CHAPTER III
METHODOLOGY

This chapter discusses the methodology employed for the present study. The section includes research design, research site and participants, data collection techniques including instrumentations (student questionnaires, student interviews, teacher questionnaires, and teacher interviews), and procedures, data analysis (data reduction, data display, and verification), ethics, and concluding remarks.

3.1 Research Design

The present study employed a qualitative descriptive design to provide "a rich description of the experience depicted in easily understood language" (Sullivan-Bolyai, Bova, & Harper, 2005, as cited in Mendez-Shannon, 2010, p. 7). This qualitative descriptive design seemed to be suitable for the study since it was attempted to identify the perceptions of learner autonomy in English language learning seen from non-English major students and their English teachers, find out the activities which they are likely to undertake to encourage themselves to become autonomous learners in learning English, and identify the efforts which their teachers usually make to help their learners become autonomous. Moreover, the study was considered a qualitative descriptive since it was focused on the exploration of learner autonomy at one of the private colleges in Bandung where the participants were selected. Descriptive approach was employed since it "describes the characteristics of an existing phenomenon" (Salkind, 2006, as cited in Farahi, 2015, p. 27). In this study, both qualitative and quantitative data were collected. The qualitative data was collected from open-ended teacher questionnaires and interviews. Meanwhile, the quantitative data was collected through 5 point Likert-scale questionnaire (to students and teachers). The study employed a triangulation approach to explore the issues from all feasible views through student questionnaires, student interviews, teacher questionnaires, and teacher interviews.

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The questionnaires were distributed via *google forms* and the participants were asked to fill them in based on their convenient time. Meanwhile, the interviews were conducted after there were consents made between the participants and the researcher. Regarding the exploration of the issues, initially, the questionnaire were distributed before the interviews. After collecting the data from the questionnaires, follow-up interviews were conducted to confirm and explore the participants' responses in the questionnaires. More details about the data collection techniques and procedures would be discussed later in this chapter.

3.2 Research Site and Participants

3.2.1 Research Site

The study took place at a higher education level, which was at one of the private universities in Bandung. The university was selected as the research site since they offer various non-English departments and students are required to take both English I and II courses in both class and language laboratory for two semesters as a part of their studies. Moreover, the research permission letter sent to the institution and further forwarded to the language laboratory office was approved.

3.2.2 Participants

In the present study, 75 students participated to fill in the questionnaires. They were 37 female and 38 male students. They were from first year (17 students), second year (18 students), third year (15 students), and fourth year (25 students) with various departments at the college (Chemical Engineering, Civil Engineering, Architecture Engineering, and Mechanical Engineering departments). A brief data of the interviewees are presented in the following table.

Table 3.1
The Background of the Students

No.	Name	Class	Program
1	Yoga	2017	Mechanical Engineering
2	Gani	2017	Mechanical Engineering
3	Tata	2017	Civil Engineering
4	Amalia	2017	Civil Engineering
5	Sofi	2015	Architecture Engineering
6	Nuri	2015	Architecture Engineering

7	Desi	2014	Chemical Engineering
8	Yeni	2014	Chemical Engineering
9	Kahfi	2014	Chemical Engineering
10	Andi	2014	Chemical Engineering

They have taken English classes at the universities. The 10 of them agreed for participating in the follow-up interviews. The interviews were conducted after there were agreements and fixed schedules planned.

Moreover, 14 English teachers (4 males and 10 females) with various educational and teaching experience backgrounds participated in the study. Based on the educational backgrounds, they hold the degree in B.A. in English Education (4 teachers), B.A. in English Literature (2 teachers), M.Ed. in English Education (2 teachers), M.A in English Linguistics (1 teacher), M.A in Applied Linguistics (1 teacher), M.A. in Cultural Studies (1 teacher), and M.A. in General Linguistics (3 teachers). The year length of English teaching ranged from 0-1 year (1 teacher), 1-4 years (3 teachers), 4-9 years (4 teachers), and more than 9 years (6 teachers). They agreed to fill in the teacher questionnaires. Moreover, the seven teachers were requested if they could participate in the follow-up interviews. All of them agreed to the request. Thus, the interviews were conducted based on the schedules made between the participants and the researcher. Below is the data of the interviewees.

Table 3.2
The Background of the Teachers

No.	Name	Degree	English teaching experience
1	Diana	B.A. in English Education	1-4 years
2	Angga	B.A. in English Literature	4-9 years
3	Lidya	M.A. in English Linguistics	0-1 year
4	Dian	M.A. in General Linguistics	4-9 years
5	Kiki	M.A. in Applied Linguistics	More than 9 years
6	Lita	M.Ed. in English Education	
7	Ana	M.Ed. in English Education	

3.3 Data Collection Techniques

3.3.1 Instrumentations

In this study, four different sources of data were employed such as student questionnaires (5 point Likert-scale), student interviews, teacher questionnaires (5 point Likert-scale, and 3 open-ended questions), and teacher interviews. By combining multiple sources of data, it can help the researcher "to overcome the

weakness or intrinsic biases and the problems that come from single method, single-observer, single-theory studies" (Yaesmin & Rahman, 2012, p. 157). Thus, questionnaires were distributed and interviews were conducted to explore the issues. The duration of the whole interviews was about 11 hours.

For the students, both questionnaires and interviews were carried out. Student questionnaire consisting of three sections adapted from Joshi (2011) was employed as one of the data collection techniques. The questionnaire was carried out to find out their perceptions of learner autonomy in terms of the roles: their teachers' roles and their own in autonomous learning, and what activities they are likely to undertake to help them become autonomous in learning English. A follow-up interview was delivered to the students after getting some data from the questionnaires. The interview questions were adapted from Chan (2001) regarding autonomous learning.

For the teachers, both questionnaires and interviews were also carried out. Teacher questionnaire used the framework of Borg and Al-Busaidi's (2012). It consists of 37 statements about learner autonomy. Moreover, a semi-structured interview as a follow-up to get information on the topic (Harrell & Bradley, 2009) which is on their perceptions of learner autonomy was carried out to the teachers. The framework used was based on Borg and Al-Busaidi's (2012) as well and some questions were added to get more clarification from their responses in the questionnaires before.

3.3.1.1 Student Questionnaires

The questionnaire was aimed at answering the research questions number 1 and 2. It was adapted from Joshi (2011). Joshi's (2001) questionnaire framework was selected because it fit the present study to answer the research questions number 1 and 2. Moreover, the framework was used by previous researchers such as Rushidi and Rushidi-Rexhepi (2015). The questionnaire was also consulted to the supervisor for expert validation. Since the questionnaire was in English, it was then translated to Bahasa Indonesia as suggested by the supervisor to make it more understandable to the participants.

The questionnaire consists of three sections. Section one focuses on personal information about the students. This section aims to get information about the students' name, department, and study year. But, later in the data presentation, the students' personal identities were treated confidentially.

Section two focuses on students' perceptions of learner autonomy in terms of their own and their teachers' roles in autonomous learning. This section has 12 closed-items in the form of a 5 point Likert-scale [Strongly disagree (1), Disagree (2), Undecided (3), Agree (4), and Strongly Agree (5)]. This section is to answer research question number 1.

Furthermore, section three focuses on what activities the students are likely to undertake to learn English language to help them become autonomous. This section has 18 closed-items in the form of a 5 point Likert-scale [Never (1), Rarely (2), Sometimes (3), Often (4), and Always (5)]. This section is to answer the research question number 2.

3.3.1.2 Student Interviews

The student interviews were conducted after the students filled in the questionnaire. The interviews were aimed at exploring their responses in the questionnaire. The interview questions adapted from Chan (2001) and some additional questions to confirm and explore their responses were utilized. The questions were about the students' perceptions of learner autonomy, if it plays crucial role in language learning, the characteristics and language behaviour of an autonomous learner, in what way their teachers can support them to become more autonomous, and what factors which can encourage and hinder learner autonomy, and what suggestions they want to tell to their English teachers in order to help them become autonomous language learners. The interviews were carried out after there were agreements made between the students and the researcher.

As it is mentioned above, the framework used was based on Chan (2001). The framework was selected because it seemed to fit the study to answer research questions number 1 and 3 as confirmation and more exploration on the topic about the perceptions of learner autonomy (including the teachers' roles and the students'

roles in autonomous learning) and activities they are likely to undertake to motivate themselves to become autonomous. Initially, the framework was also consulted to the supervisor for expert validation. The supervisor validated and advised that the interview questions should be translated into Bahasa Indonesia to make it more understandable to the participants. Thus, the questions were translated into Bahasa Indonesia.

3.3.1.3 Teacher Questionnaires

Teacher questionnaires were distributed to find out teachers' perceptions of learner autonomy in English language learning and the efforts they usually make to help their learners become autonomous. The questionnaire framework used was adapted from Borg and Al-Busaidi (2012). The validation was previously done through critical review by their academic colleague with experience of working with questionnaire. For the present study, it was reviewed if the questionnaire could be used to collect the data to answer the research questions number 3 and 4. The research question number 3 was about the teachers' perceptions of learner autonomy in English language learning. It was seen that the questionnaire could be used to answer it. However, there was not any open-ended questions to answer the research question number 4 which was about the efforts made by teachers to help their learners become autonomous. Thus, the supervisor suggested the open-ended questions regarding teachers' efforts in making their learners to be autonomous. So that, one open-ended question was added to the questionnaire.

The questionnaire was adapted for the present study. It has three sections. Section one focuses on the teacher's personal identity: their educational background (holding Bachelor's or Master's degree), major, and the year length of the teaching English.

Section two has 37 statements about learner autonomy. This section has 37 closed-items in the form of a 5 point Likert-scale [Strongly disagree (1), Disagree (2), Undecided (3), Agree (4), and Strongly Agree (5)]. This section is to answer research question number 3.

Section three has three open-ended questions. This section is to answer research question number 3 which was about teachers' efforts to help their students become autonomous. Question #1 focuses on teacher's opinions whether their students are autonomous language learners or not. Question #2 is about what efforts they usually make to help their students become autonomous in learning English. Meanwhile, question #3 is about their suggestions for their students about learning English.

3.3.1.4 Teacher Interviews

To explore more about teachers' perceptions of learner autonomy in English language learning and their efforts to help their students become autonomous, semi-structured interviews were conducted. This was to answer the research questions number 3 and 4 as well as confirmation and more exploration on the topic. Initially, the framework used was adapted from Joshi (2011). The questions were consulted to the supervisor for the expert validation. The supervision included the change of the language use of the interview questions. The questions were then translated into Bahasa Indonesia to make it more understandable to the participants. However, the framework considered more suitable for answering the research questions was finally adapted from Borg and Al-Busaidi (2012) as well as for the questionnaire. Two interview questions from Joshi's (2011) framework were selected for additional questions (the teachers' perceptions of learner autonomy and their suggestions for their learners).

The interview had 10 questions. The questions were about what perceptions they have towards learner autonomy, why they think it is suitable for non-Western learners, their views on the key characteristics of an autonomous language learner, why they think learner autonomy is not independent learning without teacher, their views on the teacher's roles in supporting learner autonomy, why learner autonomy has a positive effect on success as a language's learner, whether learner autonomy is their concern, factors affecting learner autonomy, efforts they make to support learner autonomy, and suggestions for their students in learning English. The

interviews were conducted based on the schedule made between the participants and the researcher.

3.3.2. Procedures

In the present study, the data was collected through several steps. As stated above, student questionnaires, student interviews, teacher questionnaires, and teacher interviews were utilized. The procedures of gathering the data were conducted as follows.

3.3.2.1. Student Questionnaires

The questionnaire, adapted from Joshi (2011) regarding the learner's and the teacher's roles in autonomous learning, and autonomous activities undertaken, were made via *google forms*. Initially, the questionnaire was distributed to four students for initial check if it was understandable. After they understood the instruction and the questionnaire, the link of the forms were copied and distributed to the rest of the students. Eventually, around 75 students took part in the study to fill in the questionnaires.

3.3.2.2. Student Interviews

Based on the data gathered from the student questionnaires, around 10 students from 2014, 2015, and 2017 Academic Years were selected for the follow-up interviews. The interviews were conducted based on the schedule agreed. The duration for the whole interview was around 6 hours. The questions addressed were adapted from Chan (2001) and based on their responses in the questionnaires to confirm and explore more on their perceptions of learner autonomy in English language learning, activities they are likely to undertake to motivate themselves to become autonomous learners, and their suggestions for their English teachers.

Initially, the interviews would be carried out to each two-four students from each academic year. Yet, due to some reasons, 10 students from four departments: Chemical Engineering 2014 (4 students), Civil Engineering 2017 (2 students), Architecture Engineering 2015 (2 students), and Mechanical Engineering 2017 (2 students) were finally selected to be the respondents. They were interviewed in Bahasa Indonesia at the different times based on the agreements made (started from July 25 to 29, 2018). The interviews were recorded by voice recorder of mobile phone. All of the students' personal information was treated confidentially. Therefore, for the results of the present study, they are under pseudonyms (Kahfi, Andi, Yeni, Desi, Amalia, Tata, Yoga, Gani, Nuri, and Sofi) in the interview transcripts.

3.3.2.3. Teacher Questionnaires

The teacher questionnaires were adapted from Borg and Al-Busaidi (2012). The questionnaire were made via *google forms*. The link of the forms were thus distributed to 16 English teachers working at the institution where the study was conducted. Initially, all of them were requested if they were willing to participate in the study. All of them agreed. However, eventually 14 out of the 16 teachers filled in the questionnaires and informed the researcher when they were done filling in it.

3.3.2.4. Teacher Interviews

The interviews were conducted to seven English teachers. The seven were selected since they were the ones agreed to participate. They were interviewed in Bahasa Indonesia. The interviews took place on July 30, 31, and August 3, 2018 which were based on the agreements made. The interviews were face-to-face and recorded by voice recorder of mobile phone. Their personal information was treated confidentially. Therefore, in the interview transcripts, all of their names are under pseudonyms. The duration for the whole interview was around 5 hours.

3.4. Data Analysis

The data collected from the student questionnaires, student interviews, teacher questionnaires, and teacher interviews were analysed by employing Miles and Huberman's (1994) data analysis model: data reduction, data display, and conclusion drawing/verification. The processes are as follows.

3.4.1 Reducing the Data Obtained from the Questionnaires and Interviews

The first data analysis activity done was reducing the data. Quantitative data obtained from the student questionnaires and teacher questionnaires distributed via *google forms* were analyzed through *Microsoft Excel*. According to Gay, Mills, and Airasian (2012), to present the results of the questionnaire data is by presenting its percentage of the participants who chose each alternative for each statement. Though for the initial data obtained from the responses on *google forms* was on percentage, the percentage of each statement was thus placed in the *Excel* sheets to find out the numbers of the participants who selected each response. If the calculation of percentage is done manually in the *Excel*, below is the step.

$$P = \frac{F}{N} \; x \; 100$$

Notes:

P: Percentage

F: frequency of the participants who selected each response

N: the total number of the participants

However, since the percentages were automatically obtained in *Google* forms; thus, the frequency of the participants selecting each response were calculated manually in the *Excel*. The step to find the F is as follows.

$$F = \frac{P}{100} \; x \; N$$

On the other hand, qualitative data were collected through three open-ended questions in teacher questionnaires, student interviews, and teacher interviews. The data collected from those sources were selected, focused on, and simplified. The interview data collected and saved into audio recording files was transcribed.

3.4.2 Displaying the Quantitative and Qualitative Data

The second analysis activity done was displaying the data. Quantitative data collected from student questionnaires and teacher questionnaires were categorized. Learners' perceptions of learner autonomy were coded into their teachers' roles and their own roles in autonomous language learning, and autonomous activities they are likely to undertake to learn English. Further, the data was coded into learners' awareness, self-effort, broader autonomous activities, self-esteem, use of reference materials, motivation, and use of technology. The codes were based on the division by Joshi (2011). The following table is the example of the division.

Table 3.3

Example of the Division of Learners' Perceptions of the Roles in Learner autonomy

	Learners' perceptions of their own roles
1	Students have to be responsible for finding their own ways of practicing English.
2	Students should use much self-study materials to learn English.
3	Students have to evaluate themselves to learn better.
	Learners' perceptions of teachers' roles
6	A lot of learning can be done without teacher.
7	Teachers have to be responsible for making students understand English.
8	Teachers should point out the students' errors.

Meanwhile, teachers' perceptions of learner autonomy were coded into four perspectives (technical, psychological, sociocultural, and political perspectives), the roles of the teacher in learner autonomy, and the teachers' efforts to support learner autonomy. The division of the four perspectives on learner autonomy was based on Borg and Al-Busaidi (2012). Below is the example of the division in the table.

Table 3.4

Example of the Division for Perspectives on Learner Autonomy

	Technical perspectives
2	Independent study in the library is an activity which develops learner autonomy.
6	Autonomy can develop most effectively through learning outside the classroom.
	Psychological perspectives

11	Confident language learners are more likely to develop autonomy than those who lack confidence.
29	Learning how to learn is key to developing learner autonomy.
Sociocultural perspectives	
16	Learner autonomy is promoted through activities which give learners opportunities to learn from each other.
19	Learner autonomy is promoted by activities that encourage learners to work together.
Political perspectives	
7	Involving learners in decisions about what to learn promotes learner autonomy.
4	Autonomy means that learners can make choices about how they learn.

The data obtained from three open-ended questions in teacher questionnaires, student interviews and teacher interviews was also organized, categorized/classified under each question and identified to see the main themes for each question and are given codes in the transcripts and displayed in a form of a table to ease the analysis of each theme. Some of the data obtained from the interviews (students' and teachers' comments in Bahasa Indonesia) was displayed in Chapter 4 and translated into English.

3.4.3 Drawing a Conclusion/Verifying the Data

The third analysis activity done was drawing conclusion or verifying if the data was correct in order to answer the research questions and discussing them in Chapter 4. The research questions were addressed as follows.

1. What are non-English major students' perceptions of learner autonomy in English language learning?

2. What activities are non-English major students likely to do to encourage themselves to become autonomous in learning English?

3. What are English teachers' perceptions of learner autonomy in English language learning?

4. What efforts do English teachers usually make to encourage their students to become autonomous?

3.5. Ethics

This study was approved by the institution where the permission letter was sent. The permission letter sent to the institutional ethics committee was thus forwarded and confirmed to the language laboratory office where the study was conducted. After there was an approval to conduct the study, potential participants were contacted. They were provided with enough information about the study and were asked whether they were willing to take part in the study. After they agreed to the requests, they were further contacted for the schedule of the data collection. The data collected were treated confidentially to protect their personal identities.

3.6. Concluding Remarks

To conclude, this chapter has discussed the research design, research site and participants, data collection techniques, data analysis, and ethics. The research design has been explained in the section 3.1. It was a qualitative descriptive study. Moreover, the research site and participants have been discussed in the section 3.2 with sub-sections 3.2.1 and 3.2.2. The section 3.2.1 discusses the research site which was at one of the private colleges in Bandung where the study took place. Meanwhile, the section 3.2.2 explains that 75 students and 14 English teachers participated in the present study. Data collection techniques have been explained in the section 3.3 with sub-sections 3.3.1 instrumentations and 3.3.2 procedures of collecting the data. The data was collected through 5 point Likert-scale questionnaires and interviews. Data analysis has been discussed in the section 3.4. The analysis employed Miles and Huberman's (1994) data analysis model including data reduction, data display, and conclusion drawing/verification. Furthermore, the ethics of conducting the study has been discussed in the section 3.5.