

CHAPTER III

RESEARCH METHODOLOGY

This chapter will explain about the description of the research design and method. It includes the subject of the study, the instrument, data collection and also the analysis technique.

3.1. Research Design

The research design of this study is mixed method. Mix method is type of research which combines quantitative and qualitative design (Ary et al, 2010). As the present study is aimed to know more on the English language learning strategies used by the students of Islamic schools in Gresik, quantitative and qualitative design can help to get better understanding on the phenomenon. Each design has its own purpose but still support each other. Quantitative design used by conducting survey research through questionnaire filling is aimed to know what are the language learning strategies used by students when learning English, while the qualitative design used to analyze the interview results from the participant is aimed to build a process or procedure of conducting the most used strategies based on the survey findings.

Hence, this design is considered as the most appropriate design for the present study, because this design allows researcher to draw more on the English language learning strategies used by the students at Islamic junior high schools in Gresik.

3.2. Subject of the Study

3.3. The subject of this study is the students of Islamic junior high schools in Gresik. The chosen Islamic schools are SMPIT Al Ibrah and SMP Yimi, Gresik. These schools are Islamic private schools located in Gresik regency, East Java province. These schools are well-known to have instilling Islamic values to the students in many kinds of lesson and also drilling them with any activities related to English learning. These schools become the subject of this research because it has many achievements, not only in Islamic field, but also in other lesson, English to be specific. They can achieve and maintain their existence of the awards and values they hold. This becomes them specifically to be chosen in this study.

3.4. In both schools, the students are taught with Islamic lessons and general lessons. Those schools were chosen because both are known and reputable school which not only limited to its religious aspects, but the students also known has high-achieving level in English. Some of the examples are, on 2016, the the of SMPIT Al Ibrah achieved 2nd highest national exam scores of SMP/MTs in Gresik and many school's program for the students to learn English better, such as annual trip to Kampung Inggris at Pare, Kediri, and so on.

3.5. As for the SMP YIMI, Gresik, some of the achievements in English for the last two years are Favorite Champion of National Speech Competition in Jombang, 3rd Winner of English Olympic Competition as Gerbangkertasusila, 1st Winner of Spelling Bee Competition by English First in Gresik Regency, 2nd Winner of Province English Olympic Competition by Emerland Education Centre at Malang, etc.

3.6.

3.7. Data and Source of Data

3.8. The data of the present study will be collected using questionnaire and interview. While, the source of the data will be taken from the participants of the study, in this case are the students of SMPIT Al Ibrah and SMP Yimi, Gresik.

3.9. In this research, the researcher has substantial role. Ary et al (2010) has summarized the characteristics of researcher in three: researcher must be personally involved in all steps, researcher must have emphatic understanding and the inquiry is always value bound.

3.10.

3.11. Instrument of the Study

3.12. The research instruments for present study are questionnaire which separated into two: background questionnaire and Strategy Inventory of Language Learning (SILL), and also interviews.

3.13. 3.4.1. Questionnaire

3.14. The first instrument is questionnaire. The questionnaire of the present study is including background questionnaire and Strategy Inventory of Language Learning (SILL). The background questionnaire is designed to be used for knowing the personal information of the sample. The general data obtained from the sample using this questionnaire are the name of the sample, the class, the school and gender of the participants. SILL that used for present study is version 7.0 by Oxford (1990) that has been translated into Indonesian (adopted from Lestari, 2015). SILL is meant to assess language learning strategies in EFL / ESL (Oxford, 1990). The Indonesian translated version of SILL is meant to avoid misinterpretation and misunderstanding on the contents of the statements. The SILL is consist of 50 (fifty) statements that represent learning strategies that commonly used in learning foreign language. It is defined into six categories, namely memory strategy, cognitive, compensation,

affective and social strategy. The statements use scale i.e. Never, Seldom, Sometimes, Often and Always. In quantitative study, the scale usually transferred to Likert Scale. The classification of the items will be shown in the table 3.1 as below.

3.15. Table 3.1
3.16. Strategy Inventory of Language Learning (SILL)
version 7.0

3.17. Classification	C	3.18. T	3.19. Statement Number
3.20. Memory Strategies	M	3.21. 9	3.22. 1,2,3,4,5,6,7,8,9
3.23. Cognitive Strategies	C	3.24. 11	3.25. 10,11,12,13,14,15,16,17,18,19, 20,21,22,23
3.26. Compensation Strategies	C	3.27. 6	3.28. 24,25,26,27,28,29
3.29. Metacognitive Strategies	M	3.30. 9	3.31. 30,31,32,33,34,35,36,37,38
3.32. Affective Strategies	A	3.33. 6	3.34. 39,40,41,42,43,44
3.35. Social Strategies	S	3.36. 6	3.37. 45,46,47,48,49,50
3.38.			

3.39. 3.4.2. Interviews

3.40. The second instrument is interview. Interview will allow researcher to get bunch of information that probably not included in the questionnaire, and any developed information based on the interview. This interview is meant to verify the answer of questionnaire from the participants. It will be carried out using Indonesian, so that the interviewees, who are still junior high school students, can understand and avoid misinterpretation. There will be sample of the subject that participates in the interview.

3.41. The sampling technique will be using purposive sampling technique and snowball sampling technique. In qualitative, selected sample should be able to provide the relevant information regarding the topic and/or setting (Ary et al, 2010), in this case is English language learning strategies at Islamic schools, Gresik. To provide relevant information, the participants must have good knowledge and score in English and also they prove stable performance in English lesson. Knowledge here is not only related with high score in English lesson, but also they who do more strategies than the others, too.

3.42.

3.43. Data Collection

3.44. 3.5.1. Questionnaire

3.45. The data collection using questionnaire will be collected through some steps, they are: asking for permission to the headmaster of the selected schools or other authorities at the school, introducing the researcher and then explaining the purpose of the research. After accepted, then on the promised day, the researcher will introduce and explain the purpose of the questionnaire to the selected participants. Then, the

questionnaire will be distributed to them. In case the participants do not understand the meaning of the statement in the questionnaire, researcher will explain to them about it.

3.46. The participants were coming from seventh, eighth and ninth grade. They were chosen using purposive sampling technique. This sampling technique was chosen because to collect relevant data for this study, it needs certain participants which have certain qualification. The criteria for the participants are they must be students in the selected school, study in seventh, eighth or ninth grades, has good score in English and maintain that score stable during the semester. This can be done by review the English teacher's record with the help of them.

3.47. 3.5.2. Interview

3.48. The researcher has selected some sample to conduct interview. The sample will be given some questions related with English language learning strategies that they usually do when they are at home. Moreover, if the subjects have joined particular course, private or public, that teach English, what are the strategies they get during the course. This interview is not only intended to verify the answer of questionnaire that students have done, but also to understand the ways how the students do the most used strategies in learning English. The interview will also be recorded with sound recorder.

3.49.

3.50. Data Analysis

3.51. After the data collected, it is necessary to analyze it in order to get clear discussion and figure related to the English language learning strategies.

Quantitative analyzing will be According to Ary et al (2010), the steps of analyzing qualitative data are: organizing and familiarizing, coding and reducing,

interpreting and representing (Miles, Huberman, Saldana, 1994). These three steps are used to represent the data collected through questionnaire and interview.

3.52. The first step is organizing. Researcher organized the choices from respondents into each strategies based on the questionnaire. Researcher also grouped all the answer into Never, Seldom, Sometimes, Often and Always. The second step is coding. This step is to divide the collected information to some divisions or parts from raw data. For example, we have obtained a lot of data from interview, such as how the participants memorize new vocabularies in English and what do they do to remember the pronunciation. Coding is to divide the information about memorizing new vocabularies into one group, then put information about pronunciation technique into one group, and so on, which is simplify into some codes. The third step is interpreting and representing. In this step, you affirm the thing that you think may be underpinned via those data, you inquiry what you think you understand and then furthermore dispense with misconceptions. You also show critical things that you did not familiar with, but it should have been known.