CHAPTER THREE
METHODOLOGY

This chapter is divided into six parts. The first part gives description about the research design in conducting this study. The second part describes the setting that this study was conducted. The third part describes participants involved in conducting this study. The fourth part discusses some data collection methods in conducting needs analysis. The fifth part describes procedures to conduct this study. The last part describes how the data was analyzed.

3.1 Research Design

The aim of this research was to investigate students' needs of English and to propose ESP-based syllabus in an Islamic Studies program. This research was characterized as a descriptive study, since this study described the quality of learning situations experienced by the participants and the syllabus and materials employed by them, and it used various data collection methods, such as questionnaires, interviews, and survey. This study was also combined with the quantitative design to assess the responses obtained.

3.2 Setting

This study was conducted at an Islamic Studies College (STAI) in Purwakarta, majoring on Islamic Studies Education Program. The setting was chosen because of the accessibility and familiarity of the situation and the participants. The consideration of conducting this research at this site was also because the students in this college learn specific fields of subjects, so that they may need specific English, called as ESP which is designed to meet specific needs of the learner and related to or designed for specific disciplines (Evans and John, 1998: 3). Therefore, it is in line with this research as investigating students' needs analysis for designing an ESP-based syllabus. This college has regular classes and non-regular classes. During the 2007-2011 of academic period, this college

assigned the English subject as a basic competence subject and was taught in three semesters. For each semester English was taught in two subjects as English 1 and 2 in the first semester, English 3 and 4 in the second semester, and English 5 and 6 in the third semester. Therefore, the students had English classes twice a week during three semesters. The new replacement of the rector of this college has made a new policy for the English course. The credit of this subject has been reduced into two credits per semester in three semesters. Consequently, there are only English 1 at the first semester, English 2 at the second semester and English 3 at the third semester.

3.3 Participants

The main sources for needs analysis might include students, teachers, policy makers, ex-students, documents relevant to the field, people working or studying in the field, or academic specialists (Evans and John, 1998: 132; Richards, 2001: 57). Brown (1995: 37) groups them into four categories involved in needs analysis, such as the target group (the students or sometimes the teachers and/or administrators), the audience (teachers, teacher aides, or program administrators), the needs analysts, and the resource group (parents, financial sponsors, future employers, instructors, or administrators). Encompassing what has been proposed by the previous authors on sources for needs analysis, Long (2005: 25-30) suggests five major sources of information for needs analysis: published and unpublished literature (authentic materials), learners, teachers and applied linguists, domain experts, and triangulated sources (comparisons among two or more different sources, methods, investigators, experts' theories, or combinations thereof). In this study, the sources of information were taken from the students, the lecturers, policy makers, and an authentic material (an English syllabus).

There were 93 students (18 males and 75 females) involved in this research from the first semester (45 students) and third semester (48 students), ranging from age 18 to 44 year-old.

Four lecturers were also involved in this research, and some information from the lecturers was gained through an interview and a questionnaire to find out their teaching experiences, their perceptions to the students' needs of English and their suggestions for an ESP program in this college, the materials and syllabus that they had used, and their expectations of teaching English for the students in the college.

This research also involved a rector of the college and a chairman of Islamic Studies Education Program. Some information from both was collected through an interview about institutional goals and their expectation of the students' mastery of English.

3.4 Data Collection Method

This research employed questionnaires, interviews and a document analysis to collect the data. Brown (1995: 45) points out that interviews and questionnaires might draw the needs analysts into the process of actively finding out or gathering information from the participants in the program. Evans and John (1998: 132) also include questionnaires, structured interviews, and documents analysis as some of main data collection methods in needs analysis.

Since a large number of participants in the same time were involved inthis study, questionnaires were employed in this research. Brown (1995: 50) points out that "questionnaires are more efficient for gathering information on a large scale than are many of the other procedures." The questionnaires distributed in this study were for the students and for the lecturers. For questionnaires, close and open-ended questionnaires were used to find out some information about the learners' English backgrounds, the learners' perception to ESP, the learners' expectations of how to learn the language, and the learners' expectations of English at the end of the course. Two types of questionnaires, for students and lecturers, were distributed in this study. The students' questionnaire contains twenty questions divided into three parts. The first part, Part A, contains four questions asking students' assessments of their English skills. The second part of

the questionnaire, Part B, contains four questions finding out the students' experience of learning English during one semester. The last part, Part C, contains twelve questions finding out the students' needs of English.

Individual interviews were also used in collecting some information to clarify some questions in questionnaires. Brown (ibid: 49) states that "individual interviews allow for gathering personal responses and views privately" which can "lead to insights into the real opinions of the participants involved." The individual interviews were carried out to three English lecturers, the chairman of the Islamic Studies Education Program, and the rector of the college. The interviews were used for collecting data from the English lecturers concerning their perceptions to ESP course, and from the chairman of the Islamic Studies Education Program and the rector of the college concerning their expectations to the students' mastery of English, general goals and objectives of the college.

The other method employed in this study was a document analysis, which was an English syllabus being used by the lecturers. The syllabus analysis was used to collect some information whether the English syllabus met the students' needs of English. In this analysis the available English syllabus was analyzed by considering the students' needs profile, taken from the results of the needs analysis. As a guide for the analysis, this research organized a document analysis form consisting of ten questions, based on the students' needs profile, concerning the contents of the available English syllabus used by the lecturers in the college.

3.5 Procedures

As described in Chapter Two of this research in Figure 2.3 about the stages of syllabus, the general procedures of this research involved conducting environment and needs analysis, selecting principles, identifying goals, and creating a proposed-syllabus.

This research was started with collecting data in terms of the environment analysis and needs analysis. The aims of the environment analysis were to identify learners and teachers, analyze learning situation, and analyze institutional goals

(Nation and Macalister, 2010: 14-18). The needs analysis aimed to identify attitudes, necessities, lacks, and wants, and to identify skills (Hutchinson and Waters, 1987: 55-60; Nation and Macalister, 2010: 27-30). In collecting data from the environment and needs analysis, questionnaires, structured interviews, and a document analysis were employed in this research.

The questionnaires were distributed randomly to 93 students, enrolled in the first and third semester, based on their willingness to participate in this research. The questionnaires were also administered to four lecturers to find out their teaching experiences, the materials that they had used, and their expectations of teaching English for the students in the college. The questionnaires and structured interviews were developed based on various authors from Hutchinson and Waters (1987), Brown (1995), Jordan (1997), Dudley-Evans and John (1998), Richards (2001), and Nation and Macalister (2010).

After the data collection, the data from the questionnaires were organized into some tabulation forms for coding the data. Then, some coded data were calculated for quantitative data, and the other data were qualitative data about the lecturers and the students' opinions in some open-ended questions in the questionnaire, and the qualitative data taken from the interviews to three lecturers, the chairman of the study program, and the rector of the college. After that the quantitative data were analyzed and interpreted, and the qualitative data were used to support the quantitative data for the discussions and used for additional information for needs analysis in Chapter Four.

The results of the environment and needs analysis to both quantitative and qualitative data were used to answer the questions of this research. The content and sequencing principles and the format and presentation principles were selected as consideration for formulation of goals and the content of the syllabus. To answer the first questions, the students' needs profile was organized based on the results of needs analysis. In finding out the answer of the second question, the students' needs profile was employed, by transforming it into a document analysis

form, as a basis to analyze the available English syllabus. To answer the third question, the students' needs profile was used as a basis for formulating goals and objectives for designing an ESP-based syllabus. The ESP-based syllabus created by considering the students' needs profile was a proposed ESP-based syllabus.

3.6 Data Analysis

The data collected from the questionnaires, structured interviews, and an analysis of an authentic text were analyzed qualitatively and quantitatively to find out specific needs for teaching and learning English. Then, the data that had been analyzed were used for answering the questions of this research. The result of the study was a proposed ESP-based syllabus.