

## **CHAPTER III**

### **METHODOLOGY**

This chapter present methodology such as; research design of the study, setting, participant of the study, technique of data collection, and also followed by techniques of data analysis.

#### **3.1 Research Design**

This study used qualitative research where the method of content analysis was used to collect the research results. The study intends to perceive what the students in English education department of higher education beliefs about learning grammar.

#### **3.2 Setting and Context**

This research was conducted at higher education which focuses on EFL students of English Department, especially students who are in the fourth semester of the 2019/2020 academic year, where they have completed the Grammar course program for three semesters. There are three courses of grammar in this context. The first is basic grammar, second is intermediate grammar and third is advance grammar. In grammar class, the students are taught how to make a right sentences, analyzed the part of speech of a text and the kind of sentences (compound, complex and compound-complex sentences).

#### **3.3 Participants of the Study**

The participant of this study involved the students of the English Education Department in the fourth semester of the 2019/2020 academic year. The participants of this research consist of 25 students and this was done

purposively. The criteria used to select the participants are always present in every class meeting and have good internet access.

### **3.4 Data Collection**

Collecting data is an important part of every research to find out the information needed in that research. In collecting data researchers used questionnaires and journal reflection. This test is done in one week.

There are two steps taken by the researcher to get the data from this research. The first, researcher prepared questionnaires guidelines related to the field of the study. Then the researcher explained to the participants what questionnaires are and how to answer the questions. Then the researcher collected data during one week. After all data is collected, the researcher analyzed the answers from the participants during two days. After a week, the researcher prepared the second data that is reflection guidelines related to the title of the study. Then the researcher explained to the respondents what reflection is and how to answer the questions. The researcher gave the students three days to fill the reflection. After all data is collected, researcher analyzed all students answer regarding their beliefs of grammar skill during one week.

To collect data in this study, the researcher prepared a test sheet (Google form). Not only that, the researcher confirmed to participants that they would be participants of this research and the researcher also explained the aims and objectives of giving questionnaires and reflecting to the participants. After the participants agree to this, the researchers were able to collect all the necessary data.

### **3.5 Instrumentation**

This study used questionnaire and reflection to collect the data that could answer the question from the research question.

#### **3.5.1 Questionnaire**

In questionnaire, researcher gave some questions to the students related to EFL learners' beliefs about grammar during they learn grammar. The questionnaire model adapted from Ahmadi and Shafiee (2015) who tested L2 Teachers' and Learners' Beliefs about Grammar, developed an extensive questionnaire that considered students' views and beliefs about grammar. The questionnaire has been translated into Indonesian to make it easier for participants to answer it. Questionnaires are placed online and can be filled in by participants who log into the system.

There are six indicators of this study in terms of questionnaire that adapted from Ahmadi & Shafiee (2015) such as definition of grammar, the importance of learning grammar in language institutes courses, learners need grammar, how to learn grammar in language institutes courses, errors correction and feedback in languages institutes, what techniques learners use in learning grammar.

The close-ended questionnaire used a rating scale questionnaire where the researcher uses Likert Scale to get information from the participants. This scale is to measure the extent of subjects' agreement with each item. The extent is measured on a five-point scale. They were column 1 which means respondents strongly agree with the statement, column 2 which means they agree with the statement, column 3 which means neutral with the statement, column 4 which means they disagree with the statement, and column 5 which means they strongly

disagree with the statement. For giving the participants' response, respondent put a checkmark beside the column.

The students' questionnaire given the presentation by using a formula Likert Scale and analysis theory adapted from Likert (1932) as follow:

$$T \times Pn$$

$T$  = Total number of respondents who voted

$Pn$  = Likert score selection

After the result of data was calculated, the researcher concluded it in the form of written paragraph.

The following is a table of the items questionnaire based on the six indicators of questionnaire.

**Table 3.1 Questionnaire Item Specification**

No	Indicators	Item specification
1.	Notion of grammar	Item 1 and item 2
2.	Importance of learning grammar in college	Item 3
3.	Learners' grammar needs	Item 4, item 5, item 6
4.	How to learn grammar in college level	Item 7, item 8, item 9
5.	Errors correction and feedback in grammar class	Item 10 and item 11
6.	Techniques in teaching and learning grammar	Item 12

### 3.5.2 Reflection

The second instrument is a reflective journal. The researcher gives some reflections including some questions for the students. The students answer the

questions based on the experiences that the students got in the Translation project. After spreading the questionnaire, researchers used reflection. the researcher will give some reflection tests to the EFL learners, they will answer the questions. The use of students' reflection is to know the EFL learners' beliefs about learning grammar. Reflection activities include analysis, achievement and evaluation activities obtained from observation activities. Data collected in observation activities must be immediately analyzed and interpreted so that it can be immediately known the action towards achieving the objectives.

### **3.6 Data Analysis**

The aim of this study is to collect data on students' beliefs about learning grammar. The data were analyze used steps proposed by Creswell which were: 1. Collecting data, 2. Preparing data, 3. Reading the data, 4. Reducing data, 5. Coding the text for themes and description to be used in reserach paper (Creswell, 2012)

To begin the question for research data, the first stage entails analyzing qualitative data, which includes collecting data. The data from the questionnaire analyzed based on the sixth indicators that adapted from Ahmadi & Shafiee (2015). Second, the data were classified based on several themes based on the research questions about EFL learners' belief about grammar learning. Third, the researcher coded, reviewed, analyzed, and integrated the emerging themes as reflected by the 15 participants that led to the final results of data analysis and further used them as a basis of the conclusion drawn. The most relevant excerpts as the empirical answers to the research questions in this study were presented in the result section. Thus, researcher were required to manage data, provide

clear/precise information, identify and evaluate respondents' answers about students' beliefs about grammar skills.

In reflection, the researcher uses thematic coding (thematic analysis). Thematic coding is a way of analyzing data to identify patterns or find themes through data that has been collected by researchers (Braun & Clarke, 2006).

Examples of data codes such as table 1 below:

**Table 3.2 Example of data coding**

Theme and Code	Students' reflection	Code
Learners' beliefs about the importance of grammar (C1)	<p>Student1 : "I think <b>learning grammar is important</b>. Because grammar is one of the main parts or things that someone must know if they want <b>to master a language</b>, for example English so that speakers know how to produce correct sentences." (S.T1)</p> <p>Student2: "I think <b>it is important</b>, because we need to learn it so that we can <b>write sentences with good grammar</b> and it is very necessary in the process of preparing journals or articles." (S.T2)</p> <p>Student6: "I think learning <b>grammar is important</b>. As a student from the English department, learning grammar is very important for me. Because as a prospective teacher I have to master the grammar. Even not only in English, all languages also have grammar and <b>it is important to learn so that when speaking</b> or writing, they do not use perfunctory language." (S.T6)</p> <p>Student4: "Yes, <b>I think grammar is important</b> because grammar is able <b>to organize the correct use of language</b> in every variety of language, in every situation, and wherever the language is used. Also very important when we have to write something for academic, business, or even social media needs." (S.T4)</p> <p>Student5: "In my opinion, as students of English education in particular, <b>grammar is very important because we are required to educate</b> not only how to speak in English but to know <b>grammar properly and correctly</b> and <b>it is our obligation as students who will later become educators to know grammar itself</b>." (S.T5)</p>	(C1)

Theme and Code	Students' reflection	Code
----------------	----------------------	------

Student12: "Grammar is very important in continuing higher education and in the world of work. Because mastering grammar will really help achieve a high TOEFL score. By getting the highest TOEFL score, it will be easy for us to get masters and doctoral scholarships abroad and easy to get a job because we are professionals in using good and correct English." (S.T12)

Learners' beliefs about learning strategy (C2)

Student1: "My efforts are reading stories, articles, and journals in English. I saw how the sentence patterns in the text were formed and tried to understand them" (ST.1) C2

Student10: "The effort I use is "practice answering questions related to grammar". There are many practice questions on the internet and books that we can use for free grammar practice. In my opinion, this method is a very good way, where this exercise helps me to be able to recognize sentence patterns and sentence structures that appear in each question. With this effort, I don't have to bother memorizing formulas for compiling sentences, because I am able to differentiate between one sentence pattern and another slowly through habituation". (ST10)

Student8: My effort to learn grammar is that I often listen to music and watch variety shows that use English from where I pay attention to how he speaks and the use of grammar when he speaks. I also sometimes read some websites on Google to help me in theory". (ST8)

Student5: One of the efforts that I can do to improve my ability to learn grammar is to study the 3 Tenses and their parts. Then apply it in daily activities. For example, communicating with fellow classmates either through social media or directly, and making captions or posters using social media as a means". (ST5)

Theme and Code	Students' reflection	Code
----------------	----------------------	------

Student6: "The effort I make to improve my English grammar skills is by frequently viewing social media accounts that contain lessons on grammar. Not infrequently I also memorize various tenses and try to use them in everyday life. For example, when chatting with friends on social media. I also sometimes learn from English songs and see the grammar used". (ST6)

Learners' beliefs about difficulty of grammar (C3)

Student1 : "Sometimes I find it difficult to memorize some sentence patterns, but if you keep practicing and reading you will get used to it". (ST1) C3

Student2 : "In my opinion learning grammar is quite difficult because there are many parts or sentence patterns that must be studied and it often makes students feel bored and lazy to learn grammar". (ST2)

Student14: Learning English grammar is not easy. Where you have to be able to memorize formulas or a lot of vocabulary. Another difficulty is making sentences that are grammatically correct. Then choose the right vocabulary so that the sentence can be translated according to 100%. It was very difficult because many words had the same meaning but in different forms. Sometimes I still like to make mistakes in choosing vocabulary in making sentences". (ST14)

Student10: "For me, learning grammar is quite difficult. We must be able to put the right words in a sentence, even we need to understand the change of word form. This is not an easy thing, there are many rules and sentence patterns that need to be considered in learning grammar". (ST10)

Learners' confidence of using grammar in communication (C4)

Student2: So far I have not been confident when speaking in English in front of other people, and it sometimes makes me feel embarrassed to speak in person. I prefer to write down or arrange the sentences I want to say in advance, I do this to ensure that my grammar is used correctly". (ST2) C4

Student6: In communicating I am not so confident with the grammar I use, because as

Theme and Code	Students' reflection	Code
	I said before, I worry about the vocabulary I use when I speak, whether the vocabulary has been properly used in a grammar or not. That's what causes me to think for a long time when I have to speak in English." (S.T6)	
	Student9: Honestly, I'm still not confident enough with the English grammar I use, because I still have a lot of flaws in it". (ST9)	
	Student10: "I'm pretty confident. In communicating, people tend to use patterns or sentence structures that are not too difficult. And so far, I feel that I have quite mastered the pattern of compiling simple sentences that are commonly used in everyday life. In addition, I quite often practice with my friends. So, in communicating, I no longer doubted my grammar skills." (S.T10)	
	Student12: When communicating with fellow friends I feel confident in my English grammar skills because the sentences we use are sentences or everyday conversations that do not require academic structure and vocabulary. But when communicating with a lecturer or a professional, I feel a little insecure because I am worried that the words I use are wrong or inappropriate. This will lower the standard of the lecturer's assessment of my abilities. Therefore, before communicating with the lecturer, I always prepare what things I will say or write." (S.T12)	

Notes:

CODE                      THEME

Red (C1) = learners' belief about the importance of grammar

Green (C2) = learners' belief about learning strategy

Grey (C3) = learners' belief about difficulty of grammar

Yellow (C4)= learners' confidence of using grammar in communication

(Adapted from Braun & Clarke, 2006)

Red highlight (C1) is code for theme learners' belief about the importance of grammar. While green highlight (C2) is code for theme learners' belief about learning strategy. Furthermore, grey highlight (C3) is code for theme learners'

belief about difficulty of grammar and yellow highlight (C4) is code for theme learners' confidence of using grammar in communication.

After provided coding, the researcher displays the data and provided thematization. Further, the part data of the coding is underlined when displayed. Students who are taken as representatives to explain the theme are given the (ST) code. In addition, after coding the data the researcher classified each data through data thematization adapted from Horwitz (1987) that used (BALLI) beliefs about language learning inventory. There four beliefs on BALLI, such as: language learning aptitude, language learning difficulties, the nature of language learning, and learning and communication strategies. Based on the four categories, the researcher adapted them into four themes such as: learners' beliefs about the importance of grammar, learners' beliefs about learning strategy, learners' beliefs about difficulty of grammar, learners' confidence of using grammar in communication.

