

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Based on the purpose of the study, a descriptive quantitative, survey research design was chosen to seek answers for the research questions. It is a one-shot survey for the purpose of describing the characteristics of the sample at one point in time (Mertens,2010:177), in this case the strategies employed in listening by fourth semester students of English Department in IKIP PGRI Pontianak.

B. Participants of the Study

The participants were all fourth semester students majoring in English language teaching at IKIP PGRI Pontianak, in West Borneo, Indonesia. In IKIP PGRI Pontianak, there are 10 study programs including English study program as one of them where students learn English including listening skill, not only to use the language but also to be able to teach the language itself as S-1 English department develops scholars (S.Pd.) who are prepared and expected to be English language teacher in every level of education (Buku Pedoman Operasional academic year 2012/2013:10). Thus, they are considered having unique characteristics.

In IKIP PGRI Pontianak, the academic year system is divided into two semesters which are odd and even semester (Buku Pedoman Operasional academic year 2012/2013:19). Nevertheless, the current study was conducted during even semester while students were attending their fourth semester. which consisted of 5 classes.with approximately 150 students.

Census or complete enumeration of the population under study was conducted with the objective of collecting data in relation to every member of the population under study (McLennan, 1992:2). Thus, the researcher came to every class and asked every student presented at the class time to fill the questionnaire and became participants of the study. It was done to improve the response rate and the accuracy of drawn conclusions, since in survey research it is important to have as large sample as possible (Creswell,2012:381). In this case, 125 students participated from approximately 150 target participants.

C. Technique of Data Collection

In the pre-stage of this research, an interview was chosen in order to find out students' current condition. However, in collecting data regarding students' language learning strategies in listening skill, administering questionnaire (self-administered questionnaire) was chosen as the technique of data collection. By choosing to administer questionnaire it can be relatively cheap and quick way of obtaining information necessary (Bell,2005:14). Moreover, this research is considered as descriptive quantitative which was the right call for self-administered questionnaire.

D. Tool of Data Collection

For a pre-stage interview, an interview guidelines consisted of two questions was used as a tool in finding out the students' current condition. The list of questions can be seen in appendix 3. Further in this study, data about students' strategy use was collected using self-administered questionnaire. It is believed that, "a survey or questionnaire is the main tool or instrument used to collect data in a descriptive-

survey research study.” (Lodico et.al, 200:159). In addition, the questionnaire was beneficial to the study in term of efficiency because its main emphasis is on fact-finding (Bell,2005:14). Thus, questionnaire was the one and only tool chosen in the study.

Strategy Inventory for Language Learning (SILL) test version 7.0 designed by Oxford (1990) administered as a tool for data collection. The SILL test consisted of fifty questions divided into six parts; part A included 9 statements related to memory strategies, part B involved 14 statements about cognitive strategies, part C consisted of 6 statements on compensation strategies, part D contained 9 statements about metacognitive strategies, part E consisted of 6 statements for affective strategies, and part F consisted of 6 statements on social strategies. The specification can be seen in appendix 2.

The SILL uses a choice of five Likert-scale described as follow: never or almost never true of me, generally not true of me, somewhat true of me, generally true of me, and always or almost always true of me. In the case of SILL, the measure of internal consistency (Cronbach’s Alpha) is the most appropriate reliability index. In general, reliabilities of SILL have been high, for example in a study by Oh (1992) the reliability of translated SILL reached.91 using Korean translation to 59 Korean students. Though SILL was constructed using six subscales, reliability of SILL is determined with the whole instrument.

E. Technique of Data Analysis

To analyse the data acquired as well as answering research questions, the researcher conducted a simple descriptive statistics analysis. Descriptive statistics are expressed as the mean, median, or mode which typically reported in quantitative studies (Creswell, 2012:184). In this study, it is the mean and standard deviation.

Details of the analysis and description are the following five steps process. Firstly by obtaining the result of each student's language learning strategies. Secondly calculating the mean of overall strategy use for each student and mean of the overall strategy use by all students ($n = 125$). Next is calculating the standard deviation for the mean of overall strategy use by all students. After that, to distinguish frequently used strategies (items), classification by Green and Oxford (1995) was applied. The classification is as follow:

1. Frequent use at all course levels: 50% or more of all students in the study responding 4 or 5.
2. Moderate use at all course levels: 20-49% of students responding 4 or 5.
3. Infrequent use at all course levels: fewer than 20% of students responding 4 or 5.

Lastly, the results described in: categories-based description of the strategies in order to answer the first research question, and item and category-based description for the second research question. A helping software (Microsoft Excel and SPSS 16.0) utilized in analysing and describing the data.

F. Research Procedure

As mentioned by Lodico et.al. (2006:159), there are 5 steps in conducting a descriptive-survey research, which are: designing and developing the survey, selecting the sample, piloting the survey, administering final survey and collecting data, and lastly analysing the collected data. However, since the researcher adopted the instrument, the procedure skipped only to selecting sample and administering the questionnaire.

The questionnaire administered to the participants in three different days for 5 classes. The researcher will ask participants to fill the questionnaire and return it in the same day. Lastly, the data collected from the participants will be analysed so that the research questions of the study can be answered, and the purposes of the study can be achieved based on the results.

