

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used quantitative approach as a research design because this research used numerical in analyze the data. And also this research design can make the research process run well and structured. Then, there are several kind of research based on the data which will be collected. One of them is survey research. This research applied survey research in this research. So that in the research process the researcher used an instrument such as questionnaire which was going to distribute to the respondents (Priyoko, 2016). Survey research is procedures in quantitative research in which investigators administer a survey or questionnaire to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. (Creswell, 2012)

In addition, this research used descriptive research because e this research provided more detailed description of the symptom or phenomenon in the field. (Priyono, 2016) without gain the relationship or compare the variable.

B. Research Setting

This research did an investigation in around Banjarmasin city. The researcher set this place because almost all schools in Banjarmasin city implement online learning as a new way of learning in the pandemic period. So it was appropriate to choose this place to be investigated because this research needed a respondent which is an English teacher who teaches in remote learning. Also this research focused in conducting to junior high school, so the teachers who would be investigated by the researcher are in the same level that is teaching a junior high school student.

C. Subject

During the collecting of the data, the researcher had sent a help to more than 55 English teachers that join MGMP Bahasa Inggris in Banjarmasin, to help the researcher by filling the questionnaire through Google Form. From 55 English teachers above there were 30 English teachers who felt disposed to fill the questionnaire. Therefore, the subject in this research was 30 English teachers who taught in junior high school in around Banjarmasin that joined MGMP Bahasa Inggris in Banjarmasin.

D. Data

The data in this research was about teacher understanding toward learner autonomy and how English teacher view and promote autonomous

learning in the situation of COVID-19. The data was taken from the respondents during online learning that had implemented in every school where the teacher from. For the specifically schedule, the researcher took the data since 21 October 2020 until 1 December 2020. The source of the data was 30 English teachers that teach in junior high school in around Banjarmasin city.

E. Research Instrument

1. Questionnaire

Looking to the meaning of questionnaire, it is a research instrument which consists of a series of questions for the aim of collecting the information from the respondent; it could be done by face to face, telephone, post or computer.

In this research, the questionnaire was adapted from Borg and Al-Busaidi (2012) and Joshi (2011) which was used in Duong (2014) research. There were three sections of questions that would be answered by the respondents, the first section consisted of 15 Likert-scale items was about teacher understanding to learner autonomy, it concerned in decision-making ability, learner independence, psychology of learning, level of learner autonomy, age and learner

autonomy, and the role of teacher. The second section consisted of 10 Likert-scale items was about how teacher view in promoting learner autonomy in this pandemic season, it concerned in decision-making ability, learner independence, and learner psychology. The third section contained two open-ended questions. It about the teacher thought about their students' autonomy and their reason why they claimed about their students' autonomy. This section will describe how teacher promote autonomy in this pandemic.

Theory	Indicator	Items
Little (1991, p.4) autonomy is a capacity-for detachment, decision-making, independent action, and critical reflection".	Decision making	1. Autonomy means that learners can make choices about how they learn.
		2. Learner autonomy is promoted when learners have some choice in the kinds of activities they do.
		3. Learner autonomy is promoted when learners can choose their own learning materials.
	Learner Independence	4. Learner autonomy requires learners to be entirely independent of the teacher.
		5. Learner autonomy is promoted by independent work in a

		self-access centre.
		6. Learner autonomy is promoted when learners are free to decide how their learning will be assessed.
Littewood (1996) confident and motivation, those thing are should be provide in the same time with students' ability and also skills in order for students to become autonomous	Psychology of learning	7. Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.
		8. Confident language learners are more likely to develop autonomy than those who lack confidence.
Nunan (1997) Category of level of learner autonomy “ awareness, involvement, intervention, creation, and transcendence”	Level of learner autonomy	9. Learner autonomy means that learners are aware of their own learning (e.g., setting goals, developing strategies, and determining content of materials).
		10. Learner autonomy means that learners are involved in making choices from a variety of goals, content, and strategies.
		11. Learner autonomy means that learners can modify the goals and the content of the learning program.
		12. Learner autonomy means that learners can create their own learning styles (e.g.,

		setting goals, developing content of materials, and creating learning tasks).
		13. Learner autonomy means that learners can make connections between the learning content and the world.
Dickinson (1993, p.331) “then notion of autonomy is more easily attached to adults. Talking much broader context, the notion of autonomy applies across the age range”	Age and learner autonomy	14. Learner autonomy is only possible with adult learners.
Xu & Xu (2004 “Help students erect the belief and confidence in autonomous learning, to think about the learning strategies and put them into practice, and to make effective use of self-directed center to facilitate LA; Guide students to construct practical plans; Encourage more communication between teachers and students via various channels to monitor the learning process; Provide opportunities for students to improve their autonomous Ability”.	Teacher role	15. Teacher has an important role to play in supporting learner autonomy

Table3.2 Questionnaire for section 2		
Theory	Indicator	Items
Little (1991, p.4) autonomy is a capacity- for detachment, , decision-making, independent action, and critical reflection”.	Decision Making	Learners build clear vision of their learning before learning English.
		Decisions are made on the basis of teacher – learner agreement and negotiations.
		Learners can make choice about learning materials.
	Learner Independence	Learners are encouraged to develop learning strategies to achieve their own goals.
		Learners are responsible for finding their own ways of practicing English
		Learners develop their own study plans.
		Learners identify their own needs.
	Psychology of Learning	Learners evaluate their own learning.
		Learners reflect on their own learning.
		Learners monitor their progress in learning English during the session

F. Data Collecting Procedure

1. Data Procedure

a Collecting

First of all, to collect the data for this research, the researcher collect the data used online questionnaire though Google form. The questionnaire would spread to the respondents via WhatsApp massager one by one directly to the respondents' phones number politely.

b Editing

In this technique the researcher examined the collected data to make sure whether that all data were already complete, clear and valid or not.

c Coding

The next step the researcher made certain code on the data. This research used a questionnaire that used ordinal scale which were “Strongly Disagree” “Disagree” “Neither Agree nor Disagree” “Agree” and “Strongly Agree” then the ordinal scale would be coded like this; “Strongly Disagree” 1, “Disagree” 2, “Neither Agree nor Disagree ” 3, “Agree” 4, and

“Strongly Agree” 5. This technique aimed to make it easier for researcher to enter the data to the computer.

d Data entry

After all data were collected and gave the code, then the researcher entered the data to the computer. The data then would be cleared if find typing error or coding error. Then the data would be analyzed in descriptive statistic.

e Interpret

In this last technique of data procedure, after the data was analyzed with descriptive statistic, the researcher interpreted the data by describe it quantitatively then connected it to the theory in the theoretical review. So then the researcher could take a conclusion for the end of this research.

2. Data Analysis

Data analysis was one of the substantial parts in this research, because in this process the data would be simplified so that the data would easy to interpret and easy to understand by the reader. In addition the data in this research would be processed to be information then this information would be a characteristic data that could answer the problem of the research.

This research used descriptive statistic to analyze the data, one of experts define it that descriptive analysis method is a statistic which is used to analyze the data by describing the collected data as it is without intending to make generalizations. (Sugiono, 2014). The data would be analyzed by using Microsoft Excel.