

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter consists of research design, site and participants, data collection techniques, data collection procedures, and data analysis. This chapter elaborates the procedure of this current research in order to answer the research problems (1) what are the teachers' perceptions toward learner autonomy, and (2) what are the strategies that the teachers use to promote learner autonomy.

#### **3.1 Research Design**

In order to cope with the purposes of the research, this study used qualitative case study design. "Qualitative research is a broad approach to the study of social phenomena" (Rossman & Rallis, 2012, p.3) and that the study is conducted in a natural setting (Hamied, 2017). Case study is an depth and thorough exploration of single examples which can be an event, process, a person, an experience or other cases (Hamied, 2017; Merriam, 2009; Rossman & Rallis, 2012).

The case study design is appropriate for this research for two reasons. First, it provides an in-depth description and analysis toward the issue investigated in this research, namely teachers' perception of learner autonomy and its strategies in EFL teaching-learning. Second, the participants of this study are two teachers in specific places, therefore, the results of teachers' perceptions and strategies are limited from the case of the participants and the places in this study. Creswell (2003) states that case study works to search for the characteristics by comparing results with the characteristics predicted from the theory or literature. Therefore, the similarity and differences of teachers' perceptions and strategies were compared and contrasted to the characteristics proposed by the experts in the field.

#### **3.2 Subjects and Site**

This study was conducted at two public schools in Bandung. The site was chosen for several reasons. First, the schools were selected by considering the feasibility factors (McMillan & Schumacher, 2001). Therefore, in this study, the schools and participants were

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chosen since they give benefits for the researcher in managing the effectiveness of the present study including some factors such as time, financial and energy invested. Second, based on the preliminary observation, it was found that the teachers in these schools have background knowledge about the concept of learner autonomy. Third, one of the teachers have already gained master in education degree, so it is expected that the teacher gains more understanding and implements more strategies in promoting learner autonomy in the classroom.

The participants of the research were two teachers who teach in the Senior High School in Bandung. The participants were chosen based on teaching experience and recommendation from the school authority. The teachers were divided into experienced and novice teacher. The experienced teacher has been teaching for 26 years while the novice teacher has been teaching for 8 years. As stated by Meskill, Mossop, DiAngelo and Pasquale (2002), novice teachers have 8 years or less teaching experience. Furthermore, the researcher expected that the teachers present varieties of learner autonomy strategies in EFL classrooms. This study employed purposeful selection of participants since the participants were selected based on certain criteria. The details of those teachers are presented in Table 3.1 below:

**Table 3.1**  
**Background information about the Participants**

<b>Teacher</b>	<b>Pseudonyms</b>	<b>Gender</b>	<b>Degree</b>	<b>Number of years of teaching English</b>
1	Mr. Anto	Male	S1	8
2	Mrs. Dina	Female	S2	26

### **3.3 Data Collection Techniques**

This study started by utilizing items in the questionnaires to reveal how teachers perceived learner autonomy and how they promote it in the classroom. The questionnaires were distributed to the teachers few days before the classroom observation. They were asked to rank based on the Likert scale. The questionnaires were distributed to the teachers before teaching and learning process begins.

The questions in the questionnaires are adopted from Nguyen (2014). It consists of five sections that cover the concept of learner autonomy, teachers' responsibilities in the classroom, the ways teachers evaluate learner autonomy, the constraints in implementing learner

autonomy and approaches to promote learner autonomy in educational context. The questionnaires were distributed once, before the interview and classroom observation. The teachers were asked to express their opinions on each statement in four Likert scale from strongly disagree to strongly agree, which shows how often the statement is true based on their belief.

Based on teachers' answers in the questionnaire and the results from classroom observation, the researcher asked further clarification in the interview session. Interview was the second data collection technique used in this research. Interview session is beneficial to answer the researcher's questions from the findings in classroom observation. In addition, this interview was conducted to validate data from classroom observation and questionnaires. The items of the interview are adapted from Chan (2003) theory which explains about the teacher's roles, teachers and students' decision making abilities and the constraints in implementing learner autonomy.

The interview was scheduled twice, after the teacher filled the questionnaires and after the classroom observation. The interview was initiated with the semi-structured interview to probe and go into more depth. A semi-structured interview also provides an openness to change of sequence and forms of questions in order to follow up answers given by the participants. The interview was addressed to the teachers who answered the questionnaire previously to find further information. The Interview session was held on teachers' availability or his/her free time after the researcher made an appointment. There were some guide questions to get some important points in this research.

Classroom observation is used to get the information of how teachers implement learner autonomy in the classroom. Classroom observation aims to look for the interaction between the teacher and the students in implementing learner autonomy. Classroom observation was conducted six times for each teacher for two months in which the researcher acted as a complete observer. During classroom observation, the researcher was sit among the students observing teachers' strategies to foster learner autonomy. The observation was recorded by using a video camera. The items of the classroom observation were adapted from Holec (1981), Benson (1997), Little (1995) and Nguyen (2010) theories. The items of the classroom observation were adapted from Holec (1981), Benson (1997), Little (1995) and Nguyen (2010) theories that considered about the lesson's objective, the content, method, monitoring the learning and evaluating the learning process.

### 3.4 Data Analysis

The data of this study were analyzed through qualitative research analysis. The questionnaires, interview and observation results were analyzed to answer research questions. The coding of the data was constructed to protect the discretion of the participants to make the data analysis easier. The coding is presented as follows.

**Table 3.2 Coding and Interpretation**

Coding	Interpretation
Mr. Anto, Mrs. Dina	Teachers as participants of the research
INTV#	The data from the interview
QST#	The data from the questionnaire
OBS#	The data from observation

Since the data of this study were derived from different sources, the data triangulation were implemented to enable the researcher having multiple data sources, multiple theoretical perspectives or multiple methods of different aspects interconnected (Alwasilah, 2001; Holliday, 2005). The data from all sources were compared and contrasted to enhance the validity of the findings.

The observation data taken from videotaping and field notes in the observation checklist were analyzed and categorized referring to the theories of an autonomous classroom and fostering learner autonomy in the classroom from Dam (2008), Littlewood (1996) and Thanasoulas (2000) in order to see the suitable with the theories.

**Table 3.3**  
**The aspects of Observation Data of the Autonomous Classroom**

No	Observation Aspects
1.	Teacher engages learners in regular evaluation of their progress as individual learner and a whole class (Littlewood, 1996)
2.	Teacher involves learners to create good learning activities, which are shared, discussed, analyzed and evaluated with the whole class (Thanasoulas, 2000)
3.	The learning process is integrated with technology (Thansoulas, 2000)

4.	Learning activities support cooperation and peer tutoring (Thanasoulas, 2000)
5.	Learners provide their own learning support material such as dictionaries and textbooks (Dam, 2008)
6.	Teacher let learners to work collaboratively in small groups (Dam, 2008)
7.	Teacher use the authentic materials such as magazines, newspapers, laptops computers and learning software programs, etc (Dam, 2008)
8.	Learners are engaged in many different activities (Dam, 2008)
9.	Teacher is moving around or sitting down, engaged in discussion with individual learner or group learners (Dam, 2008)
10.	Both teacher and students use the target language as the medium preferred of classroom communication during the teaching and learning process (Dam, 2008)
11.	Teacher uses various material such as various texts, pictures, videos, etc (Dam, 2008)

The data from observation were analyzed descriptively. The analysis was begun by transcribing the classroom interaction. Then, the transcriptions were read and coded by matching the data with the research question. The data from observation were analyzed to validate the data from the interview regarding teacher's implementation of learner autonomy. Then, the data were categorized based on learner autonomy strategies as presented in chapter two. To validate the data from observations, the researcher used member checking through taking the result of observation back to the participant, in this case, the teacher, by conducting a follow-up interview to comment on the findings (Creswell, 2009). This member checking was conducted to check the accuracy of the collected data.

The data obtained from the interview were analyzed by transforming it into transcription and coding it to be organized based on the categories or themes from Borg and Albusaidi (2012). The data from the interview were first gathered into the interview transcript, then the data were translated into English. After organizing the data into transcription form, some important notes were taken in order to code them into several themes and categories from Borg and Albusaidi (2012) about the teacher's perspective on learner autonomy, included the teacher's knowledge about the concept of learner autonomy, teacher's perception about the characteristics of an autonomous learner, perception about teacher's roles and responsibility, teacher's perception about the constraints and benefits of learner autonomy. These data were

triangulated with the data from the questionnaire and observation. Finally, all data were synthesized and interpreted to find out the final conclusion of the research finding.

The questionnaires were analyzed referring to the theory from Borg (2009). The questionnaires were analyzed descriptively and synthesized with the results of observation and interview. Since this study is a qualitative research and the questionnaire is only the secondary data, the simple qualitative analysis was conducted. The data were categorized into five main themes: teachers' understanding towards learner autonomy, teachers' understanding of their roles in fostering learner autonomy, teacher's perception about the constraints and benefits of learner autonomy, the constraints in implementing learner autonomy and strategies in implementing learner autonomy.