

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology that was conducted in the study. The methodology was built on the statement of the problems and the research questions presented in Chapter I. This discussion consists of the research design and data collection technique which covers site and respondents, instrumentation as well as data collection procedure. Data analysis is also provided to complete the explanation dealing with research methodology conducted in the study.

3.1 Research Design

This present study was conducted to answer the two research questions in respect of fifth graders' needs in learning English as a Foreign Language as perceived by the elementary school teachers and the junior high school teachers as well. The case being investigated was students' needs as perceived by both elementary school teachers and junior high school teachers which were reflected in four components of curriculum namely learning objectives, learning materials, methodology, as well as means of assessment. This current study demanded in depth points of view from the respondents taking part in the study. The data needed was dealing with teachers' experience during their teaching time inside and outside the classroom. Therefore, the investigation was conducted under qualitative design in which it presents a natural and 'holistic' picture of the phenomena being studied (Malik & Hamied, 2016, p.177). Dawson (2007, p.15) additionally believes that under a qualitative design, a study will also be able to explore behavior, attitudes, and experiences of those taking part in the study. In

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addition, respondents of this current study were required to interpret their students' general skills overview and needs in learning English as a Foreign Language. Thus, conducting the study under qualitative design is inevitable since it involves an interpretive naturalistic approach that defines phenomena being studied along with the meanings attached to it (Denzin & Lincoln, 1994, p.2).

3.2 Data Collection

3.2.1 Site and Respondents

The current study attempts to identify the needs of fifth graders in learning English as a Foreign Language as perceived by the elementary school teachers and junior high school teachers. Fifth graders became the primary focus in this study since there were more teaching and learning activities and drilling activities spent in this level compared to sixth graders who were focusing the study in national examination preparation or compared to fourth graders who were in the very early stage of English introduction. One subdistrict was chosen purposefully due to the fact that the majority of the public schools in that subdistrict offered English as their local content subject in spite of its status as a non compulsory subject. Additionally, according to Cohen, Manion, and Morrison (2005, p.98), access to the site and respondents becomes one of the considerations in which researchers are to make sure that the access is both permitted and practicable.

For the purpose of answering the aforementioned research questions, 17 teachers teaching English to fifth graders in 17 public elementary schools in one of the subdistricts in Cirebon participated in the study. Moreover, 5 English teachers from 2 junior high schools were also involved in the study. As it is inferred by Brown (1995), there are four big groups of people that may involve in a needs analysis namely the target group, the audience, the resource group, and needs analysts. The elementary school teachers served as the resource group who

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contributed as sources of information about the target group (the fifth graders). Meanwhile, the junior high school teachers acted as the audience who would eventually be required to act upon the analysis and resource group as well. Dealing with teachers' involvement as the main data contributor in this study, Ali and Salih (2013) assert that the insider analysts such as teachers are familiar to the target situation and the students and are close to their immediate needs that the analysis can be carried out effectively. Moreover, Nunan (1988, p.6) stated that most learners find it hard to articulate their needs and preferences and that it is unrealistic to ask them commenting upon particular approach they have never experienced. Additionally, teachers' involvement as key respondents in needs analysis had been proven possible to be conducted by Bruggink et al. (2013) and Bruggink, Meijer et al. (2014) who attempted to identify students' needs based on teachers' perception.

The rationale of having elementary school teachers in identifying fifth graders' needs in learning English as a Foreign Language was inevitable. Richards (2001) proposed that it is part of teachers' responsibility to conduct informal needs analysis towards their students. As the target population in this study was fifth graders, therefore, involving the elementary school teachers who had close access to the fifth graders' learning was inescapable. Meanwhile, junior high school teachers' involvement in the study had something to do with the preliminary data gained from the interview with the elementary school teachers. It was brought to light that the main purpose of offering English to fifth graders was to introduce and to prepare them as well in learning English further in higher level, which was in junior high school level. Therefore, junior high school teachers' involvement in this present study played role in crosschecking information towards students' needs in learning English. The aim of having them in the study, in specific, was to get to know the demand of skills and proficiency

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needed by the students in elementary school level to study English in junior high school level.

All in all, the respondents were chosen purposively based on certain criteria (Berg, 2001, p.32). Firstly, needs analysis had never been conducted in those schools. Therefore, this current study was expected to introduce needs analysis to the teachers as well as to the headmasters. Through this movement, it was hoped that awareness towards the significance of needs analysis could grow better. Furthermore, this study was also expected to give meaningful information for curriculum development in the schools. In addition, as it had been explained, in spite of its position as an elective subject in elementary school level, it was found out that the majority of the elementary schools in one of the subdistricts in Cirebon offered English in their learning. Thus, gathering specific information concerning students' needs as earlier as possible was expected to support students' improvement in their learning.

3.2.2 Instrumentation

Aiming at identifying students' needs, this current study used Richterich's (1975) definition of objective and subjective needs as its main framework. Objective needs are related to factual information about learners, dealing with their current language proficiency and their difficulties in English learning. Therefore, this present study attempted to investigate students' present skill in English learning as well as the difficulties they met during the learning process. Meanwhile, Richterich (ibid.) proposed that subjective needs deal with learners' cognitive and affective needs in the learning situation. Brindley (1989 in Setiawan, 2009) added that the information in respect of subjective needs are for example learners' personality, confidence, attitudes, learners' wants and expectation in learning as well as their preferred learning style and strategies. By

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referring to the aforementioned definitions, therefore, this study sought information dealing with students' preferred learning styles and teaching method. Additionally, this present study also employed Nation and Macalister's (2010) perspectives dealing with curriculum components as its framework in designing the instrument. The four curriculum components namely learning goals or objectives, learning materials, methodology, and means of assessment further acted as the major framework in the process of gathering the data.

Considering the frameworks applied in this current study, thus, the data in this study were collected through questionnaire in order to reveal students' needs in learning English as a Foreign Language as perceived by the teachers. Furthermore, interview was also conducted to gain more in depth data from the teachers. Class observation was also conducted to complete the process of data collection.

3.2.2.1 Questionnaire

Questionnaire was employed in this study for the purpose of exploring the respondents' general answers towards students' objective and subjective needs. A close-response item was chosen due to the questionnaire main purpose of collecting numerical data to determine the differences among items (Brown in Heigham & Croker, 2009, p.202). The questionnaire was begun with students' skills overview and further continued with four sections following the four components of curriculum; learning objectives, learning materials, methodology, and means of assessment. The items in the questionnaire in this current study were to be answered by the teachers using *Likert* scale with 'very often' (VO), 'often' (O), 'rarely' (R), and 'very rarely' (VR) rating of assessment. The questionnaire design that was presented to the respondents was shown in table 3.1 below.

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Table 3.1 Questionnaire Design

Skills Overview					
Listening					
No.	Statements	VO	O	R	VR
Reading					
No.	Statements	VO	O	R	VR
Speaking					
No.	Statements	VO	O	R	VR
Writing					
No.	Statements	VO	O	R	VR
PART 1: Learning Objectives					
No.	Statements	VO	O	R	VR
PART 2: Learning Materials					
No.	Statements	VO	O	R	VR
PART 3: Methodology					
No.	Statements	VO	O	R	VR
PART 4: Means of assessment					
No.	Statements	VO	O	R	VR

The questionnaire was distributed to 17 teachers in 17 elementary schools and 5 English teachers in 2 junior high schools in total. Furthermore, dealing with the items listed in the questionnaire, both elementary school and junior high school teachers had to answer 14 items of skills overview and 38 items

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dealing with curriculum components from part 1 until part 4. The questionnaire was distributed to the teachers in Bahasa Indonesia in order to ease them in answering. The questionnaire items used in the study were mainly adapted from Brown's (1995) *The Elements of Language Curriculum* and the research of Al-Hamlan and Baniabdelrahman (2015). Al-Hamlan and Baniabdelrahman (2015) conducted a study focusing on investigating the needs of second graders in the secondary schools in learning English in the Kingdom of Saudi Arabia. The research questions of their study covered: (1) The use of English for students' life, (2) Their language skills and knowledge in learning English, (3) Their difficulties in learning English, (4) Their favorable learning styles and teaching methods in learning English, and (5) Their suggestions in learning English. The foci owned by Al-Hamlan and Baniabdelrahman's study were spread out and chosen to fit the curriculum components.

3.2.2.2 Interview

Furthermore, to provide in depth answers, a semi standardized interview was conducted to both elementary school teachers and junior high school teachers. According to Berg (2001, p.70), semi standardized interview allows for a more dynamic moves in the interview process in order to get the intended data. In other words, semi standardized interview creates sufficient flexibility to discover some aspects and, where needed, to let the respondents lead in quite the same way as it happens in an open interview (Richards in Heigham & Croker, 2009, p.185-186).

The interview questions for the teachers were self-developed using the frameworks applied in the items of the questionnaire. Interviews with the elementary school and junior high school teachers were aimed at gathering deeper answers as a follow-up action following the answers collected through the questionnaire. In addition, interview sessions with junior high school teachers

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were also employed for the purpose of gaining the data towards students' demanded skill in junior high school level. This information further accomplished the gap between students' present skill and students' target situation.

The face-to-face interview was conducted to 5 among 17 elementary school teachers. They were chosen due to their length of teaching experience. 2 teachers with more than 15 years teaching experience and 3 teachers with less than 5 years teaching experience contributed in the study. This length of teaching experience became the rationale to crosscheck whether there was any significant different between those with high hours teaching experience and those who considered new in English teaching. Furthermore, 2 among 5 junior high school teachers were also involved in the study. They were selected purposefully due to the status of schools they were teaching. Each of the teachers came from public and private junior high school. The selection was taken to see if there was any major different perception between teachers teaching English in public and private junior high schools in addressing students' needs.

The interviews were conducted in Bahasa Indonesia to ease the process of gaining the intended data. There were 7 different guiding questions for both elementary school and junior high school teachers. Before conducting the interview session, permission was asked to all of the respondents whether it was allowed or not to record the whole interview session using audio recorder.

3.2.2.3 Observation

In addition to the two methods employed in the study, it seemed reasonable to conduct observation to complete the data collection. Observation according to Schwartz and Jacobs (1979 in Hatch, 2002) was conducted to “understand from the participants' point of view what motivated the participants to do what the researcher has observed them doing and what these acts meant at

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the time” (p.72). In this current study, the observation further validated the respondents’ answers in both questionnaire and interview session. Cowie (in Heigham & Croker, 2009, p.168) asserts that observation is used to triangulate or give further evidence for a research study. In other words, this instrument acted as a comprehensive means in validating the previously conducted instruments.

Participant observation was conducted in this current study where the researcher involved herself into the community in which the action was planned and intended to add to knowledge (Dawson, 2007, p.105). In gathering the data, a written record was done during the observation session. This way was chosen instead of video recording to lessen the drawback of participant observation in which the respondents might behave differently knowing that they were being observed (Malik & Hamied, 2016, p.189).

In order to get the intended data, the observation session was conducted in 1 elementary school and was scheduled to be 4 times in 4 weeks meeting. The school was chosen purposively based on several conditions. First, from 5 elementary school teachers participating in the interview session, the teacher teaching English in that school was the only bachelor English education graduate. The teacher was purposefully hired by the school to teach English merely to students from third until sixth grade. The rest 4 teachers were home-class teachers. Yet, she taught English in specific to the classes and not teaching other subjects. Therefore, it considered interesting to have a look at how English teaching and learning was conducted in an elementary school class taught by an English education graduate teacher. Second, considering the answer from the interview sessions, it was found out that the majority of teachers stated that their students had problems dealing with vocabulary. Most of them admitted that memorizing was the way out to cover the issue. However, it was revealed that the teacher in that chosen school did not use the same way as others did. Due to those

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reasons, the school was chosen to be observed to gain a more in depth data dealing with the students' needs.

3.2.3 Data Collection Procedure

In collecting the data, several steps were taken to answer the research questions of the study. Firstly, the prepared questionnaire was piloted in one elementary school so as to seek what components in the questionnaire that were quite hard or hindered the respondents in answering them. Then, once the questionnaire had already been fixed, it was distributed to 17 elementary school teachers in 17 elementary schools as well as to 5 English teachers in 2 junior high schools.

After the questionnaire had been completed and the data been gathered, the data were calculated by finding out the means of each section to get a general picture of students' needs as perceived by the teachers. The result from this first instrument was further used as the basis in gathering more information later in the interview. Then, the face-to-face interviews with the elementary school teachers as well as with the junior high school teachers were held by recording the process of the interview. The data from the interview were transcribed to get in depth information concerning the previous data from the questionnaire.

In the end, classroom observation was conducted so as to validate the answers gained from both the questionnaire and the interview. The result of the observation further drew final conclusion to the study. After all the result of needs analysis had been drawn, appropriate and suitable learning objectives, learning materials, methodology as well as means of assessment were identified.

3.3 Data Analysis

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In analyzing the data, firstly, data from the questionnaire were analyzed to get the means of each section in the research questions. Each rate in the *Likert* scale was valued; very often (VO) was valued 4, often (O) was valued 3 point, rarely (R) owned 2 point, while very rarely (VR) was valued 1 point. All of the teachers' answers were listed and then the means of each section were calculated to get the rank of the items that the teachers mostly concerned with as their students' needs. The calculation of each section was presented in the form of table below. After that, the data were described to answer the research question. Furthermore, those data were compared with the data gained from the interview and the classroom observation. Then, all of the result coming from needs analysis became the guideline in identifying students' needs as reflected in learning objectives, learning materials, methodology, and means of assessment. Theories in respect of needs analysis, curriculum, and syllabus design were employed as core frameworks in interpreting the gathered data to identify students' needs in learning English as a Foreign Language.

Table 3.2 Data Presentation

No.	Statements		VO	O	R	VR	Mean	Rank
1.		F						
		%						
2.		F						
		%						
3.		F						
		%						
MEAN								

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