

CHAPTER 3

METHODOLOGY

This chapter will explain about the methodology that the researcher will employ. It will justify the research design, technique of collecting the data, population and sample, and the technique of data analysis.

3.1. Research Design

This study employed a qualitative research design, specifically case study. The specific case for this study is the learning process in an English classroom that dominated by asynchronous classes. The learning process in English classroom was mainly conducted through checking students' attendance, posting the learning materials such as PowerPoint files and online websites, uploading the task for the students. An asynchronous learning can be challenging as only a carefully devised set of strategies can keep the students engaged as well as interested during the learning process (Ayesha, 2016). In addition, asynchronous learning is also a self-paced system, so the students have to be self-disciplined.

The research design of case study appropriate for this research for three reasons. First, it helps the researcher get an in-depth description and analysis toward the learner's autonomy in learning English during online learning which is dominated by asynchronous sessions. The main purpose of the case study is to provide an in-depth description and analysis of an event, a person, a process, or social group using multiple data (Heigham & Croker, 2009). Second, the objects of this study are unique and a bounded system. The participants of this research consist of students in twelfth grade of senior high school and English teachers. During the pandemic, the learning process was conducted asynchronously which needed more responsibility from the students to take charge of their learning English. Third, the case study method explores a real life, contemporary bounded system (a case) or multiple bounded systems (cases) over time (Creswell, 2013, p. 97). Online learning is conducted in various ways of learning method. This real phenomena leads to the actual research that beneficial for the teachers, students, and the other researchers.

Dwi Riyanti, 2021

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The data of this case study is collected through questionnaires, focus-group discussion (FGD), and semi-structured interviews to gain in-depth data. The questionnaire is used to get the data of students' level of autonomy. Then, the data is followed up by FGD to gain more in-depth data. Meanwhile, the interview is used to get the data from the teachers regarding their roles in promoting learning autonomy. All of the methods are used to investigate the profile of students' learning autonomy in English classroom during online learning and also the teachers' roles in promoting learning autonomy in English classrooms during the pandemic. The profile of the students focuses on students' behaviour and attitudes. Therefore, this study use the main framework of technical and psychological autonomy proposed by Benson (1997). Meanwhile, the teachers' role in promoting learning autonomy is investigated through semi-structured interview with the framework of Benson & Voller's (1997).

3.2. The Research Site and Participants

The research is conducted in one of the senior high schools in Kebumen, Central Java. This school is located on the edge of the main route between provinces so the school can be reached easily. This strategic position is followed by the fact that the school is one of the largest schools in central java.

The participants involved in this research were the students of the third grade and the English teachers of the school. There are two classes that consists of 72 students as the participants. There are several reasons for choosing them as the participants. First, the students have been experiencing online learning for almost two years. Second, during online learning the participants learned English dominated by an asynchronous class. It happened because of a condition that did not support the use of virtual meetings for several reasons such as lack of the signal, technical problems, device problem, and so on. So the teachers just posted the materials in google classroom then they studied by themselves. It is important to investigate their learning autonomy in this condition and the teachers' roles in promoting language learning autonomy since the teachers have crucial roles in promoting autonomy even though they cannot control the students directly during online learning. Meanwhile, there are two English teachers that interviewed in this

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study. However, only one of them that teach the third grade. The English teacher that interviewed has taught the students since they were in first grade of senior high school. Therefore, the teacher already know the students' characteristics well. It helps the researcher in collecting the data completely during the research.

The students have learnt two subjects of English since they were in 10th grade. They are English (general) and English and literature (*Peminatan*). The students got English subject (general) for two-hour lesson in each week. Meanwhile, they also got English and literature for four hours in a week. This study described the students' learning autonomy in learning English through two of English subjects that they learned. The questionnaire were administrated to 72 students, but only 71 students who filled up the questionnaire. In order to get deeper data of students' autonomy, 5 students were chosen to join focused-group discussion (FGD) with the different level of autonomy from the questionnaire's result.

3.3. Technique of Collecting the Data

There are several techniques that are employed in qualitative research methods including; observation, interviews, documents, audio-visual materials (Creswell, 2009, p. 181). For this research, the researcher employed questionnaires and interviews. These multiple data collections were employed to gather the high quality data. The data collection will be explained in the following section;

a. Questionnaire

The questionnaire is used in this study to investigate the level of learner autonomy during online classroom. Five-point Likert-scale is used in this research. The questionnaires contains several aspects that indicate the behaviour and attitudes of learner autonomy adapted from Bedoya (2014), Reindars (2010), and Murase (2015). The core concept of the questionnaire is to investigate how the students manifest autonomy in learning English dring online learning. The theoretical framework of the study reviews technical and psychological notions of learning autonomy proposed by Benson (1997) and Oxford (2003) then re-

conceptualized by Murase (2015). This questionnaire is administered using an online platform to keep following the health protocol during pandemic. It is divided into three sections; (1) the students' informational background, (2) technical autonomy, (3) psychological autonomy.

Table 3.1. Questionnaire items taken from Bedoya (2014)

Aspect of LA	Questions	Framework
Technical	<ol style="list-style-type: none"> 1. I plan the time for studying this course (English) 2. I search for information on the internet or another source for learning. 3. I choose books and exercises which suit me, neither too difficult or too easy 4. I try to expose myself to practice English out of the classroom through books, music, movies, internet, etc. 5. I express opinions through the forum. 6. I keep record my learning using diary, writing journal 7. I reflect upon how I studied after I finish studying English for the day. 8. I decided my goals in learning English 	<p>“The act of learning a language outside the framework of an educational institution and without the intervention of a teacher” (Benson, p. 19)</p> <p>“Technical autonomy includes the ability of setting goals, planning and monitoring, and take control of one’s learning” (Murase, 2015, p. 44)</p>

	<p>9. I take self-exams with the exam papers chosen by myself.</p> <p>10. I self-assert my performance in the course.</p> <p>11. I know what I have to learn after the course</p> <p>12. I make use of my free time to study this course.</p>	
Psychological	<p>1. I think I have the ability to learn English well during online learning</p> <p>2. I think I have achieved my objectives in this course.</p> <p>3. I think I have a good comprehension of the course.</p> <p>4. I think I can understand assignments from the teacher easily.</p> <p>5. I can control my emotions related to learning.</p> <p>6. I feel confident about my performance during the course.</p> <p>7. I have my own strategy in learning English.</p> <p>8. I identify my learning difficulties.</p>	<ul style="list-style-type: none"> ● Psychological version define autonomy as a capacity – a construct and abilities – which allows the learners to take more responsibility for their own learning” (Benson, 1997, p. 19) ● “Psychological aspect deals with the capacity to take control of one’s own learning by knowing about the strategies to motivate oneself, and one’s responsibility for success/failure in learning English, knowing about one’s own learning (needs,

	<p>9. I feel like I need classmate's help to do the activities</p> <p>10. I study English on my own during learning english in online classroom</p> <p>11. I spend enough time studying English during a week</p> <p>12. I make a god use of my free time studying English</p>	<p>preferences, strengths and weaknesses)" Murase, 2015)</p> <ul style="list-style-type: none"> ● Learning strategies are often viewed as a psychological gateway to L2 learner autonomy. (Oxford, p. 84)
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b. Focused-Group Discussion

In order to get richer data about the students' autonomous learning, five students were chosen to participate in focus-group discussion. These five students were chosen as the representative sample with different levels of autonomy including low, moderate, and high level. The discussion with the students encouraged the students to give information regarding their experiences of learning English during the online learning. The researcher guides the participants to share their opinion and experience during online learning. This is conducted using video conferences.

c. Interviews

The third instrument in collecting the data is an interview. It is used to obtain the data to answer the second research question that was the teachers' role in promoting learner autonomy during online learning. The researcher conducted a semi-structured interview. So it explored the information f rom the teachersbut still follow the outline of the interview. Three basic roles of the teachers in promoting autonomy proposed by Benson & Voller (1997) is adopted as the main

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framework. These roles includes the teacher as facilitator, teacher as counselor, and teacher as resource. This technique of collecting the data requires the participation of the English teachers at the school and it is conducted in face-to-face interview. The questions of the interview can be seen on appendix 2.

3.4. Validity and Reliability

In order to establish validity and reliability, the reseracher conducted two processes. First is triangulation. Triangulation means collecting the data through multiple methods. It is used to avoid the bias from the researcher as if the data only collected through one method. Therefore, this study use three methods of collecting the data namely questionnaire, Focused-Group Disussion (FGD), and interview. The data from questionnaire, FGD, and interview were cross referenced to avoid the research bias. Second, using respondent validation to establish the validity and reliability. Respondent validation or it is well-known with member checking is a technique fro exploring the credibility of results by returning the data to participants to check for accuracy and resonance with their experiences (Birt et all., 2016). The researcher ask the participants to check the data. The interviewed teacher checked the interview transcript to avoid misunderstanding.

3.5. Technique of Data Analysis

a. Questionnaire

After collecting the data, then the data was analyzed to answer the research questions. The first data from the questionnaire will be put in the table to see the number of students' answers on five-point of Likert scale (always, frequently, sometimes, seldom, never). Then the researcher analyzed to find the trend of the students' answers by scoring them. Each answer has different score as; always (5), frequently (4), sometimes (3), rarely (2), and never (1).

Table 3.2. Example of scoring the questionnaire

No.	Respondent	Q1	Q2	Q3	Q4	Q5	Total
1	Respondent 1	4	3	2	2	3	14
2	Respondent 2	3	2	4	1	1	11

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After data from questionnaires were calculated based on a five-point Likert scale and then the total score is interpreted as the autonomy score which was proposed by Williamson (2007). The maximum possible score of the questionnaires minus the lowest possible score, then divided into three to categorize the level of autonomy into high, moderate, and low. It is also adapted in analyzing each dimension of autonomy both technical and psychological. Below is the summary of scores in each level of autonomy based on Williamson (2002). The detailed score for each student on the appendix 1.

Total questions = 24
Total participants = 71
The maximum score of the scale: $5 \times 24 = 120$
The minimum score of the scale: $1 \times 24 = 24$
Range : $120 - 24 = 96/3 = 32$

Table 3.3. Score for level autonomy based on Williamson (2007)

Scores	Level of LA	Interpretation
24 – 56	Low	Guidance is needed from the teacher. Any specific changes necessary for improvement must be identified and a possible re-structuring of the methods of learning identified.
57 – 88	Moderate	This is halfway to becoming a self-directed learner. Areas for improvement must be identified and evaluated, and a strategy adopted with teacher guidance when necessary.
89 – 120	High	This indicates effective self-directed learning. The goal is to maintain

		progress by identifying strengths and methods for consolidation of the students' effective self-directed learning.
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b. Focused-Group Discussion (FGD)

The data from FGD is used to gain deeper result on students' behaviour and attitudes during online learning. The data in form of video is transcribed to get the textual form which corresponds to the questions and the answer from the students. The data were listened three times while writing textually. The result of FGD transcript can be seen on appendix 3. After transcribing the data, the next step is coding. Then the data from questionnaire were cross referenced with the data from focused-group discussion to get complete description of students learning autonomy.

c. Interview

The data from the interview with the English teacher in form of recording were listened then transcribed into textual data. Then the interview transcript break into initial codes. The interview transcript can be seen on appendix 2. Comments will be added into the codes then look for the pattern. The researcher explored the pattern to get the generalizations. Below is the example of coding process.

Table 3.4. Example of Interview coding

Coding	Code description	Interview excerpt
Teacher as a facilitator	The personal qualities such as being caring, supportive, patient, open, and non-judgemental	"...recently I met my students then I asked him about his hobby of taking photos, then he answered that he is realized it's time to focus on learning since he is twelfth grade now. Then I praised him and

		<p>keep his spirit up. The students will be very happy if we give care on small things about them. They might be realized, Bu Chus cares about me. That's why we need to stay close to the students or in other words care to them. Furthermore, the current situation of pandemic in which the students have to follow online class affect their mental health. So if we do not care about them or ignore them, they will be lazier or the worst case is they leave the school and disappear”</p>
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