

## CHAPTER III

### RESEARCH METHOD

This chapter presents research design, description of the setting, subject selection, description of the subjects, data and data sources, techniques of data collection, data analysis, and trust worthiness of data.

#### A. Research Design

Research is a systematic process of collecting and analyzing data for some purpose. There are two kinds of research. They are quantitative research and qualitative research.

The qualitative research is an activity conducted with how to collect the data, what the data are gathered, when and where the data are taken from, and how to analyze the data. Patton & Seidman (in Dodge, 2011:41) stated that qualitative research questions often begin with how or what, so that the researcher can gain an in-depth understanding of what is going on relative to the topic.

Qualitative research has natural setting as the direct source of the data and the researcher is the key instrument. Qualitative research refers to the verbal description, cases and setting. Ary (2010:39) state that qualitative research focuses on understanding social phenomena and providing rich verbal descriptions of settings, situations and participants. In this research, the researcher applied a descriptive design with a qualitative approach. Because descriptive research is design to gain information about the current status of phenomena. This research focuses on the descriptive way to describe language learning strategy employed by good language learners of twelve grade of SMAN 1 Durenan.

## **B. Description of the Setting**

The site of this research was SMAN 1 Durenan which is located at Jl. Raya Kendalrejo No. 82 Durenan, Trenggalek, East Java. The researcher chooses this school because it has students with high achievement in many subjects including English. The researcher considered that the school is potential to be studied. Besides, the researcher obtains quite wide access into this school compared to other schools.

## **C. Subject Selection**

The main data in this research were about language learning strategies employed by students categorized as successful learner at SMAN 1 Durenan. The subjects in this research were the students who participated actively during the teaching and learning process. In this research, the subjects were selected based on the following criteria: a) they find their own way, taking charge of their learning, b) they make their own opportunities for practice in using the language inside and outside the classroom, c) they learn to live uncertainty by not getting flustered and continuing to talk or listen without understanding every word, d) they use mnemonics and other memory strategies to recall what has been learned, h) they use linguistic knowledge, including knowledge of their first language, in learning a foreign language, e) they learn to make intelligent guesses, f) they learn certain tricks that help to keep conversation going, g) they learn certain production strategies to fill in gaps in their own competence, h) they learn different styles of speech and writing and learn to vary their language according to the formality of the situation (Thompson, 2001), i) the subjects were those who participated actively during the process of teaching and learning, j) the subjects have relatively high score at their English indicated by their

scores of English test, k) the subjects have joined and become the winners of English Olympiad and English contest.

From the set criteria and after analyzing their book reports to know the score, there were four students fulfilled the criteria and they became the subjects of the research.

**Table 5.1 Summary of the Subjects of the Research**

Student	Profile	Achievement	
		Academic	Non academic
Student 1	Female 17 years old XII IPA 1	Semester 1 : 90 Semester 2 : 91 Semester 3 : 94 Semester 4 : 94 Average : 92	
Student 2	Male 17 years old XII IPA 2	Semester 1 : 90 Semester 2 : 90 Semester 3 : 94 Semester 4 : 94 Average : 92	The winner English debate in residence grade
Student 3	Female 17 years old XII IPA 3	Semester 1 : 90 Semester 2 : 90 Semester 3 : 94 Semester 4 : 94 Average : 92	
Student 4	Female 17 years old XII IPA 4	Semester 1 : 92 Semester 2 : 93 Semester 3 : 95 Semester 4 : 95 Average : 94	The runner up 2 of English debate competition in local level

#### **D. Description of the Subjects**

Based on the set of indicators, there were four students as the subjects of this study who then indicated as subject 1 (S1), subject 2 (S2), subject 3 (S3) and subject 4 (S4). The four subjects consisted of one male and three females.

### 1. Subject 1 (S1)

S1 was a female student from XII IPA 1. She was from Malasan village, Durenan Trenggalek. She has graduated from Junior High School 1 Durenan. She has joined many competitions such as Olympiad of English, Olympiad of Math, Olympiad of Chemistry, English speech contest and many others. She stated that English was pleased. According to her English teacher (Mr. Kusdiana), she was a student who always gave active responses in English teaching learning process and she had enthusiasm to ask question to her teacher when she had problems in understanding the material. She had relatively high score in English subject too.

### 2. Subject 2 (S2)

S2 was a male student from XII IPA 2. He was from Kedunglurah, Durenan Trenggalek. He has graduated from Junior High School 1 Trenggalek. He has joined in many competitions such as English debate in regional and residence level, English Olympiad, Basketball competition, etc. He became the winner in English debate competition in Kediri residence. He also had a good speaking proficiency. He believed that mastering English is so important. According to his English teacher (Mr. Kusdiana), he was active student in class and had good speaking ability. He has more confidence than his friends especially in speaking English. His English score was good too.

### 3. Subject 3 (S3)

S3 was a female student from XII IPA 3. She was from Karanganyar Trenggalek. She has graduated from Model Islamic Junior High School Trenggalek. She has participated in many competitions like Chemistry, Math, English Speech contest, English debate and she was the winner of storytelling contest in regional level. According to her English teacher, she was a diligent student and active in the class.

She also has good ability in speaking English and she can speak confidently. She said that mastering English is important and also another foreign language.

#### 4. Subject 4 (S4)

S4 was a female student from XII IPA 4. She was from Bandung Tulungagung. She has graduated from Junior High School of Bandung 1 Tulungagung. She was a nice and cheerful girl. She has joined in some competitions like English debate competition, English speech contest, National Science Olympiad, English Story Telling contest and many others. Her hobby is photography and listening music. She said that she can learn English from photography. According to her English teacher, she was a calm girl but she was so creative. She was able to speak English fluently. And also, her English score is good.

### **E. Data and Data Source**

Data is defined as the raw and unorganized information researchers collect from the phenomenon they are studying and are suitable for analysis, interpretation, or processing. The common forms of qualitative data are what people have said or done and are collected through interviews, observations, events and questionnaires. Thus, a good data source is someone who has undergone or is undergoing the experience and is able to reflect on the experience and provide information about the event. For the purpose of this study, the data were obtained directly from research participants and were in the form of interview transcripts, questionnaire responds, field notes and documents.

Research data which will be collected in this study is in the form of information about language learning strategies used by successful EFL learners. Data largely shape in these words will be extracted from the following sources.

1. Events

Events are what happen in the setting observed. It is the process of learning English by students categorized as good language learners in English classroom.

2. Respondents

The respondents of this study were students selected through pointed out by the teacher of English who had known the students which had high achievement and good learning in English. There four students who assigned to be the respondents of this study. In this context, participants who qualified to participate in this research are:

- a. Participants who have experiences relating to the phenomenon to be researched.
- b. Those who are verbally fluent and able to communicate their feelings, thoughts, and perceptions in relation to the researched phenomenon.
- c. Those who have the same language as the researcher, since this will obviate the possible lot of semantic nuances owing to the need to translate from one language to another.
- d. Participants who express willingness to be open to the researcher

Therefore, the participants of this study met above requirements. In addition, they were students categorized as good learners. And also there is an English teacher who became the informant for this study.

#### **F. Technique of Data Collection**

The data for this research are collected using qualitative research method. Fraenkel & Wallen (1993) say that the collection of data in qualitative research is ongoing. The researcher is continually observing people, events, and occurrences, often supplementing his or her observations with in-depth interviews of selected

participants and the examination of various documents and records relevant to the phenomenon of interest.

In this study, the process of collecting data involved both the selection of instruments and the sites where the instruments would be appropriately administered. In collecting the data, the researcher conducted four techniques: observation, questionnaire, interview, and document analysis. According to Fraenkel and Wallen (1993), the use of multiple sources of evidence in case study allows a researcher to gain valid data. Below is the explanation of the techniques used in collecting the data.

### **1. Interview**

Interview is the first technique applied in this study. Merriam (1988: 72) states, “Interviewing is necessary when we cannot observe behavior, feeling, or how people interpret the world around them.” Moreover, Fraenkel and Wallen (1993: 385) state that the purpose of interviewing people is to find out what is in their mind, what they think and how they feel about something. In line with this, Silverman (2005) defines interview as an effort used to elicit respondents’ perceptions.

The interview of this study consists of questions formulated in order to gather data for answering the research questions. Hence, it is addressed to four students and an English teacher about the information needed by the researcher. The researcher provided list of questions before the interview session began. The interview with English teacher has done on October 24<sup>th</sup>, 2016. It is purposed to get information about the subject who is fulfilling the criteria of this research and to know deeper about the subjects. And the interview with the students or the subjects has done on October 25<sup>th</sup>, 2016. It is purposed to get the information about their employed

learning strategies in learning English and its contribution to their English achievement.

In this research, the researcher adopted semi-structured interview in order to get more complicated information about the topic under study. By this kind of interview, it is assumed that individual participants define the world in unique ways, and the purpose is not to put things in someone else mind but rather to access the perspective of the person being interviewed (Merriam, 1988: 73).

## **2. Questionnaire**

Questionnaire is one of research tools for collecting data. It provides a means of communications between respondent and researcher (Labaw, 1980). The kind of questionnaire used in this research was that of open-ended one which allows the respondents to give a totally free answer and they were expected to chose the answer category which came closest to or best represented their feeling, beliefs, attitudes, opinions, behavior, or knowledge of a situation (Labaw, 1980: 131).

The data in this study are collected through questionnaire adapted from Strategy Inventory for Language Learning (SILL) developed by Oxford (1990) to investigate students' learning strategies in learning English. The questionnaire is only distributed to the four students who became the subjects of this study. It is purposed to identify that successful learners applied or employed more than one learning strategies. The questionnaire is distributed on November 31<sup>th</sup>, 2016.

## **3. Observation**

In this research, the researcher acted as a non-participant observer. The researcher sat at the back of the classroom and took notes on “what was said and



done” (Van Lier, 1988) by the students. Having an observation in the teaching and learning process in the classroom is the way of fulfilling the information needed. Observation also allows the description of behavior as it occurs naturally. Class observation focused on the learning done by four students categorized as good learners in every step of learning activities.

Meanwhile the object of observation, according to Spradley (1980: 35-52) are as follows:

a. Place

Any physical setting can become the basis for a social situation as long as it has people present and engage in activities. The research can observe at a single, specific location or at a single, identifiable kind of place. In this research the place is the classroom in which English lesson of twelfth graders at SMAN 1 Durenan in the classroom setting.

b. Actor

Every social situation includes people who are considered particular kinds of actors. In selecting a social situation, it is not necessary to distinguish various types of actors; one only needs to know that people are present who are actors because they are engaging in some kind of activity. The actors in this research are the four students of twelfth grade.

c. Activities

The third primary element in every social situation is the activities that take place. At first, a researcher may see a stream of behavior, hundreds of acts that all seem distinct. With repeated observations, individual acts start to fall into recognizable patterns of activity. Sometimes set of activities link together into a

larger pattern called events. The activity under observation is the students' learning strategies in English.

In this study, the observation has done in four times. The first observation is purposed to observe the site of the research. The second observation is purposed to observe about the subjects of this research. The third and the fourth observation are focused on observing the subject's behavior more thoroughly in the classroom setting covering:

- a. students strategies in learning English
- b. material used by four students in the learning process
- c. the methods that are used by the four students categorized as good language learners in learning English.

The researcher notes down any actions taken by the students as well as identified the strategies involved throughout the activities using the checklist. This checklist was adapted by the researcher based on Oxford's SILL (1990). The third and the fourth observation have done on November 7<sup>th</sup>, 2016.

#### **4. Making Field Note**

Making field note was done during conducting observation in the teaching learning activity. It included the notes whatever the subjects did during conducting the research from the beginning until the end of teaching learning process. Making field note intended to gather the data about the student's perception of their employed learning strategies toward their achievement in English.

## **G. Data Analysis**

In this research, the researcher used qualitative data analysis technique. Data analysis is the process of compiling a systematic data that gained from the result of interview transcript, field observation, questionnaire respond and document analysis.

In data analysis, the researcher applied the steps of qualitative data analysis proposed by Miles and Huberman (in Arifin, 2011:172) covering data reduction, data display and drawing conclusion. Can be explained as follow:

### **1. Data reduction**

Data reduction is the first step in analyzing the data. The aim data reduction to facilitate the understanding of the data is obtained. In this step, the researcher chose which is relevant and irrelevant with the purpose and the research problem then summarize, give the code, grouping or organizing based on topic.

### **2. Data display**

After data reduction, the next step in analyzing data is data display. Data display was done by displaying or presenting the data related to the proposed research questions. The data were presented in the form of description and table. Narrative account was given to explore the data.

### **3. Drawing conclusion**

The last step of data analysis is drawing conclusion. In this step, conclusions were drawn gradually. First, the researcher compile the provisional conclusion or tentative. Second, drawing conclusion after the first step was done. Drawing conclusion do by comparing the suitability of the subjects' statements with the research questions.

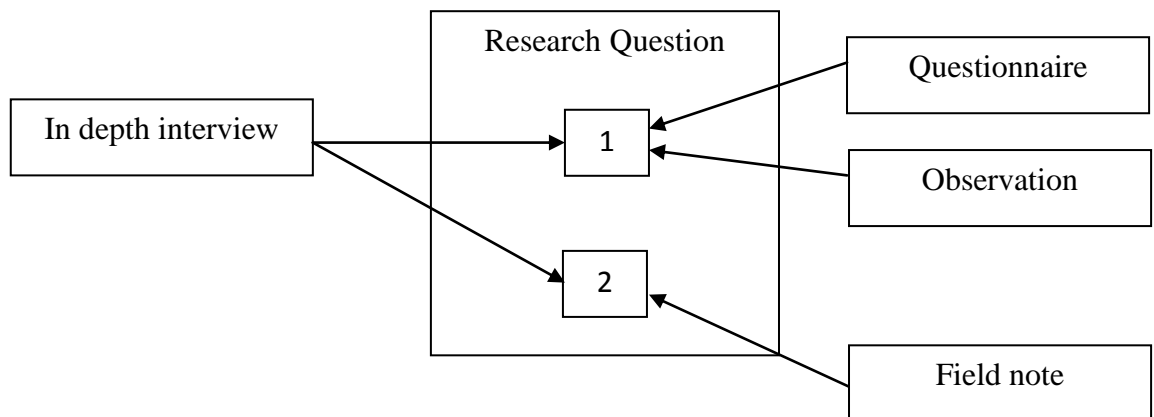
## **H. Trustworthiness of Data**

In qualitative research, there is a technique used to check the trustworthiness of the data. It is involve of the researcher, the observational persistence and the triangulation. In this research, to check the verification of the data analysis use triangulation. According to Yaesmin (2012:156) said that “triangulation is a process of verification that increase validity by incorporating several view points and methods. In the social sciences, it refers to the combination of two or more theories, data sources, methods or investigators in one study of a single phenomenon to converge on a single construct”. Moreover, Lacy and Luff (2001:23) stated that triangulation means gathering and analyzing data from more than one source to gain a fuller perspective on the situation you are investigating. There are three kinds of triangulation data, they are: 1) data source triangulation, 2) methodology triangulation, 3) time.

From those techniques of triangulation method, the researcher used two kinds of triangulation. Those are data source triangulation and methodology triangulation. In this present study, the source of data refers to the students as the subject and an English teacher as the informant. Methodological triangulation will be done by employing method of collecting data. They are observation, interview, questionnaire, document analysis. The techniques of triangulation used by the researcher are described using figure 1 as follows:

Figure 1.1: Trustworthiness of data

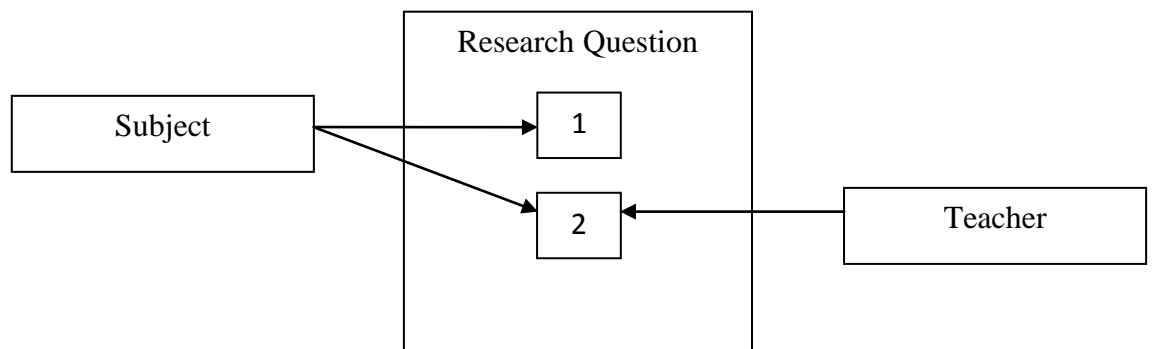
## 1. Methodology Triangulation



The figure about methodology triangulation shows how the research questions were answered. The subjects were answered the research question number 1 and number 2. Research question number one is taken through depth interview, observation and questionnaire's respond. Moreover research question number two is taken through depth interview and making field note.

From the figure above the data of research question number one are triangulated from side of methodology and research question number two are triangulated from side of data source and methodologically.

## 2. Data Source Triangulation



The figure about data source triangulation shows how the research questions were answered. From the research question number one about learning strategies employed by the EFL learners of SMAN 1 Durenan Trenggalek. The data are taken from the subjects. Moreover the data of research question number two about students' perception of their learning strategies toward their achievement in English. The data are taken from subjects and the English teacher.