CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research is qualitative research. A qualitative study is classified as if the purpose of the study is primarily to describe a situation, phenomenon, problem or event; Gathered if the information is through the use of variables measured on nominal or ordinal scales (qualitative measurement scales); and if the analysis is done to establish the variation in the situation, phenomenon or problem without quantifying it. The description of an observed situation, the historical enumeration of events, an account of the people have different opinion about an issue, and a description of the living conditions of a community are examples of qualitative research (Kumar, 2013).

3.2 Location and Time of the Research

This research was conducted at FKIP UIR. The location is at Jl. Kaharudin NasutionPekanbaru. The time of implementing this research started on 28 January 2017 until 26 July 2018.

3.3 Participants

The participants of this research are Thai students who are studying at English Study Program of FKIP UIR.

Table 3.1 Name of Thai students at English study program of FKIP UIR.

No.	Names	Semester			Gender	
		5	7	9	Male	Female

1.	Ruslanee Buesa	√				√
2.	Hakrimi Kareng	√			√	
3.	Husna Waekuenchi		√			√
4.	Nureeda Dokho		√			√
5.	Sufyan karemdiyah		√		√	
6.	Nikismail Waeuma		√		√	
7.	Rusnanee Saleng			√		√
8.	Toyeebah Bo			√		√
9.	Fateemah Madiyoh			√		√
The total number		2	4	3	3	6

List of Participants

No	Names	Semester/Class
1	Roslanee Buesa	5B
2	Hakrimi Kareng	5C
3	Husna Waekuenchi	7C
4	Nureeda Dokho	7C
5	Sufyan karemdiyah	7C
6	Nikismail Waeuma	7C
7	Rusnanee Saleng	8G
8	Toyeebah Bo	8G
9	Fateemah Madiyoh	8G

3.4 Research Instrument

The research instrument of this research is Questionnaires. It consisted of 50 Questions which are constructed based on Strategy Inventory for Language Learning (SILL). Indicators of the SILL source: adapted from Oxford, 1990 in Sabiha, 2003.

3.2 The Blue Questionnaire of students language learning strategy by Oxford (1990).

Parts of the SILL	Items in the SILL	Strategy type	Field to
A	1-9	Memory strategies	Remembering more Effectively
B	10-23	Cognitive strategies	Using all mental processes
C	24-29	Compensation strategies	Compensating for missing Knowledge
D	30-38	Meta-cognitive strategies	Organizing and evaluating your learning
E	39-44	Affective strategies	Managing your emotions
F	45-50	Social strategies	Learning with others

As summarized in the largest group of items is in the Cognitive strategies. Oxford and Ehrman (1995) stated that the reason that research on learning strategies suggested that cognitive strategies possessed the greatest variety, covering strategies related to practice and to the all-important "deep processing" in which learners analyze, synthesize, and transform new information. The SILL uses a choice of five Likert-scale responses for each of the

strategies described: never or almost never true of me (1), generally not true of me (2), somewhat true of me (3), generally true of me (4), and always or almost always true of me (5). In addition to the original English version, the SILL is translated into the following languages: Arabic, Chinese, French, German, Japanese, Korean, Russian, Spanish, Thai, and Ukrainian (Oxford and Burry-Stock, 1995).

3.5 Data Collection Technique

To complete this research, the researcher was made questionnaire to collect the data by studying language learning strategies of Thai students at FKIP UIR. See the attachment in this proposal for the questionnaire (Appendix I).

3.6 Data Analysis Technique

The data of this research is presented to descriptive qualitative. The researcher collected the data as follow:

1. The research was observed Thai students first; collected data from the questionnaire.

2. Then the research was chose the data which supported the purpose of this research. It must be limited to avoid overlapping data to be analyzed.