

CHAPTER III

RESEARCH METHOD

A. Research Design

The thesis employed a descriptive qualitative research approach, with the primary objective of identifying, investigating, and delineating the degree of learner autonomy among English language students within the Department of Universitas Islam Negeri Antasari. The particular emphasis was placed on the enhancement of speaking skills.

Descriptive research aims to portray a phenomenon and its features, primarily focusing on the "what" aspect rather than exploring the "how" or "why" of an occurrence. As a consequence, descriptive research typically employs observation and survey methodologies for data collection purposes (Gall et al., 2007). The research questions within this thesis are closely aligned with the objectives of descriptive research.

This research endeavor aimed to depict the data pertaining to several facets of learners' autonomy in the advancement of speaking skills, including but not limited to materials, learning style, practice, and motivation.

Upon completion of data analysis through interviews, the researcher arrived at a conclusion, which was subsequently verified through the interpretation of the research item's symptomatology. The researcher then drew conclusions based on the analyzed data.

B. Research Setting

The current study was conducted at Universitas Islam Negeri Antasari Banjarmasin, situated at Jl. Ahmad Yani Km. 4,5 Banjarmasin on 14 December – 16 December 2022. Universitas Islam Negeri Antasari is a public institution of higher learning located in the urban center of Banjarmasin, located in the South Kalimantan province of Indonesia.

C. Population and Sample

The research sample for this study comprised English Department students who were enrolled at UIN Antasari Banjarmasin. The participants were selected from three classes, namely A, B, and C, belonging to the batch of 2021. The researcher opted for a sample of 19 students, drawn from a total of 94 students in the batch. The selection of these specific classes was based on the fact that they comprised newly-enrolled students in their third semester, with their initial speaking class having taken place during this study. The researcher targeted students who demonstrated a self-directed learning approach to the speaking subject matter and who had previously completed speaking one and two courses at the university. To identify and select students who demonstrated their learning autonomy, the researcher utilized Google Form to screen self-directed learners through several questions.

D. Data

In this section, the researcher intended to elucidate the types and sources of data used in the study. Data, referring to the raw material that needed to be processed to produce information, comprised both qualitative and quantitative data that reflected factual information. On the other hand, data could be defined as material information pertaining to the object of study. The data for this study were obtained through a range of sources, including observation, interviews, and documentation.

The qualitative researcher analyzed data in the form of words or pictures, as opposed to numerical or statistical information (Ary et al., 2010). To present the study's findings, data were collected from various sources, including quotes from documents, field notes, and interviews, as well as excerpts from videotapes, audiotapes, and electronic communications. Such data were necessary to answer the research questions at hand.

The data for this research were gathered from the results of interviews conducted with the participants. The data sources refer to the locations or origins of the data. For this research, the researcher utilized an interview guide and document analysis to collect the data.

E. Technique of Data Collection

The researcher employed multiple data collection methods and conducted analysis during and after data collection. The collected data included field notes, interview transcripts, and various documents. According to (Tohirin, 2013), data analysis refers to the systematic process of examining and constructing research findings from collected data using observation, interviews, and other techniques. This process enhances the researcher's skills of the research topic and facilitates the comparison of findings with other studies.

(Sutopo, 2002) highlights that data management is closely linked to the physical division and organization of data groups, folders, and cards, which enables subsequent processes. Miles and Huberman explain that the purpose of data analysis is to ensure high-quality, accessible data, documentation of the performed analyses, and retention of data and associated analyses upon completion of the study. (Hubberman & Miles, 1994)

The qualitative data analysis in this research followed the Miles and Hubberman (1994) framework, which includes three interrelated components: data reduction, data display, and conclusion or verification drawing. These elements are interdependent and form a cohesive bond throughout the process of data collection. Following the completion of fieldnotes, the data reduction process will begin, and a temporary data

display will be created. The researcher analyzed the data presented in tables, graphs, or matrices to draw tentative conclusions.

Interviews serve as a method for gathering information from a restricted number of participants on various topics. Researchers may choose to conduct structured or unstructured interviews. In a structured interview, questions are predetermined and presented in the same order with multiple-choice responses for each subject, similar to a questionnaire. Unstructured interviews, on the other hand, do not have a fixed set of potential responses as the questions posed may differ based on the subject matter and their prior responses. The researchers conducted interviews with a total of 19 students, and conclusions were derived from the collected data to analyze the findings.

F. Data Analysis

The researcher employed a descriptive qualitative research approach, which involved the collection, analysis, organization, and presentation of data. This method was preferred due to its non-requirement of statistical calculations or procedures, as is the case in quantitative research.

The theory framework used by the researcher for qualitative data analysis was proposed by Miles and Huberman (1994. p. 21) and cited in Alfadhila (2018). This framework comprises three key components: data reduction, data display, and drawing conclusions or verification.

1. Data Display

Miles and Huberman's (1994) theory framework for qualitative data analysis comprises three components, namely data reduction, data display, and drawing conclusions or verification. Data display involves organizing and classifying data that have been reduced to lead to a conclusion. Its purpose is to provide an ordered and managed representation of information that facilitates conclusion drawing. Typically, a data display is a structured collection of data that enables the drawing of conclusions and action. The researcher can use the data displayed to determine what actions to take, evaluate the situation, or make other essential decisions based on their comprehension of the data presented.

Data display is not a separate process from data analysis; it is a fundamental part of analysis. The researcher organized and categorized all the observational, interview, and document-based data collected through the research method, which will aid in conducting the study. By examining the documentation, the researcher will be able to determine the extent to which learning autonomy has improved speaking skills. Meanwhile, through the interviews, the researcher gained insight into how learning autonomy was being applied to improve individual speaking skills and the participants' perceptions of learner autonomy.

2. Data Reduction

According to Miles and Huberman (1994), data reduction refers to the process of selecting, simplifying, and transforming data into field notes without compromising their meaning. In this study, the researcher collected data through interviews with third-semester students. Since not all of the data collected can be used for the research, the researcher focused only on the relevant and essential data points. The researcher eliminated data that did not contribute to the research questions, with a specific focus on understanding the meaning of learning autonomy in improving speaking skills.

3. Conclusion / Verification

To draw conclusions, it is important to evaluate the relevance of the analyzed data and determine whether the research objectives have been achieved. The conclusion must be based on a thorough examination of the data.

In this study, the researcher utilized a descriptive qualitative approach to explore the role of learning autonomy in improving speaking skills.

The researcher drew conclusions based on the research findings to answer the research question and establish the credibility of the study.