

CHAPTER III

RESEARCH METHOD

3.1 Research Approach

This study used qualitative approach to analyze the data. According to Green (2007) qualitative approach is characterised by its aims, deals with understand some aspect of social life and explain with words not numbers as data analysis. In qualitative approach to obtain the data was conducted by observation and interview. The question in qualitative approach consists of classification and theoretical questions. Some aspects of social life usually become the data analysis of qualitative approach.

Based on Hancock (2007), qualitative approach is focus on how people or groups take account of complexity by incorporating the real world context and take different perspective on board. Qualitative approach can also define as studies behaviour in natural setting. People can use qualitative approach to data analysis that can not to be expressed numerically.

This study used qualitative approach because this study need to obtain the data from participants with closed-ended and some open-ended question that can not explain with number. The questionnaire was adopted from Strategy Inventory for Language Learning (SILL) by Oxford (1989) version 7.0. there were thirty close-ended questions and six open-ended questions to complete the research question of this study.

3.2 Data Sources

This study got the data source from students answers that were produced by questionnaire. Students answer in the questionnaire were divided into two parts, in first part students only choose five answers that had explanation of each. Then, in second part students answer the question based on their experiences that their answers were different. The questionnaire consisted of close-ended questions and open-ended questions. The data source From all students answer, the data can be identified clearly. Questionnaires that were distributed by the writer could make the writer do the data analysis easily, because the questionnaires were based on participants experiences.

3.3 Participants

This study was concerned with the comparison of learning strategies to English learning used by second semester students of English Department and Indonesian Department in Universitas Airlangga. This study used population and sample. The population of participants was conducted by second semester students of English Department and Indonesian Department in Universitas Airlangga. Then, the sample of participants was conducted by fifty second semester students of each Department, English Department and Indonesian Department. From fifty second semester students of each Department, English Department and Indonesian Department, the numbers of male and female were not balanced. For the average of students age about nineteen until twenty years old, because they still on second semester of university.

3.4 Data Collection

The writer obtained the data with questionnaires distribution. The questionnaire consist of close-ended questions and open-ended questions. The writer used open-ended questions, because the condition for interview did not make possible to conduct. In collecting a hundred students to interviews, the writer found the difficulties for manage the times. So, the writer changed the interview process with open-ended questions in the questionnaires.

The questionnaire close-ended questions adopted from Oxford (1989) Strategy Inventory for Language Learning (SILL) version 7.0. Then, for close-ended and open-ended questions, the writer presented the questions with develop from Strategy Inventory for Language Learning (SILL) from Oxford (1989). So, the close-ended and open-ended questions were related of each other. In the closed-ended questions there were five options to answer each question, namely, A, B, C, D, and E. In option A there was an explanation that said never or almost never true of me (means the statement is very rarely true). Then, in option B said that usually not true of me (means the stateent is true less than half the time). After that, in option C, somewhat true of me (means the statement is true more than half the time). Next, in option D, usually true of me (means the statement is true more than half the time). And the last in option E, always or almost always true of me (means the statement is true of you almost always).

The writer obtained the data with some steps in this study. Data collection was done by distributing the questionnaires to second semester students of

English Department and Indonesian Department. The questionnaires gave to coordinators who were chosen by the writer. Before questionnaires spread, the writer made an appointment with the coordinators. The writer gave some explanation the purpose of the questionnaire distributed and how the participants filled out the questionnaire. Then, the coordinators distributed the questionnaire to fifty second semester students of each Department. Second semester students as participants completed the questionnaires within a week, because the coordinators can not handle the fifty questionnaires in one day. So, the coordinators asked their friends for brought in their home to filled out the questionnaire. The writer needed a short time to collect the data from the second semester students, because the questionnaire were cooperated well by second semester students of each Department, English Department and Indonesian Department.

3.5 Instruments

This study used Strategy Inventory for Language Learning (SILL) by Oxford (1989) as the instruments. This study presented thirty close-ended questions and six open-ended questions. The writer only chose five questions of each learning strategies questions in Strategy Inventory for Language Learning (SILL) by Oxford (1989), because the writer did not want to make the participants bored to read many questions. The writer also want to make the participants answer the questions easily. The writer focused on students answers in option D and E. Students answers can represent if they chose that strategies based on explanation of D and E option. So, the writer found the dominant numbers of D and E options.

In thirty close-ended questions, the first five questions based on memory strategies, the second five questions based on cognitive strategies, and the third five questions based on compensatory strategies, the fourth five questions based on metacognitive strategies, the fifth five questions based on affective strategies, and the last six questions based on social strategies. The thirty questions in close-ended questions there were five options to answer each question, namely, A, B, C, D, and E in English for second semester students of English Department and Indonesia Department.

In option A there was an explanation that said never or almost never true of me (means the statement is very rarely true). Then, in option B said that usually not true of me (means the statement is true less than half the time). After that, in option C, somewhat true of me (means the statement is true more than half the time). Next, in option D, usually true of me (means the statement is true more than half the time). And the last in option E, always or almost always true of me (means the statement is true of you almost always).

In open-ended question, there was six open ended question that each number develop from close-ended questions, namely: (1) How students do start to learn English, is develop from memory strategies; (2) How student start to talk in English, is develop from cognitive strategies; (3) If students do not know the meaning of words when students did the conversation, what students should do, is develop from compensatory strategies; (4) How students coordinate their learning process, is develop from metacognitive strategies; (5) If students meet the native speaker, but students afraid to talk in English with them, how students do againts

that feel, is develop from affective strategies; (6) Students face the difficult materials in English, how students to solve it, is develop from social strategies.

The writer did not translate the questionnaire for second semester students of English Department, because the questions in the questionnaires were used with basic English and they often used English in their daily activities especially for their study material in campus and they already understood what the meaning of that questions. So, the writer did not translate the questions of questionnaires. The writer only translated the difficult words that were not familiar of students. For Indonesian Department, the writer translated the questionnaire in order to the participants filled out easily and understand what the meaning of the questions, because second semester students of Indonesian Department used Bahasa in their daily activities and in their study materials in campus. So, the writer felt afraid the participants had difficult to filled out the questionnaires.

3.6 Data Analysis

The analysis of the data had purpose to find out the learning strategies to English learning used by second semester students of English Department and Indonesian Department. Then, this study found the learning strategies that were most frequently and the least frequently used by second semester students of English Department and Indonesian Department.

As we know before, this study used closed-ended questions and open-ended questions to complete the research questions. From the data collection above, the writer calculate the data of closed-ended questions to find out the learning

strategies to English learning that were most frequently and least frequently used by second semester students of English Department and Indonesian Department. The data calculated to get the result and percentage of the learning strategies to English learning that were most frequently and least frequently used by second semester students of English Department and Indonesian Department. The writer made some open-ended questions to know the interpretation of learning strategies of second semester students in English Department and Indonesian Department. The open-ended questions were related to closed-ended questions before. There were some steps to analyze the data, namely:

1. The writer divided of each type of learning strategies in some tables based on Oxford's (1990) theory. The tables consist of the learning strategies types, memory strategies, cognitive strategies, compensatory strategies, metacognitive strategies, affective strategies, and social strategies to answer the research question of this study.
2. The writer started to calculate the percentage of each type of learning strategies.
3. The writer searched the percentage of each strategies that had D option usually true of me (means the statement is true more than half the time) and E option always or almost always true of me (means the statement is true of you almost always) from second semester students of English Department and second semester students of Indonesian Department, as majority choices.
4. After the writer found the percentage result of each learning strategies type, the writer identified the interpretation descriptively of learning strategies used by

second semester students in English Department and Indonesian Department
from six open-ended questions.