

CHAPTER III

RESEARCH METHODOLOGY

Research methodology deals with description and account of the steps which were conducted in present study to figure out the answers of the research questions. It covers research design, research site, participants in the study, data collection techniques and data analysis.

1.1 Research Design

This research attempted to obtain in-depth information about EFL learner autonomy in the 2013 curriculum implementation. The investigation in this study involved the students' perception of learner autonomy, the teacher's perception of learner autonomy, and how the teacher attempts to promote learner autonomy in the 2013 curriculum implementation. To answering those research questions, this present study employed a qualitative research, specifically using a case study research design. A case study is the strategy to answer 'how' or 'why' research questions which focus on a contemporary phenomenon within some real-life context (Yin, 2009). The case being investigated was EFL learner autonomy in the 2013 curriculum implementation.

The case study was claimed to be relevant for this research for some reasons. First, it provided an in depth description about EFL learner autonomy in the 2013 curriculum implementation. Second, this research employed multiple data which were collected through multiple data collection methods like a questionnaire, interview, and observation. Such data were also collected in a real life setting. As stated by Hamied (2017), case study uses multiple data collection methods. It mostly uses a qualitative approach like interview and observation, but the data in a case study can also be collected by using the quantitative approach such as questionnaire. Merriam (2001) explains that the case could be a person, a program,

a group or a specific policy. Therefore, the case being investigated in this study was a teacher's perception within her students' perception of learner autonomy in the teaching context of the 2013 curriculum implementation.

1.2 Research Site and Participants

As the aim of this study was to find out EFL learner autonomy in the 2013 curriculum implementation, this study was conducted in one of senior high school in West Sumatra, Indonesia. This school was selected purposively because this school has been implementing the 2013 curriculum since the first time the government decided the regulation to implement it. This study involved one teacher and her 36 students. The teacher was selected purposively based on some considerations. Firstly, she has teaching experiences for more than fifteen years. Secondly, she has some knowledge about the 2013 curriculum and its implementation since she is the target teacher of the 2013 curriculum training. It ensures that she has sufficient familiarity with the 2013 curriculum implementation. Thirdly, she is a certified teacher who has been supervised by the principle and the assessor to confirm she is professional in teaching. Fourthly this teacher was allowed by the principle to participate in this research since sometimes the researcher needed her time to participate in interviews and observations. Lastly, she agreed to participate in the entire research process and give valuable information to answer the research questions in this study. Moreover, the science class was selected purposively by the researcher after getting observation first in all the twelve grade classes in that school. Based on the preliminary observation, the students in this class were more active rather than the students in other classes.

1.3 Research Instruments

In obtaining the data for exploring EFL learner autonomy in the 2013 curriculum implementation, this study was conducted by using some instruments; classroom observation, interview and questionnaire. According to Creswell (2008, p.220), the varied qualitative data are placed into observations, interviews, questionnaires,

documents and audiovisual materials. The aim of using the variety instruments in this qualitative research was to fulfill the validity of this study. The following part explains the research instruments used by the researcher in this study.

1.3.1 Classroom Observation

Classroom observation was conducted to gain specific information about how teacher attempts to promote learner autonomy in learning English as a foreign language in the 2013 curriculum implementation. Particularly, this classroom observation was directed to see the teaching and learning process and how the teacher created the autonomous classroom in the 2013 curriculum implementation. During the observation, the researcher acted as a non-participant observer. In other words, the researcher just sat at the back of the class without interfering the teaching and learning process and took field notes about the situation in the classroom such as what teacher did and what the students did. By being a non-participant observer, the researcher was able to get the natural situation of the teaching and learning process as required for the case study data.

Moreover, within the consent from the teacher and the students, the researcher video-taped the learning process and learning activities for the rest of teaching and learning by using video recorder in order not to miss each activity. The observation was conducted to suit the teacher's schedules. It was administered for six times within a month in order to obtain rich, concrete and valid data. This procedure definitely presents an accurate picture of what being observed in the classroom (Gay & Airasian, 2000). One observation was conducted for each meeting as the teacher taught in her classroom in length 90 minutes on average. Besides that, in doing the observation, the researcher also used the observation checklist (see appendix 1) which was organized from the theories of an autonomous classroom by Dam (2008), Littlewood (1996) and Thanasoulas (2000). Before this observation checklist was used, it has been validated by the expert of learner autonomy on EFL learning. She has been expertise in learner autonomy because she has done many research studies on learner autonomy, particularly in EFL learning.

1.3.2 Interview

The other research instrument for collecting the data was done by using a semi-structured interview. It was conducted to obtain more information about the teacher's perception of learner autonomy and how the teacher promoted it in the classroom. The researcher only did one session interview with the teacher after having some meetings of observation in order to get the answer of followed up questions based on the observations. The interview was done by using Bahasa Indonesia as the teacher preferred. She preferred to use Bahasa Indonesia since she thought it would make her easier to elaborate the information given. In order not to miss every single thing of the information given by the teacher, the researcher recorded the interview by asking for permission to the teacher first. The teacher was interviewed by using some questions (see appendix 1) modified from interview guidelines of learner autonomy (Borg and Al-Busaidi, 2012 as cited in Barnard and Li, 2016). This interview guideline had been validated by one of the lecturer who has expertise in learner autonomy. Besides, this interview guideline had also been used in their previous research which aimed to find out teachers' perception in learner autonomy also. It means, its validity had also been measured.

The interview itself was categorized into five components of perspectives adapted from the interview framework by Borg and Al-Busaidi (2012). The first part questions (3 items) dealt with the teacher's knowledge on learner autonomy which covered the definition of learner autonomy, its characteristics and its importance in learning. The second part of the interview (2 items) was about the teacher's root of her current view in learner autonomy which covered how the teacher got information about learner autonomy itself. The third (2 items) part was about the teacher's expectation for the autonomy which is exhibited by her learners in the classroom. The fourth (1 item) part of the interview dealt with the teacher's view on desirability and feasibility on learner autonomy in the classroom. Then the last part of the interview (2 items) referred to the teacher's effort to promote learner autonomy in the 2013 curriculum implementation. It is categorized as in the following table:

Table 3.1
The Interview Guidelines for Teacher

Categories		Questions
Components of perception	Teacher's knowledge about learner autonomy.	1, 2,3
	Teacher's root of her current views on learner autonomy.	4,5
	Teacher's expectation for the autonomy exhibited by learners in the classroom.	6,7
	Teacher's view on desirability and feasibility on learner autonomy in the classroom.	8
	Teacher's effort to promote learner autonomy.	9,10

1.3.3 Questionnaire

The questionnaire given was administered to the students in order to find out the answer of third research question which investigated the students' perception in learner autonomy based on their technical, psychological and political perspectives by exploring their learning behavior. The questionnaire was modified by the researcher based on the previous researches in the same field (Faharani, 2013; Tamer, 2013; Chan, 2001) which also investigated students' perspectives on learner autonomy. According to Creswell (2008), the purpose of using this instrument is to get many responses from the participants in order to get useful information to support theories and concept in the literature because the questionnaire is usually designed based on the theories and concept. That is why; this research instrument was used to obtain as many as information from the students regarded their perspectives on learner autonomy.

This questionnaire involved 53 items including 24 items for technical perspectives, 11 items for psychological perspectives, 10 items for political perspectives and 13 items for learning preferences (see appendix 1). To make the students easy in responding to the questionnaire, this researcher instrument was

shared in Bahasa Indonesia. It has also been validated by the expert on learner autonomy who validated the observation checklist and interview guidelines.

Table 3.2

The Items of Questionnaire

Perspectives on learner autonomy in language education according to Benson's theory.	The items of questionnaire
<i>Technical perspectives</i> (specific activities, skills or strategies in learner autonomy).	1-24
<i>Psychological perspectives</i> (attitudes and cognitive ability to take responsibility in learning).	25-35
<i>Political perspectives</i> (freedom and empowerment of learners in taking control in learning).	36-46

1.4 Data Collection Procedures

In order to obtain the data for the research, there were some research procedures taken by the researcher. Since actually, the researcher has asked for the teacher's permission to participate in this research a month before this collected data administered, the researcher still needed to ask for the ethical permission to the school and made sure to the teacher's availability to be the participant for this research on 9th July 2018. The researcher explained to the teacher and the principal about the data needed, the students' participation was needed in this research and the length of data collected in that school. The teacher's lesson plan was also asked by the researcher to the teacher in order to enrich the observation data on the teaching and learning process in the 2013 curriculum implementation.

The observations were conducted on 11th, 18th, 25th, 26th July and first, second August 2018. Before observing the teacher's teaching activities in the classroom to find out how she attempted to foster learner autonomy in the classroom, the researcher prepared observation checklist, notes and video recorder which allowed her to record the entire learning process. After some observations were carried out to find out the learning process in the teacher's teaching practice, the information of the

teacher's perspective on learner autonomy was further gained through the interview. The interview was done on 24rd July 2018 to suit the teacher's availability to be interviewed. Then, in order to make sure the interview ran well, the researcher firstly informed about what was going to be discussed along with the interview. The interview was conducted in Bahasa Indonesia since it was first confirmed to the teacher the language she preferred to be used during the interview. The researcher also recorded the interview by firstly asking for the teacher's agreement to be recorded during the interview session.

Moreover, the questionnaire was shared with the students on the same day of observation on first August 2018 after discussing it first with the teacher about the schedule she recommended sharing the questionnaire to the students. The questionnaire was shared with each student after all learning activities planned by the teacher had been done. Firstly, the researcher explained to the students about the questionnaire and making them sure that this questionnaire had no relationship with their English grade in the end of the semester. It was also explained how they should fulfill that questionnaire and suggested them to ask questions to the researcher when they found something they did not understand in the questionnaire. The students did not spend more than 20 minutes to fulfill the questionnaire.

1.5 Data Analysis

To answer the three research questions which include the teacher's perspective in learner autonomy, the students' perspectives on learner autonomy, and how the teacher promotes it in the 2013 curriculum implementation, the data obtained from three instruments (classroom observation, interview and questionnaire) were analyzed by the researcher. It will be elaborated like in the following.

1.5.1 Analyzing Classroom Observation

The classroom observation used to investigate how the teacher attempted to create an autonomous classroom in the 2013 curriculum implementation and how the students acted as the autonomous learners. 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 (see table 3.3).

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	Learners are able to make their own choice on both grammar and vocabularies when they use the target language (Littlewood, 1996).
3	Teacher requires learners to keep a written record of their learning, such as their plans, projects, lists of useful vocabulary and other text they produce (Thanasoulas, 2000).
4	Teacher involves learners to create good learning activities, which are shared, discussed, analyzed and evaluated with the whole class (Thanasoulas, 2000)..
5	The learning process is integrated with technology (Thanasoulas, 2000).
6	Learning activities support cooperation and peer tutoring (Thanasoulas, 2000).
7	Learners provide their own learning support material such as dictionaries and textbooks (Dam, 2008).
8	Teacher let learners to work collaboratively in small groups (Dam, 2008).
9	Teacher use the authentic materials such as magazines, newspapers, laptops computers and learning software programs, etc (Dam, 2008).
10	Learners are engaged in many different activities (Dam, 2008).
11	Teacher is moving around or sitting down, engaged in discussion with individual learner or group learners (Dam, 2008).
12	Both teacher and students use the target language as the medium preferred of classroom communication during the teaching and learning process (Dam, 2008).
13	Teacher uses various material such as various texts, pictures, videos, etc (Dam, 2008).
14	Students' products are posted on the wall of the classroom (Dam, 2008).

1.5.2 Analyzing Interview

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). According to Creswell (2008), the interview data were analyzed by organizing and preparing the data, reading all the data, coding the data, generating those data into categories or themes, planning on data description and finally writing a qualitative interpretation. The data from the interview were first gathered into the interview transcript (see appendix 2) 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. The data were presented in the form of the participant's interview excerpt (see appendix 4) to give an explanation for analysis. The analysis results were provided based on the themes or categories from Borg and Albusaidi (2012) about the teacher's perspective on learner autonomy, included the teacher's knowledge on learner autonomy, the teacher's root of her current view in learner autonomy which covered how the teacher got information about learner autonomy itself, the teacher's expectation for the autonomy which is exhibited by her learners in the classroom, the teacher's view on desirability and feasibility on learner autonomy in the classroom and the teacher's effort to promote learner autonomy in the 2013 curriculum implementation. The table 3.4 below is the example of how the interview data are analyzed and displayed.

Table 3.4
The Transcripts of Interview Display

Excerpts	Ranslated	Codes	Researcher's notes
Hmmm, learner autonomy. Itu yang siswa belajar mandiri di luar kelas kan?	Well, learner autonomy. Is it when the students learn by themselves outside the classroom?	Defining learner autonomy. (knowledge)	Teachers' knowledge on LA which focuses on independent learning outside classroom.
Bisa dikatakan learner autonomy itu ketika	We can say it is learner autonomy	Defining learner autonomy.	Teacher perceives LA as

siswa melakukan semua kegiatan yang diberikan guru sendiri. Itulah learner autonomy atau independent learning. jadi, setelah guru kasih materi dan mereka benar-benar sudah paham, biarkan mereka kerjakan latihan sendiri sudah termasuk learner autonomy. Itulah definisi learner autonomy karna siswa mengerjakan tugas yang diberikan guru sendiri,	when the students do their entire task which teacher gives by their own. That's learner autonomy or independent learning. So, after teacher deliver all learning material and make sure they understand about it, letting them do the task given is kind of independent learning. That's how we learner autonomy because learners do the task given by their teacher by their own.	(knowledge)	learners' acts in following each instruction during the teaching and learning process.
---	--	-------------	--

1.5.3 Analyzing Questionnaire

The data obtained from the questionnaire were analyzed by using descriptive statistics which knowing the general result into percentile rank, to find out the perspective of students in learner autonomy. According to Creswell (2008), the data from the questionnaire of qualitative research is only analyzed into percentile rank since it aims to know the number of responses for each item in the questionnaire rather than measuring. Besides, analyzing the questionnaire in a qualitative study is done by

indicating the percentage of responders who selected each alternative for each item in the questionnaire (Gay & Airasian, 2000, p. 290). The responses of the questionnaire in each item were analyzed manually and also by using Microsoft Excel to find out the quantity of each item and transformed into percentile rank. Then, the results were interpreted into qualitative narration. The findings of this research would be further elaborated and discussed in chapter IV. The formula of finding the percentile rank for each item is:

$$P = \frac{F}{N} \times 100$$

P= percentage

F= frequency for each item

N= total of respondents

1.6 Concluding Remarks

This chapter describes the research method employed in this study including its research design, participants, instruments, research procedures, and data analysis. A case study was conducted since this current research explored and in-depth investigation of EFL learner autonomy in the 2013 curriculum which focused on single teacher and her single classroom including the 36 students in one high school in West Sumatra, Indonesia.

By holding three research questions; the teacher's perception on learner autonomy, the teacher's attempt to create autonomous classroom and students' perception in learner autonomy, the three instruments were used to obtain the data for answering those three research questions, such as classroom observations, interview and questionnaire. The collected data from classroom observation were analyzed by categorizing and interpreting them referring to the theories of autonomous classroom and fostering learner autonomy. Meanwhile, the data obtained from interview were

transcribed first and the transcription got reduction and coded to be organized based on categorizes and themes in this study. Then, the data got from questionnaire were analyzed by using descriptive statistics to know the percentile rank for each item in questionnaire in order to find out the students' perspectives in learner autonomy by exploring their learning behavior.