CHAPTER III
METHODOLOGY

This chapter is divided into five parts. The first part elaborates the research design to be used in this study. The second part describes site and participants taken as the setting and respondents to be involved in this research. Third, discusses some data collection methods in conducting this study. Fourth describes the procedure to conduct this study. Fifth, describes how the data was analyzed.

3.1 Research Design

Regarding the research questions and the aims of this study, this research was characterized as a descriptive study in order to explore a social or human problem in the natural setting (Creswell, 1998) as strengthened by Dawson (2005) that in descriptive research, the researcher is possible to analyze and describe the attitude of certain people in a certain situation. The descriptive study was applied by employing survey design as this design allows the researcher to attain a snapshot of conditions and attitudes of the population by collecting data from a sample of the population (Nunan & Bailey, 2009). Various data collection methods used such as questionnaire, interview and document analysis and combined with the quantitative design to evaluate the response.

3.2 Research Site and Participant

To obtain rich information in answering the research questions, the site and participant was undertaken at a business school in Bandung and involved learners of non-regular classes majored in accounting study program. The site was chosen by considering the situations and participants that were familiar and accessible for the researcher. Furthermore, because the students of this institution learn specific subjects thus it was assumed that they had specific needs of English. For that reason, it was in line with the aim of this research that is to investigate the students’ needs of English in order to propose an ESP-based syllabus.

This Business School has regular classes and non-regular classes which specify that English is one of the compulsory subjects to learn in three first semesters. The participants to be involved in investigating needs might include students, teachers, policy makers, and documents as it is proposed by Evans & John (1998) and Richards (2001). Therefore,
the source of information will be involved second and fourth semester students’; two English lecturers; a Head of Accounting Study Program; and the existing syllabus.

Because of the small population of students in this Business and Economy school, the researcher purposively selected 41 students of non-regular class to be involved in this research from the second semester (28 students) and fourth semester (15 students) ranging from age 19 to 40 year old. The involved students had been considered as the respondent since; they have had experience in working as a full-time employee; the second semester students have taken English 1 and already finished English 2 subject that is expected to have a fresh retention for the given materials during the meetings; and the fourth semester students have taken English 1, English 2, and English 3 subjects and have experienced internship. Thus, they were expected to give appropriate information whether the syllabus given met the needs and what type of syllabus was proper for them.

Two lecturers of English subject were also involved in this research. They have been teaching for about seven years. The information from lectures through questionnaire and interview could be gathered to find out their teaching experience, their perceptions to students’ needs, and their suggestions of proper materials and syllabus to be used during the course. The collected data could be used as a detail description of elements to propose an ESP-based syllabus for Business School students.

This research also involved a Head of Accounting Study Program in order to gather the information about the study program vision and mission and the expectation of the students’ mastery of English. The information was collected through interview.

3.3 Data Collection Method

In relation to the focus of the study, the researcher collected the data through questionnaire, interview, and document analysis since those three instruments can be used for collecting the data and information of needs analysis (Brown, 1995; Evans & John, 1998; Richards, 2001).

3.3.1 Questionnaire

Questionnaire was chosen as supported by Brown (1995) that written questionnaire can help since it is efficient for gathering information on a large scale and it can be designed to accomplish any of
the certain purposes such as biodata survey, opinion survey self-rating, and judgmental-rating. Questionnaire was frequently used in describing participants’ needs of English as it has done in mostly previous studies (Sari, 2012; Handayaningrum, 2013; Saefullah, 2013; Kosasih, 2015; Syahidah, 2016). There are two types of questionnaire were distributed i.e. for students and for lecturers. The questionnaire for students was designed in a form of close and open-ended questionnaire adapted by from Hutchinson & Waters (1987), Brown (1995), Evans & John (1998), Nation and Macalister (2010) and Richards (2001) for non-English background students’ needs analysis since the study was focused on the Business School students where most of them have not enough experience or specific background knowledge of English. Therefore, the questionnaire proposed by Richard was then used and modified based on the context of participants. Questionnaires were distributed to find out the information about students’ backgrounds, students’ perception to ESP, students’ expectations of how to learn English and students’ expectations of what they want at the end of the course. The second type of questionnaire was distributed for lecturers by using an open-ended questionnaire to gather the information about lecturers’ opinion and suggestion related to the students’ needs and the proposed syllabus.

3.3.2 Interview

Interview was conducted to gain information from the English lecturers concerning on their perceptions to ESP and following up the result of the questionnaire for lecturers; the Head of Accounting study program in order to find out whether the learners’ needs and materials had resembled the aim of the study program output. Interview is considered for gathering personal responses and views privately (Brown, 1995). Both interview and questionnaire were claimed to “allow the need analyst to explore people’s opinions of needs, difficulties, and the importance of language skills and areas (Basturkmen, 2010).”

3.3.3 Document Analysis

The third method to be employed was document analysis which used the syllabus of the English program as the document to find out whether it met the learners’ needs or not. In this analysis, the available English syllabus was analyzed by considering the students’ needs taken from the result of the needs analysis.
3.4 Procedures

The general procedures of this research followed the framework which discussed in chapter two i.e. the stages of proposing a final product of ESP based syllabus. The information was gained and focused on conducting analysis, and identifying goals and proposing an ESP syllabus. The validation of the proposed syllabus was based on the experts’ judgments. The steps were described below.

The first step was collecting data in order to gather the information in describing the environment analysis and needs analysis. Nation and Macalister (2010) in Saefullah (2013) mention that analyzing environment is aimed to identify students and lecturers, analyze the learning situation, and analyze the institutional goals. On the other hand, analyzing needs is aimed to identify attitudes, necessities, lacks, wants, and skills (Hutchinson & Waters, 1987; Nation & Macalister, 2010). In this stage, questionnaires, interview, and document analysis were used to gather the information related to identify the environment and needs analysis.

The questionnaires were distributed to 41 students in second and fourth semester and to two English lecturers. Concerning the site and participants, the adopted questionnaires were modified based on the context of this research.

After the data from questionnaire were gathered, the next step was organizing the data into some tabulation forms of coding the data to identify the data in detail. Then, the coded data were analyzed qualitatively and quantitatively. The result of the data was followed up by interviewing lecturers and Head of Accounting study program. The data collected from interview and document analysis were examined qualitatively and data collected from questionnaires were interpreted quantitatively. After the whole data were analyzed and interpreted, the information was used to answer the research questions of this study and to propose an ESP based-syllabus. The procedure of collecting and analyzing data was validated by considering the expert judgment.

3.5 Data Analysis

The data collected from questionnaire, interview and document analysis was analyzed qualitatively to find out specific needs for teaching and learning English. Then, the data was used for answering the questions of this research. The result of this study was expected to be a proposed ESP-based syllabus.

Data from questionnaire were in the form of respondents’ answer of the available multiple choice about their needs of English. This data
were categorized as the main data to give information in order to answer the research problem number one. These data were supported by the other data collection method to answer the research problem number two. Data gathered by questionnaire were categorized as needs analysis which described the environment analysis and needs analysis as stated in the theoretical framework of this research.

Data were summed up and put into percentage (%) in order to help the researcher in describing, analyzing, and interpreting the data. The result of the students’ needs were summed up and divided by the number of students as respondents which was indicated the both higher and lower needs. The result indication then were analyzed and interpreted to find out the present situational analysis of this study.

Data from interview to lecturers and head of accounting study program were in the form of recordings and researcher’s notes. The recordings were transcribed and analyzed as the supporting data to identify the students’ needs based on the target situation analysis. The result from these data were used as the consideration to formulate the goals of the course, identify the students’ needs, and propose an ESP-based syllabus.

Data from document analysis was used to gain information whether it was met the students’ needs and as the basic consideration to proposed an ESP-based syllabus. In analyzing the document, the guidelines were based on the students’ needs analysis from questionnaire supported by the interview to lecturers.

The analyzed and interpreted data were then used as the consideration to propose an ESP-based syllabus.