

CHAPTER III

RESEARCH METHODOLOGY

This chapter aims to present the methods of the research to investigate English study program students learning strategies in speaking. This chapter also discusses the research design, research site, sampling procedures and participants, data collection method, trustworthiness, researches bias, and data analysis.

3.1. Research Design and Approach of the Study

A qualitative design with a case study approach was used in this study to investigate the language learning strategies in speaking that English study program students at 6th semester have used during their study time in college, especially in its learning strategies. It was chosen because the researcher needs in-depth information to reach the purpose of the study, and need to explore the cases in order to get a comprehensive result. Johnson and Christensen (2008) stated that case study is a form of qualitative research that is focused on providing a detailed account of one or more cases. Therefore, this research was conducted by using qualitative design, and the approaches were attempted by case study methods.

3.2. Research Sites and Participants

The site for this study is a public university in Jambi Province, Indonesia. The participants in this study were 6th semester students of English study program in this university. They are six students, this study intended to find out the differences of language learning strategies in speaking used by EFL students.

3.3. Sampling Procedures

According to Johnson and Christensen (2008), sampling is the process of drawing a sample from a population. Find out individuals who can provide rich

and varied insights under investigations is the main goal of sampling. Conducting a purposeful or purposive sampling is the best way to reach the goal of this study. Patton (1987, 1990) as cited in Johnson and Christensen (2008) stated that purposeful sampling is used to describe the same process because individuals or cases those are selected provide the information needed to address the purpose of the research.

According to Creswell (2007) criterion sampling is all cases that mean some criteria that would be useful for quality assurance. For the criterion, the study focused on students with at least two and half years or five semesters of EFL learning experience in the university level in order to obtain their learning strategies consideration in learning English. The reason to select five semesters experienced learners because they have already known the difficulties in learning English in university level, and it can be considered that they do some strategies in EFL learning.

3.4. Data Collection

In this study, for data collection, the researcher use demographic questionnaires and interviews as the techniques.

3.4.1. Procedure of data collection

In collecting data, the researcher do some steps. First he conduct demographic questionnaire in order to get the essential participants. Demographic questionnaire ask about the needed information of participants personal data. Second, he conduct interview protocol which Cohen's Inventory use and index (2002), which is used to find out someone's language learning. Then the researcher distribute the questionnaire to 30 learners of sixth semester at English study program. Next, the participants will be chosen based on the needed criteria in this study. The chosen

participants then were called for the interview. The researcher gave them the informed consent form, to make sure that they were agreeing to be the participants. After that, they are interviewed about their language learning strategies.

3.4.2. Instrumentations

3.4.2.1. Demographic Questionnaire

Demographic questionnaires are elicited personal and biographical data. In this study, the demographic questionnaires asked about name, age, length of time in learning English, importance of being fluent in English, whether the participants enjoy learning English or not, other language beside English that participants study, future career, and whether the participants have finished English skills subject at their college or not.

3.4.2.2. Interview

There were 15 questions that were adapted from Cohen's (2002) Inventory use and index questionnaire that is used to find out someones' language learning strategies in EFL learning. Each participant was interviewed once for about 5 to 15 minutes in order to investigate the students learning strategies in EFL learning. All interviews were recorded with the consent of the participants and transcribed by the researcher. Johnson and Christensen (2008) told that, it is good idea to tape-record the interview so that no important information will be lost (p.208). The advantages of interview included the ability to examine the students responses, take notes of their ideas and investigate their consideration in using some strategies in EFL learning.

3.5. Trustworthiness

According to Johnson & Christensen (2008), trustworthiness in a qualitative design means that the research is plausible, credible, trustworthy and defensible. The researcher had completed the following procedures in order to establish the trustworthiness of her study or to verify the accuracy of the data, findings, and interpretations. First, her study took prolonged engagement and repeated interviews (Cresswell, 1998; Merriam 1998). The researcher conducted the interview for about 15 minutes, depending on the question and situations. After that, member checks were done in order to get participant feedback on the accuracy and credibility of data, findings, interpretations, and conclusions. Finally, the researcher clarified researcher bias (Johnson & Christensen, 2008).

3.6. Researcher s Bias

In qualitative research, Creswell (2007) stated that researchers have to explicitly identify their biases, values, and personal interest about their research topic, process and access to the research participants. In this research, the researcher should not bring her own knowledge as a second language learner. Born as an Indonesian, the researcher started life with limited English skills, and is currently a university student in English education. Maxwell (2005) addresses the potential for bias and the threat to validity when he refers to our tendency to filter information through our own experiences. For those considerations, then the researcher should not allow her own assumptions or biases to influence the interview process. Furthermore, the researcher in this study was highly motivated to do this research because there were only few researches about this topic that has been conducted earlier and most of them are conducted in quantitative method.

3.7. Data Analysis

Interview questions in this study were adapted from Cohen's Language Strategy Use Inventory (2005) questionnaire to find out someone's language learning strategies in speaking learning. All ten participants were asked for the interviews, with an explanation of research objectives and assurance about anonymity. Time arrangements were prepared and each interview was held around 5 until 15 minutes. The interviews were conducted in English, and some were translated into Bahasa Indonesia because the some participants prefer to be interviewed in Bahasa Indonesia.

The recorded interview data were transcribed. Then, the researcher analyzed and reanalyzed the individual interviews data by using within-case and cross-case displays and analyses (Miles & Huberman, 1994) to (1) Spread interviews data so researcher could find a relevant topic and understanding the data (2) Create cluster of meanings by organizing, grouping into themes or meaning units, and (3) Remove or reduce overlapping and repetitive data.