

CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates the procedure of this current research in order to answer the research problems (1) what are the teachers' perception toward learner autonomy, and (2) How teachers promote learner autonomy in EFL classroom setting. In this section, research design, the sample of the study, instrumentation, data collection procedure and data analysis procedure will be presented. Furthermore, validity and readability issues are administered in the last section.

3.1 Research Design

This study used qualitative approach to describe the phenomena in the field. As mentioned by Hancock (2012) that qualitative study is concerned with human behaviors as they occur naturally, it includes a small and purposive sample, and use different data collection techniques. In conducting this study, having preliminary research on teachers' perception on learner autonomy and how they promote it in the classroom was done in the first place. Then, it was continued by field research to see how the teachers promote learner autonomy in actual classroom practice. Moreover, it was also done to cross-check whether the teachers implement the strategies that were recorded in the questionnaire. There are two teachers involved in this study, they were chosen purposively to answer the research questions. Two types of questionnaires and a checklist observation were administered to collect the data.

The purpose of this descriptive study is to provide detailed information on learner autonomy perceived by the teachers and how they promote it in the classroom. As mentioned by Lambert and Lambert (2012), a descriptive design is selected to provide a comprehensive summary of an event in the everyday terms of those events. It tends to draw from naturalistic inquiry, which purports a commitment to studying something in its natural state. Thus, the application of descriptive design is considered suitable for this study since it aimed to provide an understanding of a social setting or activity view from teachers' view in a straightforward description.

3.2 Site and Participants of the current study

This site and participants of this study were selected purposively. It aimed to obtain rich and deep information for the purpose of saturating the data. According to Creswell (2012; 206), purposive sampling is used for studies with non-generalization purpose. Indeed, since the purpose of this study is not to generalize the finding to another context, purposive sampling is chosen.

Site

The site of the current study was a public senior high school in Bandung. The site is chosen for several reasons; first, the school location is easy to access, second, it is easier to get the permission both from the school and the teacher. Third, one of the teacher have already gain master in education degree, so it is expected that the teacher has more understanding in promoting learner autonomy in the classroom.

Participants

The participants of this study were two English teachers who have been teaching English for more than 25 years. The selection of the participants was based on their teaching experience and recommendation from the school authority. Moreover, they were expected to represent the variety of classroom practices reflected from different teachers' perception about the promotion of learner autonomy in EFL classrooms. The two participants were used pseudonym name: Ani, for the first participant and Budi for the second participant. The details of those teachers are presented in Table 3.1 below.

Table 3.1
Background information about the Participants

Teacher	Gender	Age	Degree	Number of years of teaching English
1	Female	52	S1	29
2	Male	43	S2	25

3.3 Data Collection

Since this study employed a qualitative approach, various data collections are considered needed (Fraenkel., Wallen., & Hyun, 2012). In collecting the data,

two techniques were employed; a questionnaire and an observation. Two types of questionnaires were used in order to find out teacher perception on learner autonomy and how they promote it in the classroom. The questionnaires were served as main data, while for the observation, it was used to support the data from the questionnaire.

Table 3. 2
Data collection instruments

No.	Technique	Activity	Expected result
1.	Questionnaire	Administer both of the questionnaires	<ul style="list-style-type: none"> • Teacher's perception on the implementation of learner autonomy • Teacher's strategies in promoting learner autonomy in the classroom
2.	Observation	Teacher's teaching observation	How teacher promote learner autonomy in the classroom are revealed
3.	Interview	Conducted conversational interview	Teachers' reason behind the choice of questionnaire

Moreover, each of these data collection instruments will be discussed below.

3.3.1 Questionnaire

This study was started by utilizing items in the questionnaire to reveal teachers' perception on the promotion of learner autonomy and how they promote it in the classroom. In this study, there are two kinds of questionnaires that were used to gain the data. Both of the questionnaires were close ended and built in the form of a checklist. Moreover, in order to get a better understanding, the questionnaire was written in Indonesian.

The first questionnaire is aimed to reveal teacher's perception toward learner autonomy. It was adapted from Borg and Busaidy (2012). It consisted of 27 questions that cover teacher's perception toward the definition of learner autonomy, the ideal condition in fostering learner autonomy, teacher roles in promoting autonomy, characteristic of learner autonomy, autonomy implementation in Indonesia and benefit of autonomy. The questionnaire's

coverage and the statements are presented in the appendix. Similar to the first questionnaire, the second questionnaire employed in this research was also in a form of checklist questionnaire. It was constructed by the researcher with some adaptation from Urun, Demir and Akar (2012). this questionnaire was aimed at revealing how teacher promote autonomy in their classroom in term of determining objectives, determining content, planning for instructional process, and evaluation which covered in 20 statements. The distribution of the questions is presented in the table below.

Table 3.3

Categories of perception and the items Representing teachers' perception

No.	Process of learning	Number of statements
1.	Determining Objectives	4
2.	Determining content and Planning for instructional process	14
4.	Evaluation	2

3.3.2 Observation

Classroom observations were employed to develop a deeper understanding of the different ways teachers approached their lessons. It aimed to get direct information from the research subject at the research site. It is in line with Heigham and Croker (2009) who stated that observation is the conscious noticing and detailed examination of participants' behavior in a naturalistic setting. In this study, 15-hour classroom observations of the two participants were recorded over a period of two months. The emphasis during observation is on understanding the natural environment as lived by participants, without altering or manipulating it (Gay, Mills, and Airasian, 2009).

In this study, the observation was conducted in the classroom. It used to remark teacher's observable act in relation to the promotion of learner autonomy. This observable act is some teacher action or strategies that might be used in the classroom. In other words, this observation was intended to perceive teacher's action that aim at the promotion of learner autonomy that were shown in the classroom context. The type of non-participant observation was used. In this case,

the researcher did not get involved in the activities of the group but remained a passive observer, watching and listening to its activities and drawing conclusions from the activity (Kumar, 2014).

In order to record the data from observation, video tapping was employed. It is used to minimize some observable acts that were missed during the observation. According to Frankael, et al. (2012) video recording gives the benefit for the researcher that can be replayed for several times in order to check and correct the data. In addition, observation checklists were used to observe the observable behaviors that can be seen in the classroom activities. It was intended to observe teacher's action on fostering learner autonomy in terms of defining objectives, defining content of learning, planning instructional process and evaluation. Thus, observation checklist was used, it consisted of 18 statement and side notes. The observation sheet was adapted from Duruk and Kenci (2014) with minor changing. The observation guideline is shown as the following.

3.3.3 Interview

Conversational interviews were carried out after both of the participant fill the questionnaire in. It aimed to gather complementary data that was inaccessible through the questionnaire. By applying this, it was expected that participants' responses could be explored to gain in-depth data about their experience and feeling. Unstructured interview was used allowing the researcher to inquire some answers of where the observation choice. were coming from

3.4 Data Collection Procedures

As has been stated previously, this study employed two types of instruments including two questionnaires and an observation sheet. The first questionnaire was collected during preliminary observation. The teachers were asked to fill in the questionnaire by putting the checklist mark on the option provided. This questionnaire aimed to portray teachers' perception on learner autonomy. The second questionnaire was given after the first observation to both of the participants teacher. They gave responses to the questionnaire after they

finish their teaching hour. In addition, the conversational interviews were conducted to find out teachers' reason behind his or her choice.

Another type of data collection is classroom observation, that was conducted during the teaching process. Non participant observation was used in this study, which means that the observer did not directly involved in the situation being observed (Gay, Mills, and Airasian ; 2009). Classroom observation was particularly aimed to explore how the teachers promote learner autonomy in their classrooms and whether they implement the strategies that have been chosen in the questionnaire. The number of classroom observation between the two participants were different due to time availability. For the first teacher, the overall classroom observation was done three times. They took place in one classroom and is done once in a week. Indeed, with limited number of observations, the teacher actions which aimed at promoting autonomy were recorded. For the second teacher, five times of classroom observation were done. Similar to the first teacher, it was done once in week. As for the second teacher, the observation was done in three different classes. By doing this, it was expected that it could record more teacher actions which are aimed at promoting learner autonomy. During the observation, observation sheet equipped with side notes was used as the instrument. Moreover, to prevent unrecorded teachers' action, all classroom observations were recorded and transcribed. In addition, conversational interviews were conducted in order to get teachers' perception. About learner autonomy that cannot be recorded by using questionnaire.

3.5 Data Analysis

After collecting the data through the questionnaire and observation, the data were analyzed descriptively to draw the conclusion. It involves a straight forward descriptive summary of the informational contents of the data that are organized in a logical manner (Lambert and Lambert; 2012). The data analysis was arranged based on the categories of learning process and was described from the perspective of more than one participant. Detailed explanation about the analysis was presented below.

1. Teachers' perception toward learner autonomy identified from the questionnaire were coded into six major themes which include teacher perception toward the definition of learner autonomy, ideal condition in fostering learner autonomy, teacher roles in promoting autonomy, characteristic of learner autonomy, autonomy implementation in Indonesia and benefit of autonomy. Then, the results were interpreted in detail.
2. Data from the second questionnaire that aimed to find out how teachers promote learner autonomy in the classroom were identified to be coded into five types of approach namely resource-based, technology-based, learner-based, classroom-based, curriculum-based and teacher-based approaches. Moreover, the most frequently used of autonomy support was type also identified.
3. Teachers' statements from interviews were inserted to strengthen the data from questionnaire
4. The observations results were summarized to filter unnecessary activities during the classroom practices.
5. The videos of observation were watched and rechecked by means of the observation sheet to prevent missed teachers' actions.
6. Data from the classroom practices observation (transcript) from each teacher were elaborated in one subtitle.
7. The result of each recorded classroom practices was visualized in the form of elaborated paragraph.
8. Cross-checking between choice made by the teachers in the second questionnaire and actual practice during learning process is presented in summary.

3.6 Establishing validity and reliability

In doing a study, validity and reliability are considered as a crucial issue. The term validity is described as the degree to which the data able to record what the researcher is trying to measure. In a qualitative study, validity might be addressed through honesty, depth, richness and scope of the data achieved. Some

techniques can be used to maintain the credibility of a study. Following Guba (1981 as cited in Gay, Mills and Airasian, 2009: 367) this study applied some strategies to maintain the validity of the study, those are; peer debriefing, member checking, triangulation and establishing an audit trail. Peer briefing was used to test and reflect the researcher's growing insight through interaction with other professionals. Member checking was done to test the overall report with the study participants before sharing it in final forms. In this study, triangulation was used to establish the validity of the findings of the study, where it combines the evidence from different types of data; namely observation and questionnaire (Creswell, 2012). Moreover, it is also used to reduce bias which is adhered to a method, and provide a wider explanation of the findings (Alwasilah, 2002). Lastly, an audit trail was done to examine the process of data collection, data analysis, and interpretation.

Furthermore, reliability in a qualitative study is described as a fit between what researcher record as data and what actually occurs in a natural setting that is being researched i.e. a degree of accuracy and comprehensiveness coverage (Bogdan and Biklen, 1992). Indeed, to secure the reliability, this study employed some strategies related to the data collection. The first meeting was conducted for pilot to ensure that the observational categories are appropriate and the sample was able to draw the research purpose.