

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter describes methodological aspects of the present study. Three main aspects of the research will be discussed: (1) research design; (2) data collection method and (3) data analysis method.

This study made use of a qualitative design by employing a case study. Three instrument of data collection methods (observation, questionnaire, and interview) were used to collect data and information to answer the research questions while a triangulation of research context was used in analyzing the data collected from the three instruments.

#### 3.1. Research Questions

It is previously mentioned that the study seeks the answers to the following research questions:

1. What is the typology of Self-Access Center (SAC) in this vocational school?
2. How do students perceive the use and facilities in the SAC?
3. Can the Self-Access Language Learning (SALL) in the SAC promote student autonomy?

These questions become the reference to conduct observation and to design the questionnaire and the structure of interview.

### **3.2 Research Design**

A qualitative was used in this study since the researcher wanted to explore deeply to generate data rich and embedded in context. There are several reasons of using qualitative research methodology. Like this study, a qualitative study, as described by McMillan and Schumacher (1989), first, is carried out in natural settings, meaning that behavior is studied as it naturally occurred without manipulating data given by participants. Second, it provides rich narrative description. Every detail contributes to a better understanding behavior or to obtain a complete understanding of the setting. Third, it focuses on process. Fourth, participants' items of view are essential; therefore the objective of qualitative research is to understand participants from their items of view (McMillan and Schumacher, 1989).

This study particularly used a case study method as it is an ideal design to understand and interpret observations of educational phenomena, as Merriam (1988) says, which this study is also concerned with. According to Yin (1994:3), a descriptive case study is "allowing an investigation to retain the holistic and meaningful characteristics of real-life events." Zonabend (1992) cited in Tellis (1997) states that "case study is done by giving special attention to completeness in observation, reconstruction, and analysis of the cases under study." A case

study researcher focuses on a single entity as it exists in its natural environment (Johnson, 1992). Frequently, as Thomas (2003: 33) claims, “case studies also provide the reasons why the entity acts as it does.”

Case study has several advantages. First, as case studies are qualitative in nature, thus they have the advantage of qualitative research which, as Johnson (1992: 76) claims, “they are primarily naturalistic, relying on the collection of naturally occurring data.” In other words, the data of a case study is high in reliability for the naturalness in terms of behavior, environment and all related aspects of the events investigated. Case study is also flexible in terms of design (Yin, 1994) and in terms of the interaction of multiple factors aligned to the subject of the research (Thomas, 2003).

However, as stated by Yin (1994: 9-10), there are three main disadvantages of case study. “The first one is the lack of rigor of case study research, the second one is that they provide little basis for scientific generalization, and the third disadvantage is that they take too long and they result in massive, unreadable documents.”

### **3.3 Setting of the Study**

The study was conducted at one state vocational school in Bandung. It has recently become *RSBI* (Rintisan Sekolah Bertaraf Internasional) school. The SAC in this vocational school was established in 2007. It is the only one vocational school in Bandung which possesses this kind of learning facility. The

determination of particular place of investigation deals with the feasibility and effectiveness of the time to conduct the study in a certain period of time. The sampling technique that the researcher used was purposive sampling. Sekaran (2003: 277) states that “the sampling here is confined to specific types of people who can provide the desired information, either because they are the only ones who have it, or confirm to some criteria set by researcher.”

### **3.4 Participants of the Study**

This study involves one SAC which was established in 2007. It is considered new facilities in that school and has never been evaluated before. In this study, six participant students were involved. They are chosen from as the representatives from three categories of SAC visitors: most frequent visitors (who visit SAC more than 3 times a week or almost every day), frequent visitors (who visit SAC twice a week) and less frequent visitors (who visit SAC only once a week).

The first participant (S1) is a student from Restaurant Program and she visits SAC three times in a week. The second participant (S2) is a student from Hotel Accommodation Program and she visits SAC three times in a week. The third participant (S3) is a student from Pastry Program and she visits SAC twice a week. The fourth participant (S4) is a student from Fashion Design Program and she visits SAC twice a week. The fifth participant (S5) is a student from Skin

Beauty Program and she visits SAC once a week. And the sixth participant (S6) is a student from Hair Beauty Program and she visits SAC once a week.

Furthermore, the researcher categorized them in three different visitor categories: first, most frequent visitors (S1 and S2), second, frequent visitors (S3 and S4), and less frequent visitors (S5 and S6). There were some reasons of choosing them as the respondents: (1) some of the respondents are my students whom I could obtain data and information more easily (2) some of them represent the five majors of that vocational school (hotel accommodation, restaurant service, skin beauty, hair beauty, fashion design and tourism service) (3) They are from three different categories of the SAC visitors which I think that they might have different perceptions on the SAC.

### **3.5 Data Collection Method**

To collect the data, the researcher relies on qualitative research method since he wanted to go deeply to generate data rich and embedded in context. Observation as well as questionnaire and interview were the main sources of data collection and each of which will be described below.

### **3.5.1 Observation**

The observation was conducted to observe the typology of SAC which includes the actual use and the physical setting of the SAC, such as: materials, activities, setting, resourcing, setting, and counseling. Next, the researcher will give comment after comparing it to the aspects constitute an ideal portrait of one SAC by the experts.

### **3.5.2 Questionnaires**

Questionnaire was distributed to the participant students. A number of statements elaborated on the questionnaire will be intended to gain the information about their perceptions toward SAC use and facilities as well as whether the SALL in the SAC has already promoted student autonomy.

### **3.5.3 Interviews**

Interview was conducted after distributing questionnaire. All participant students were interviewed concerning their perception on SAC use and facilities. This is intended to support the answers gained from distributing questionnaires.

The interview was in the form of semi structured which lasted for 5-10 minutes each. The interview was initiated with open ended question. The questions were then followed by subsequent questions, which were

conversational, in an attempt to get the interviewees to further discuss what they had mentioned in their answers. Therefore, there was no limitation of the number of questions asked to each participant. The interview was also recorded. Hence, all the interviewees' contribution can be recorded and reanalyzed after the interview.

### 3.6 Method of Data Analysis

The data of this research were analyzed through qualitative data analysis. The data analysis was immediately conducted after the data from the observation checklist, questionnaire, and interview transcriptions were available. All data were analyzed on the basis of the research questions stated in chapter one and were categorized into three main central themes: the typology of SAC, the students' perception on it and relation between Self-Access Language Learning (SALL) in SAC with student autonomy. The coding of the data was made to protect the confidentiality of the participants. It was also meant to make the data analysis easier. The coding was as follows:

<b>CODING</b>	<b>MEANING</b>
S1, S2, S3, S4, S5, S6	Students as the participants of the research
OB	The data were taken from the observation
QT	The data were taken from questionnaire
INT	The data were taken from the interview with participants

The data from observation were analyzed to answer the research question no. 1 concerning the typology of SAC in one vocational school. The data were categorized into 12 main categories: the number of SAC staff, the number of students, reasons for establishing SAC, SAC staffing and management, SAC use,



learner profiles, counseling, alternative counseling, SAC materials, SAC activities, SAC physical settings and resourcing.

To analyze the data gained from observation, the researcher categorized the data based on the Gardner and Miller's theory (2008) concerning the typology of SAC. The data from observation were analyzed to figure out whether SAC in this vocational school has been used properly as the experts say. The analysis was done by describing the data gained from observation sheet and observation checklist.

The data from questionnaire and interview were analyzed to answer the research question no.2 concerning the students' perceptions on the SAC. The data were categorized into 5 main categories, namely: *Learner Profiles, Materials for Self-Access Language Learning, Self-Access Activities, SAC Physical Settings and Resourcing, Counseling and Alternative Counseling.*

The functions of the three research instruments in seeking the answer to the research questions were summarized below:

1. Observation functioned to get data about the typology of SAC in this vocational school. The data from observation were used as the primary data in this research to answer research question number 1.
2. Questionnaire was conducted to see the students' perception on the use of SAC and the establishment of SAC in promoting student autonomy. The data from questionnaire were used as the primary data in this research to answer research question number 2 and number 3.



3. Interview with the participant students was conducted to figure out their perception on the use of SAC and its relation to students' autonomy. The data from interview were used as the secondary data in this research to answer research question number 2 and number 3.

The data validation was achieved by triangulation of methods by comparing the result of three sources of data which were observation, questionnaire, and interview.

### **3.7 Conclusion**

This chapter has discussed the detail context of the study. The discussion has covered the two research questions which are: 1). What is the typology of the Self-Access Center (SAC) in this vocational school? 2). How do the students perceive the use of SAC? 3) Can the Self-Access Language Learning (SALL) in SAC already promote students' autonomy? It also covers the description of a case study as the design used in the study. The setting of the study was a vocational school in Bandung and it involved six participant students. The data for the study were collected through observation checklist, questionnaire, and interview. This chapter basically has described how the study will be conducted, thus chapter 4 will give detail description of the data analysis.