CHAPTER III

RESEARCH METHODOLOGY

This chapter explains how the researcher collected and analyzed the data. It is including research design, data collection, data analysis, and research timeframe.

3.1. Research Design

This study uses case study research design. The need to answer 'how' and 'why' questions makes this research likely to lead to the use of case study (Yin, 2003: 6). Case study research allows the researcher to inspect the data within a specific content. In this case, the researcher selected a tiny number of individuals from small geographical area as the subjects of the study (Zainal, 2007).

There are three categories of case study noted by Yin (in Zainal, 2007); exploratory, descriptive, and explanatory case studies. Thereto, the researcher applied descriptive case study which aims to describe the phenomena that occur inside the data in question, for example, what are the strategies used by the subject and how the subject uses them. Furthermore, the data in descriptive case study are described in narrative form.

3.2. Data Collection

a. Data and Data Sources

The data of this research were students' strategies, students' reasons of using strategies, the role of strategies in learning, and the strengths and weaknesses of each strategy chosen by the subjects. The data were obtained by doing questionnaire test, interview, and observation. Hereafter, the data sources of this study were three chosen male English Department students of Sunan Ampel State Islamic University who are in fifth-semester. Since this research needs deep analysis which requires the researcher to observe the subjects as often as possible, it was impossible for the researcher to use female students as sample – knowing that religious laws prohibit non-married man and woman to be together and stay in the same place.

The three students were selected by conducting a vocabulary test to ten students who are considered to have good vocabulary knowledge by the researcher. The ten students were chosen according to the researcher's objective perspective since the researcher was close to the fifth semester students and frequently have discussion with them. Meanwhile, the data – in the form of questionnaire sheets and note which are taken by the researcher – are the result of observation during the research.

b. Instruments

The main instrument for this research was human since the researcher fully collected and analyzed the data himself. Additionally, there were other instruments; Vocabulary test, Interview questions, questionnaire, and observation result.

The vocabulary test was used to select the subjects. In this research, the researcher used the vocabulary test as it has been used by Alkohfi (2015) to conduct test on his research. The vocabulary test is as in the Appendix 1. The researcher can consider Alkohfi's vocabulary test as standard because it has

been used in research for his master degree thesis. Alkohfi used this vocabulary test to examine vocabulary skills of 79 intermediate students as his research participants.

The questionnaire that was used for this research was adapted from a list of strategies that have been put forward by Shirahata et al. (1999, in Azumi, 2008), as in Appendix 2. This questionnaire has been tried out by the researcher to five English students before conducting research and the result shows that they can understand and do it well. Furthermore, the questionnaire was one of the instruments to collect the data on learning strategies.

The observation sheet was used to note details of events happening during the observation period, especially about subjects' learning strategies when doing activities related to acquisition of vocabulary in English. In the observation sheet (see Appendix 3), there is a table consisting of four rows of columns that were used to note time, activities, strategies being used, and notation.

The interview questions were around their reasons to use their preferred strategy. The interview questions were used to get more detailed data from questionnaire and observation.

c. Techniques of Data Collection

The researcher used the following techniques to collect the data:

1. Conducting vocabulary test

Since the subject for this research was limited to three people, the first thing that researcher did was choosing them selectively. The way of the researcher to make the selection was by conducting vocabulary test to ten students who were considered as good in vocabulary. In this stage, the ten chosen students were asked to do the vocabulary test to ensure the level of their English vocabulary knowledge. The result of the test showed who has better vocabulary knowledge.

From this step, the researcher chose Anzdi, Hilmi, and Muhayat, as the three subjects to be observed because their scores are at the three best position.

2. Asking to respond the questionnaire

After three subjects are selected, the researcher asked them to respond to the questionnaire. The questionnaire used was the one which has been adapted to the classification of language learning strategies that proposed by Shirahata et al. It was considered as feasible because it has been tested on the dissertation of the author. The questionnaire questions were as in the Appendix 2. The answer of questionnaire stage was used to describe the strategies chosen by the subjects.

If, in the questionnaire, the subject declares that he often uses a method, whereas the result in questionnaire shows different outcome,

the subject would be asked about the reason in the interview session to clarify the strategy used.

3. Doing observation

After the questionnaire was completed in all subjects, the researcher observed each subject's learning strategy directly one by one. The researcher monitored subjects' activity for a full day alternately. This step was done once a week for five weeks. Hence, the data to be obtained by the researcher were a total of 15 observation results. The data, then, are recorded on the note as in Appendix 3. The purpose of this step was to look for the strategies which were used by the subjects.

4. Doing interview

In this step, the researcher did the interview to the subjects about why they decide to use particular strategies than others, how those learning strategies take role in their learning process, and their opinion towards strength and weakness of each strategy. Those questions were aimed to get detailed information about subjects' way in acquiring new vocabulary and preferred learning strategies. Each point of the data obtained from the interviews was recorded then transcribed in a memorandum which has been prepared by the researcher.

3.3. Data Analysis

After the data were collected, the researcher analyzed it using following steps:

1. Checking the result of vocabulary test

The first thing the researcher did was selecting three subjects to be observed and analyzed. In this step, the researcher scored the vocabulary test result of ten first chosen participants and established three students (Anzdi, Hilmi, and Muhayat) as the subjects of the research.

2. Developing coding to analyze transcription

Before analyzing transcription data from the interview, the researcher developed the coding to facilitate and make analysis easier. Meanwhile, the coding was as printed bold in the following table:

	Direct Strategies (DS)	
		Repeating A
		Formally practicing with
		sound system
		B
		Formally practicing with
Cognitive strategies	Practicing	writing system
Cog	1	С
		Recognizing and using
		formulas and patterns
		D
		Recombining
		\mathbf{E}

Table 1: Cognitive Strategies

Receiving and sending message 2	Getting the idea quickly A Using resources for receiving and sending messages B
Analyzing and reasoning 3	Analyzing expressions A Analyzing contrastively B Translating C Transferring D
Creating structure for input and output 4	Taking notes A Summarizing B Highlighting C

Table 2: Memory Strategies

	Direct Strategies (DS)	
	Creating mental linkages	Grouping A Associating/elaborating B Placing new words into a context
Memory Strategies Mem	Applying images and sounds 2	Using imagery A Semantic mapping B Using keywords C Representing sounds in memory D
	Reviewing well 3	Structured reviewing A
	Employing actions 4	Using physical responses or sensation A

Using mechanical
techniques
В

Table 3: Compensation Strategies

	Direct Strategies (DS)	
Compensation Strategies		Reasoning deductively A
	Guessing intelligently 1	Using linguistic clues B
		Using other clues C
		Switching to the mother tongue A
		Using mime or gesture B
	Overcoming limitations	Avoiding communication partially or totally C
Com		Selecting the topic D
	in speaking and writing 2	Adjusting or approximating the
		message E
		Coining words F
		Using a circumlocution or synonym
		G
		Getting help H

Table 4: Metacognitive Strategies

Indirect Strategies (IS)		
Metacognitive strategies	Centering your learning	Overviewing and linking with already material A
Met	1	Paying attention B

		Finding out about
		language learning
		A
		Organizing
		В
		Setting goals and
		objectives
		С
	Arranging and planning	Planning
	your learning	D
	2	Identifying the purpose of
		language task
		E
		Planning for a language
		task
		F
		Seeking practice
		opportunities
		G
		Self-monitoring
	Evaluating your learning	Α
	3	Self-evaluating
		В
Table 5. Affraire Stantasi		
Table 5: Affective Strategies		

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Indirect Strategies (IS)		
		Using progressive relaxation, deep breathing, or mediation
Affective strategies Aff	Lowering your anxiety 1	A Using music B
		Using laugher C
	Encouraging yourself 2	Making positive statements A
		Taking risks wisely B
		Rewarding yourself C
	Taking your emotional temperature	Listening to your body A
	3	Using a checklist B

Writing a language
learning diary
С
Discussing feeling with
someone else
D

Table 6: Social Strategies

Indirect Strategies (IS)		
	Asking questions 1	Asking for clarification A
		Asking for verification B
		Asking for correction C
		Making friends with peers
	Organizing network	Α
	2	Making friends with proficient users of the
Social strategies		new language B
Soc		Cooperating with peers A
	Cooperating with others	Cooperating with
	3	proficient users of the
		new language B
		Developing cultural
	Empathizing with others 4	understanding
		A
		Becoming aware of
		others' thoughts and
		feelings B

3. Analyzing data from questionnaire

From the questionnaire result, the researcher listed strategies from the most widely used to the most rarely used by the subjects. 4. Analyzing data from observation

After the observation session was done for five times three subjects, the researcher looked for any strategy that the subjects had used during the observation which were not mentioned in the questionnaire. Then, these data were combined with the data obtained from questionnaire.

5. Making transcription of interview recording

In this step, the researcher processed the audio recording of interview into transcription or written data.

6. Analyzing transcription of interview recording

After getting interview recording transcribed, the researcher analyzed it by reading and giving mark on each point that was in form of method and usage reason in the interview result.





The example explains that one of the ways preferred by 'Subject A' in learning language is *(IS) Aff-1-B* ((Indirect Strategy) Affective Strategy – Lowering anxiety – Using music). It is signed by the red line that encircle the text. Furthermore, the reason for the subject to use the strategy is because listening music can be relaxing and making better mood. The subject, in addition, said that the better mood would make easier understanding.

7. Concluding appropriate to research focus

To conclude the research outcome, the researcher read carefully the result of transcription and questionnaire data analysis then listed the methods that were usually used by the subjects. The researcher had also given the reason they chose their preferred vocabulary learning strategies.