CHAPTER III
RESEARCH METHOD

This chapter provides the steps in conducting the research. In this chapter, the research design, subjects, data collection, and data analysis will be explained in detail.

3.1 Research Design

Research design refers to programs and steps in research that produce decision after detailed and wide assumption by means of data collection and analysis (Creswell, 2009). Research design covers three types of designs. They are qualitative, quantitative, and mixed. For this research, the utilized research design will be in the form of mixed research design. Mixed research design is the way to explore and understand problems of individuals or groups (Creswell, 2009). Qualitative research design was employed since this research explored more on ELED undergraduate students’ strategies in learning English, their problems, and the solutions for the existing problems.

3.2 Research Subjects

The research subjects comprised forty undergraduate students of English Language Education Department, University of Muhammadiyah Malang. They were chosen through a snowball sampling and homogenous sampling. Snowball sampling technique means finding the key respondent who have a lot of information through recommendations (Nurdiani, 2014). Homogenous sampling was employed since it was aimed to get the research subjects who shared the same characteristics and criteria.
They should be from the academic year of 2016 and had taken all subjects related to English skills such as listening, reading, writing, and speaking.

3.3 Data Collection

Data collection in this research employed techniques and instruments for the purpose of collecting the needed data.

3.3.1 Techniques and Instruments

1. For the purpose of answering the first research problem which concerns English learning strategies the ELED undergraduate students use in learning English and their usage frequency, a survey was conducted. A Strategy Inventory for Language Learning (SILL) version 7.0 form questionnaire was distributed to the research subjects as the research instrument (See Appendix 1.a p. 50). This questioner was chosen since it was frequently utilized in this type of study (Chi-Him Tam, 2013). Moreover, SILL seemed to be the only language learning strategy instrument that had been examined in terms of its validity and reliability (Shmais, 2003). The purpose was to find out the English learning strategies used by the ELED undergraduate students.

2. To answer the second research problem, a semi-structured interview was conducted. Semi-structured interview is a series of open ended questions which is based on the covered topics (Adams, 2015). The utilized instrument was in the form of interview guide (See Appendix 2.a p. 56). It was aimed to find out the problems faced by the ELED undergraduate students in applying English learning strategies.
3. The same data collection technique which is a semi-structured interview was also applied to answer the third research problem. The utilized was an interview guide. It was expected to reveal the solutions for the existing problems.

### 3.3.2 Procedure

The data collection was carried out step by step. To collect the data for the research problems, these steps were applied:

1. To answer the first research problem, a survey was conducted through distributing the SILL version 7.0 questionnaire developed from (Oxford, 2002) to the students in the target class. It was expected to discover the kinds of English learning strategies used by ELED undergraduate students and their usage frequency.

2. To get the data for the second research problem, a semi-structured interview was conducted with six students, as the representatives of the six strategies, through seeing the score of their SILL. The interview utilized an interview guide to get the needed data. The focus was to know the problems that were faced by students in applying English learning strategies.

3. The same thing was also done for the purpose of collecting the data of the third research problem. A semi-structured interview with the six students was also carried out by using an interview guide. It was aimed at finding out the suitable solutions for the existing problems.
3.4 Data Analysis

For analyzing the data, the obtained data were organized through the following steps:

1. The data for the first research problem were analyzed in the form of descriptively. It led us to the varieties of English learning strategies used by ELED undergraduate students. Then, the five points of Likert scale were used to determine the frequency of strategy usage after finding out the mean score from SPSS:

<table>
<thead>
<tr>
<th>Scores (Range)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5-5.0</td>
<td>High</td>
</tr>
<tr>
<td>2.5-3.4</td>
<td>Medium</td>
</tr>
<tr>
<td>1.0-2.4</td>
<td>Low</td>
</tr>
</tbody>
</table>

Table 3.1 Scores’ Categories for Usage Frequency

2. The data, related to the second research problems, from the interview were classified based on the English learning strategies used by the students and the problems that the students faced. The data were turned into a transcription to reveal the problems.

3. The last, the obtained data for the third research problem were classified as well to determine the possible solutions for the existing problems. The solutions were based on the constructed interview guide.