.

Based on the review of the literature, three primary research questions associated with the beliefs about language learning, learning strategies and language proficiency of Indonesian EFL high school students were developed for investigation.

1. What is the relationship between learners' beliefs and learning strategy use of Indonesian EFL high school students?
2. What is the relationship between learners' beliefs and language proficiency of Indonesian EFL high school students?
3. What is the relationship between learning strategy use and language proficiency use of Indonesian EFL high school students?

3.1 Population and Samples

The population of this study are students in a senior high school in Subang who are currently studying English as one of their subjects. Sampling techinique used in this study is convenience sampling, that is, selecting individuals or groups who are available to be involved as sample (Fraenkel, et al., 2012), and the sample involved in this study consists of 67 first grade high school students who were available when the research was conducted. The participants are from one natural science class and one social science class. The students in the first grade was

selected because the students in the third grade will be relatively busy in preparing for national examination and school examination as well as preparing for entering the higher level of education. Another reason why the first grade was chosen is because the understanding about language beliefs and learning strategies could be very helpful for the students in experiencing the next learning process at high school since there are more materials for them to learn compared with the students in the second and the third grade. Furthermore, in relation to 2013 curriculum, this understanding might be beneficial for them because the English learning in this curriculum requires them to be more active and to show more skills in using English.

3.2 Research Method

This research can be classified as ex post facto research. Ex post facto research is a research in which "the independent variable or variables have already occurred and in which the researcher starts with the observation of a dependent variable or variables. He then studies the independent variables in retrospect for their possible relations to, and effects on, the dependent variable or variables" (Kerlinger, 1964, as cited in Lord, 1973). The variables in this research, which are learners' beliefs, learning strategies and language proficiency have already occurred, and the researcher observed these variables and studied them in relations to each other. Therefore, this research is ex post facto research.

Dörnyei (2007, cited in Chen, 2011) suggested that research traditions in a particular area provide guidance for researchers to launch their inquiry in that research area. In the area of learners' beliefs, most researches has involved a quantitative approach (Lo, 2010), thus this research used quantitative method in order to meet the objectives of the research. Quantitative research is based on the beliefs that facts and feeling can be separated, that the world is a single reality made up of facts that can be discovered (Fraenkel, et al., 2012).

The research design used in this study can also be categorized as correlational research. in correlational research, the researcher uses correlation statistical test to describe and measure the degree of association (or relationships)

between two or more variables or sets of scores without conducting any attempt to influence them (Fraenkel, et al., 2012; Creswell, 2012). Considering this definition, this study falls into correlational research category since this study intends to investigate the relationships of several aspects of language learning, namely learners' beliefs about language learning, learning strategies and language proficiency.

3.3 Instrumentations

Two kinds of instruments were employed in this research. The first instrument is modified Beliefs About Language Learning Inventory (BALLI), which was originally developed by Horwitz in 1980s "to assess student opinions on a variety of issues and controversies related to language learning" (Horwitz, 1987, as cited in Lo, 2010). BALLI was used in this research to discover the beliefs about English language learning held by the participants. The second instrument is modified Strategy Inventory for Language Learning (SILL), designed by Oxford. SILL was used to discover the strategies used by the participants.

BALLI was developed by Horwitz through a brain-storming session with 25 language teachers in United States and consultations with the specialist in cognitive science and psychology. Initially, the participants the teachers were asked to collect beliefs that learners often have concerning language teaching, then Horwitz compiled a list of possible language learning beliefs based on the suggestions of the teachers and grouped them under various themes after eliminating idiosyncratic beliefs and adding more beliefs. The instrument was subsequently piloted by Horwitz with 150 first-semester foreign language students at The University of Texas at Austin. Three kinds of BALLI were created by Horwitz, namely BALLI to measure the beliefs of the students of English as a second language, BALLI to explore beliefs held by foreign language teachers, and BALLI to assess beliefs of students learning foreign languages. (Nikitina and Furuoka, 2006). For this study, the third type of BALLI was used

BALLI contains a prescriptive set of 34 statements to which respondents mark their degree of agreement through the use of 5-point Likert (1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree). The statements on a Likert scale either express a positive/favorable or a negative/unfavorable attitude towards the object of interest. Although the Likert-scale was originally developed to measure attitudes, its scope has been extended to wider cognitive and affective variables, including beliefs (Bernat, 2006). BALLI is divided into groups or dimensions that assess the aspects of learners' beliefs, these are (1) foreign language aptitude, which concerns the existence of aptitude for language learning and opinions about the kind of individuals who possess it; (2) difficulty of language learning, which concerns the general difficulty of learning a second language as perceived by learners, as well as perceptions of the difficulty of a specific target language; (3) nature of language learning, which concerns student ideas about "what it means to learn a language and how to go about it" or learners' perception about important aspects of learning English (Horwitz, 1999, as cited in Ghavamnia, 2011); (4) learning and communication strategies, which is related to learners' English language learning practices; and (5) motivation and expectation, which concerns the desires and opportunities learners associate with the learning of English (Yu, 2013). Initially, BALLI comprised four themes, these are (1) foreign language aptitude, (2) difficulty of language learning, (3) nature of language learning, and (4) language learning strategies. Then Horwitz changed the fourth theme to "learning and communication strategies" and added "motivation and expectation" to her instrument (Horwitz, 1987, cited in Nikitina and Furuoka, 2006).

BALLI was used in this study because it is acknowledged as a suitable tool to investigate the language beliefs of learners. Yang (1992, as cited in Huang, 1997) pointed out that BALLI has high content and construct validity. Su (1995) conducted a test on BALLI and found that it is reliable. In addition, Diab (2000), Rieger (2009) and Chen (2011) mentioned that the original version of BALLI has gained validity through repeated administration since it has been extensively used for years, Bernat (2006) wrote that BALLI is a widely used and recognized

questionnaire in research on learner beliefs, and Altan (2006) claimed that BALLI has proven its usefulness in the elicitation and comparison of many student beliefs about language learning. Numerous previous researches that used BALLI in examining different aspects of language learning were able to reflect students' perspective on language learning and offer useful insights for language teaching pedagogy despite the fact that statements in BALLI were generated by language teachers rather than learners, proving that BALLI is recognized as a reliable research tool with good psychometric qualities (Nikitina and Fukuoka, 2006). The validity of BALLI in Asian context has also been proved (Yu, 2013).

BALLI used in this research was modified from BALLI employed in Bernat (2009) and Chen's (2011) study. In using this instrument, all the items were translated into Indonesian language to minimize the interference of their English abilities and to avoid any misunderstanding so the participants understood all the statements easier. Furthermore, some items were revised to make the instrument more suitable and applicable for the EFL context in Indonesia, such as changing "foreign language" into "English language (*bahasa Inggris*)," and "my own language" into "Indonesian language (*bahasa Indonesia*)". The items that were specifically changed for use in this study are as follows:

Table 3. 1 Comparison of the original items of BALLI and modified items of BALLI used in this research.

Item Number	Original Items	Modified Items
1	It is easier for children than adults to learn a <u>foreign language</u>.	Anak-anak lebih mudah belajar <u>bahasa Inggris</u> daripada orang dewasa.
2	Some people have a special ability for learning a <u>foreign language</u>.	Beberapa orang memiliki bakat khusus untuk belajar <u>bahasa Inggris</u>.
6	People from <u>my country</u> are good at learning <u>foreign languages</u>.	Orang-orang <u>Indonesia</u> bagus dalam belajar <u>bahasa Inggris</u>.
10	It is easier for someone who already speaks a foreign language to learn <u>another one</u>.	Orang yang sudah menguasai suatu bahasa asing akan lebih mudah dalam belajar <u>bahasa Inggris</u>.
11	People who are good at maths or science are not good at learning <u>foreign languages</u>.	Orang yang pintar dalam matematika dan IPA tidak akan mudah dalam belajar <u>bahasa Inggris</u>.
15	If someone spent 1 hour a day learning <u>a language</u>, how long would it take them to speak <u>the language</u> very well?	Jika kita belajar <u>bahasa Inggris</u> selama satu jam dalam satu hari, berapa lama kita akan bisa berbicara <u>bahasa Inggris</u> dengan sangat baik?
16	I have a special ability for learning <u>foreign languages</u>.	Saya punya bakat khusus dalam belajar <u>bahasa Inggris</u>.
17	The most important part of learning a <u>foreign language</u> is learning new words.	Yang paling penting dalam belajar <u>bahasa Inggris</u> adalah mempelajari kata-kata baru (*vocabulary*).
18	It is important to repeat and practice a lot.	Penting untuk banyak mengulang dan berlatih <u>dalam belajar bahasa Inggris</u>.
19	Women are better than men at learning <u>languages</u>.	Perempuan lebih mudah dalam belajar <u>bahasa Inggris</u> daripada laki-laki.
20	People in <u>my country</u> feel it is important to speak English.	Orang-orang <u>Indonesia</u> menganggap bahwa berbicara bahasa Inggris itu penting.
23	The most important part of learning a <u>foreign language</u> is learning grammar.	Yang paling penting dalam belajar <u>bahasa Inggris</u> adalah belajar tata bahasa (*grammar*).
25	It is easier to speak than understand <u>a foreign language</u>.	Lebih mudah berbicara daripada memahami <u>bahasa Inggris</u>.
26	It's important to practice with cassettes/tapes or CD Roms.	Penting untuk belajar <u>bahasa Inggris</u> menggunakan rekaman CD/video/kaset.
27	Learning <u>a foreign language</u> is different than learning other academic subjects.	Belajar <u>bahasa Inggris</u> itu berbeda dari belajar pelajaran lainnya.

| 28 | The most important part of learning English is learning how to translate from <u>my own language.</u> | Yang paling penting dalam belajar bahasa Inggris adalah belajar menerjemahkan <u>dari bahasa Indonesia ke bahasa Inggris dan sebaliknya</u> |

Description of each dimension and distribution of the items of belief questionnaire are shown in the following tables (Bernat, 2009):

Table 3. 2 Description of the dimension of foreign language aptitude.

Foreign language aptitude	
Item number	**Description**
1	Foreign language aptitude of children
2	Foreign language aptitude of some people
6	Foreign language aptitude of Indonesian people
10	Foreign language aptitude of people who mastered a foreign language
11	Foreign language aptitude of people who are good at maths or science
16	Foreign language aptitude of the participants
19	Foreign language aptitude by gender
30	Intelligence of people who speak more than one language
33	General foreign language aptitude of people

Table 3. 3 Description of the dimension of difficulty of language learning.

Difficulty of language learning	
Item number	**Description**
3	Hierarchy of language difficulty
4	Difficulty level of English language
15	Time needed to speak English fluently
25	Difficulty comparison of speaking and understanding English
34	Difficulty comparison of reading/writing and speaking/understanding English

Table 3. 4 Description of the dimension of nature of language learning

Nature of language learning	
Item number	**Description**
8	Importance of learning the culture in learning English
12	Importance of location in leraning English
17	Importance of vocabulary in learning English
23	Importance of grammar in learning English
27	Difference of English learning from the learning of other subjects
28	Importance of translation in learning English

Table 3. 5 Description of the dimension of learning and communication strategies.

Learning and communication strategies	
Item number	**Description**
7	Importance of pronounciation in speaking English
9	Importance of fluency in speaking English

13	Practicing English with foreigners
14	Guessing unknown words in learning English
18	Importance of repetition and practice In learning English
21	Shyness when speaking English with other people
22	Importance of accuracy in learning English
26	Importance of audio/video media in leraning English

Table 3. 6 Description of the dimension of motivation and expectation.

Motivation and Expectation	
Item number	**Description**
5	Expectation to be able to speak English very well
20	Indonesian people' perception of the importance of speaking English
24	Leraning English in order to know foreigners better
29	Learning English in order to get better job opportunities
31	Desire to be able to speak English very well
32	Desire to have foreigners friends

Meanwhile the criteria by Daif-Allah (2012) for judging the degree of beliefs is as follows:

Table 3. 7 The degree of beliefs of BALLI.

Very strong beliefs	4.00-5.00
Strong beliefs	3.00-3.99
Neutral beliefs	2.00-2.99
Weak beliefs	1.00-1.99

To collect data on the learning strategies of the participants, a questionnaire called Strategy-Inventory for Language Learning (SILL), developed by Oxford, was used. SILL was employed in this study because it is very systematic and comprehensive (Saeb and Zamani, 2013; Chen, 2014; Park, 2005). Besides, SILL has been widely used for investigating the language learning strategies in many parts of the world with learners of many different language (Viriya and Sapsarin, 2014) and has been proved to be valid and reliable (Huang, 1997) since it has been extensively checked for reliability and validated in multiple ways (Chang, 2007). Park (2005) further explained two additional advantage of using the SILL for research on language learning strategy research, the first advantage is that SILL examines various aspects of learners, so the researcher can study learning strategies related to language performance of the "whole learner," and the second advantage is that SILL are "easily read and

understood by respondents, it requires less time when compared to interviews or think-aloud protocols, it can be administered to a larger sample of language learners, and can employ precise statistical measures to investigate the relationship between strategy preferences and other variables."

This instrument contains 50 items with Likert scale response that can give information about the type and frequency of strategies of the participants. The Likert' scale consists of: 1= very untrue of me, 2= untrue of me, 3= neutral, 4= true of me, and 5= very true of me. SILL prescribes six categories of learning strategies, namely: memory strategies - storing and retrieving information (9 items), cognitive strategies - understanding and producing the language (14 items), compensation strategies - overcoming limitations in language learning (6 items), metacognitive strategies - centering and directing learning (9 items), affective strategies - controlling emotions, motivation (6 items), and social strategies - cooperating with others in language learning (6 items). SILL used in this study is SILL version 7.

The criteria by Oxford (1990, as cited in park, 2005) for judging the degree of strategy use is as follows:

Table 3. 8 The degree of strategy use of SILL.

High	Always or almost always used	4.5 – 5.4
	Usually used	3.5 – 4.4
Medium	Sometimes used	2.5 – 3.4
Low	Generally not used	1.5 – 2.4
	Never or almost never used	1.0 – 1.4

All the items in SILL were translated into Indonesian language to minimize the interference of their English abilities and to avoid any misunderstanding so the participants understood all the statements easier. Some items of SILL were also revised to make the instrument more suitable and applicable for the EFL context in Indonesia, such as changing "second language (SL)" into "English language (*bahasa Inggris*)." The items that were specifically changed for use in this study are as follows:

Table 3. 9 Comparison of the original items of SILL and modified items of SILL used in this research on the category of Memory Strategies.

Memory Strategies		
Item number	Original Items	Modified Items
1	I think of relationships between what I already know and new things I learn in <u>SL.</u>	Saya memikirkan hubungan antara apa yang saya tahu dan hal baru yang saya pelajari dalam <u>bahasa Inggris.</u>
2	I use new <u>SL</u> words in a sentence so I can remember them.	Saya menggunakan kata-kata <u>bahasa Inggris</u> baru dalam kalimat agar saya bisa mengingatnya
3	I connect the sound of a new <u>SL</u> word and an image or picture of the word to help remember the word.	Saya menghubungkan bunyi kata-kata <u>bahasa Inggris</u> baru dengan gambar tentang kata tersebut untuk membantu saya mengingat kata itu.
4	I remember a new <u>SL</u> word by making a mental picture of a situation in which the word might be used.	Saya mengingat kata-kata baru <u>bahasa Inggris</u> dengan cara membayangkan situasi di mana kata itu digunakan.
5	I use rhymes to remember new <u>SL</u> words.	Saya menggunakan rima untuk mengingat kata-kata <u>bahasa Inggris</u> baru.
6	I use flashcards to remember new <u>SL</u> words.	Saya menggunakan flashcard untuk mengingat kata-kata <u>bahasa Inggris</u> baru.
7	I physically act out new <u>SL</u> words.	Saya memeragakan kata-kata <u>bahasa Inggris</u> baru.
8	I review <u>SL</u> lessons often.	Saya sering melihat kembali pelajaran <u>bahasa Inggris</u>
9	I remember new <u>SL</u> words or phrases by remembering their location on the page, on the board, or on a street sign.	Saya mengingat kata atau frasa <u>bahasa Inggris</u> baru dengan cara mengingat posisi kata/frasa tersebut di halaman buku atau di papan tulis.

Table 3. 10 Comparison of the original items of SILL and modified items of SILL used in this research on the category of Cognitive Strategies.

Cognitive Strategies		
Item number	Original Items	Modified Items
10	I say or write new SL words several times.	Saya mengucapkan atau menulis kata-kata bahasa Inggris baru beberapa kali.
11	I try to talk like native SL speakers.	Saya berusaha berbicara seperti penutur asli bahasa Inggris.
12	I practice the sounds of SL	Saya berlatih pengucapan kata-kata bahasa Inggris.
13	I use the SL words I know in different ways.	Saya menggunakan kata-kata bahasa Inggris yang saya tahu dengan bermacam-macam cara.
14	I start conversations in SL.	Saya sering memulai percakapan dalam bahasa Inggris.
15	I watch SL language TV shows spoken in SL or go to movies spoken in SL.	Saya sering menonton acara TV berbahasa Inggris atau menonton film berbahasa Inggris
16	I read for pleasure in SL.	Saya senang membaca buku/majalah/artikel dll berbahasa Inggris
17	I write notes, messages, letters, or reports in SL.	Saya sering menulis catatan, pesan, surat, atau laporan dalam bahasa Inggris
18	I first skim an SL passage (read over the passage quickly) then go back and read carefully.	Saya pertama-tama melakukan skimming (membaca sekilas) pada halaman berbahasa Inggris kemudian membaca lagi dengan cermat.
19	I look for words in my own language that are similar to new words in SL.	Saya sering mencari kata-kata dalam bahasa Indonesia yang mirip dengan kata-kata baru dalam bahasa Inggris.
20	I try to find patterns in SL.	Saya berusaha mencari pola dalam bahasa Inggris.
21	I find the meaning of an SL word by dividing it into parts that I understand.	Saya mencari arti kata bahasa Inggris dengan membaginya menjadi beberapa bagian yang saya pahami.
23	I make summaries of information that I hear or read in SL.	Saya membuat rangkuman tentang informasi yang saya dengar atau baca dalam bahasa Inggris.

Table 3. 11 Comparison of the original items of SILL and modified items of SILL used in this research on the category of Compensation Strategies.

Compensation Strategies		
Item number	**Original Items**	**Modified Items**
24	To understand unfamiliar <u>SL</u> words, I make guesses.	Untuk memahami kata-kata <u>bahasa Inggris</u> yang tidak dipahami, saya menebaknya.
25	When I can't think of a word during a conversation in <u>SL</u>, I use gestures.	Ketika saya tidak bisa menemukan suatu kata dalam suatu percakapan dalam <u>bahasa Inggris</u>, saya menggunakan gerakan.
26	I make up new words if I do not know the right ones in <u>SL</u>.	Saya menciptakan kata-kata baru jika saya tidak tahu kata-kata yang benar dalam <u>bahasa Inggris.</u>
27	I read <u>SL</u> without looking up every new word.	Saya membaca tulisan berbahasa Inggris tanpa mencari arti setiap kata baru.
28	I try to guess what the other person will say next in <u>SL</u>.	Saya berusaha menebak apa yang orang lain akan katakan selanjutnya dalam <u>bahasa Inggris.</u>
29	If I can't think of an <u>SL</u> word, I use a word or phrase that means the same thing.	Jika saya tidak bisa menemukan suatu kata <u>bahasa Inggris</u> tertentu, maka saya menggunakan kata atau frasa yang maknanya sama.

Table 3. 12 Comparison of the original items of SILL and modified items of SILL used in this research on the category of Metacognitive Strategies.

Metacognitive Strategies		
Item number	**Original Items**	**Modified Items**
30	I try to find as many ways as I can to use my SL.	Saya berusaha mencari cara sebanyak mungkin untuk menggunakan bahasa Inggris saya.
31	I notice my SL mistakes and use that information to help me do better.	Saya memeriksa kesalahan bahasa Inggris saya dan menggunakan informasi itu untuk membantu saya menjadi lebih baik.
32	I pay attention when someone is speaking SL.	Saya memperhatikan ketika ada orang berbicara bahasa Inggris.
33	I try to find out how to be a better learner of SL	Saya berusaha mencari tahu cara yang lebih baik dalam belajar bahasa Inggris.
34	I plan my schedule so I will have enough time to study SL.	Saya merencanakan jadwal saya supaya saya punya cukup waktu untuk belajar bahasa Inggris.
35	I look for people I can talk to in SL.	Saya mencari orang yang bisa berbicara bahasa Inggris dengan saya.
36	I look for opportunities to read as much as possible in SL.	Saya mencari kesempatan sebanyak mungkin untuk membaca tulisan berbahasa Inggris.
37	I have clear goals for improving my SL skills.	Saya punya target yang jelas untuk meningkatkan kemampuan bahasa Inggris saya.
38	I think about my progress in learning SL.	Saya sering memikirkan perkembangan saya dalam belajar bahasa Inggris.

Table 3. 13 Comparison of the original items of SILL and modified items of SILL used in this research on the category of Affective Strategies.

Affective Strategies		
Item number	**Original Items**	**Modified Items**
40	I encourage myself to speak SL even when I am afraid of making a mistake.	Saya menyemangati diri saya untuk berbicara bahasa Inggris ketika saya takut membuat kesalahan
41	I give myself a reward or treat when I do well in SL.	Saya memberi diri saya hadiah ketika memperoleh suatu keberhasilan dalam bahasa Inggris.
42	I notice if I am tense or nervous when I am studying or using SL.	Saya menyadari jika saya merasa tegang atau gugup ketika saya belajar atau berbicara bahasa Inggris.
43	I write down my feelings in a language learning diary.	Saya menuliskan perasaan saya dalam buku harian tentang pembelajaran bahasa Inggris saya.

Table 3. 14 Comparison of the original items of SILL and modified items of SILL used in this research on the category of Social Strategies.

Social Strategies		
Item number	**Original Items**	**Modified Items**
45	If I do not understand something in <u>SL</u>, I ask the other person to slow down or say it again.	Jika saya tidak paham sesuatu dalam <u>bahasa Inggris</u>, maka saya meminta pembicaranya untuk berbicara lebih pelan atau mengulangi kata-katanya.
46	I ask <u>SL</u> speakers to correct me when I talk.	Saya meminta penutur asli <u>bahasa Inggris</u> untuk mengoreksi ketika saya berbicara.
47	I practice <u>SL</u> with other students.	Saya berlatih <u>bahasa Inggris</u> bersama para siswa lainnya.
48	I ask for help from <u>SL</u> speakers.	Saya meminta bantuan dari penutur asli <u>bahasa Inggris.</u>
49	I ask questions in <u>SL</u>.	Saya sering bertanya dalam <u>bahasa Inggris</u>
50	I try to learn about the culture of <u>SL</u> speakers.	Saya berusaha belajar tentang kebudayaan penutur asli <u>bahasa Inggris.</u>

3.4 Data Collection

The researcher contacted the high school intended for the place of the survey, and after the English teacher at the high school consented to participate in the study, the researcher explained the description and the procedures of the survey to the teacher prior to the administration of the survey. Before beginning administering the survey, the researcher and the teacher explained to the participants, who were the students taught by the teacher, that this survey would not in any way affect their grades. The instruments used for this study were subsequently distributed to the participants by the researcher and the teacher. Before the participants conducted the survey, they were asked to read all the statements in BALLI and SILL carefully and were informed to ask questions if there was any item that they did not fully understand. The researcher subsequently explained the items to the students until they fully understand. In this process, the items in BALLI and SILL that need clarification are as follows.

Table 3. 15 Result of the clarification process of the items of BALLI and SILL.

BALLI		
No.	**Original statement**	**Additional explanation**
3	Some languages are easier than others.	Not all languages have the same level of difficulty. There are language that are more difficult or easier to learn than other languages, for example language A is more difficult to learn than language B,
13	I enjoy practicing foreign language with the foreigners I meet.	When I meet foreigners, it feels good to have the opportunity to converse with them using English.
15	If someone spent 1 hour a day learning a language, how long would it take them to speak the language very well?	Someone is learning English by spending 1 hour every day to learn English, how long is the time they need until they are able to speak English very well?
16	I have a special ability for learning foreign languages.	It is easier for me to learn English than other people because I have special talent that facilitates me to learn better.

SILL		
No.	**Original statement**	**Additional explanation**
1	I think of relationships between what I already know and new things I learn in SL.	When I learn new things in English, I try to connect them with what I have previously learned, for example, when I learn new type of text, I connect with other type of texts I have learned.
5	I use rhymes to remember new SL words.	When I learn to remember new words, I use other words that have similar sound to the new words.
26	I make up new words if I do not know the right ones in SL.	When I want to say something in English but I do not know the correct words, I create my own words to convey it.

The data about learner's beliefs about language learning was obtained through BALLI. BALLI was administered and the participants were asked to read the statements carefully and, on each statement, to honestly choose a number on a 5-point Likert scale, ranging from "strongly disagree" (point 1), "disagree" (point 2), "neutral" (point 3), "agree" (point 4), to "strongly agree" (point 5). The data about learner's learning strategy use was obtained through SILL. SILL were administered and the participants were asked to read the statements carefully and, on each statement, choose a number on a 5-point Likert scale, ranging from "very untrue of me" (point 1), "untrue of me" (point 2), "neutral" (point 3), "true of me" (point 4), to "very true of me" (point 5), depending on the decision they made

about the strategy description they have read on the statements. Meanwhile, to obtain the data about the proficiency of the participants, the researcher asked the scores of participants' English test from the teacher of the participants.

3.5 Data Analysis

As part of the procedure, the data gathered from the participant was entered into the IBM SPSS version 22. Descriptive analysis, including means and standard deviations, in the form of percentages was computed to summarize the students' responses to the BALLI and SILL items. These data was first checked for normality to determine what correlation test was appropriate to use. The normality of the data was tested using Saphiro-Wilk Test and the results showed that the test score data and the beliefs data (BALLI) are normally distributed, but the strategies data (SILL) is not normally distributed. Since one of the data is not normally distributed, a nonparametric test, that is, Spearman's rank-order correlation was used to analyse the relationship between variables. Firstly, it was used to examine the relationship between learners' beliefs and learning strategies through the results of BALLI and SILL. Secondly, it was used to investigate the relationship between learners' beliefs and English language proficiency through the results of BALLI and test scores. Thirdly, it was used to investigate the relationship between learning strategies and English language proficiency through the results of SILL and the test scores.

Table 3. 16 Results of normality test on the data

Data	Test of Normality (Shapiro-Wilk)			Information
	Statistic	Df.	Sig.	
Test score	.969	67	.095	Normally distributed
BALLI	.990	67	.877	Normally distributed
SILL	.923	67	.000	Not normally distributed

3.6 Concluding Remark

This chapter has presented the methodology of this research which includes the population and sample, research method, instrumentations, data

collection procedure and data analysis procedure. The next chapter of this paper will elaborate the results and discussion in this study.