

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the discussion of the methodological aspects of the present study. It particularly deals with some aspects which are related to research design, research site, participants, research methods, data collection techniques, and techniques for analyzing data.

3.1 Research Design

This study employs a qualitative research design. According to Merriam (1988:9) "a case study is a detailed examination of one setting if a single subject a single depository or document or one particular event a person, a process, and an institution or a social group." Merriam (1988:204) also says "that a qualitative study is an intensive, holistic descriptions, and analysis of a single instance, phenomenon, or social unit". It is used because the writer is interested in the process, meaning and understanding of the phenomenon. It is also descriptive and largely inductive.

Based on the statements above, it is clear that the use of qualitative case study is to know, to describe, and to analyze. In this case the materials are given to students, the problems they face, and to solve the problems. The problems focused on what appropriate materials the lecturer gave to students, how she or he

explained the lesson and developed suitable materials, how the syllabus is developed, and what the students' opinion on the syllabus are.

3.2 Research Site

This research is conducted at Institute of Higher Education of Economics in Bandung on academic year 2006/2007. This institution have three departments, they are Finance and Banking, Accounting, and Management Department. The researcher only chose the Finance and Banking, and Accounting Department because it focuses on English Subject for four credits units including Laboratory Class. English is taught as a compulsory subject whose goal is to help the students to be able to communicate in English and to find out some terms of Economics English in relation to their department. According to the lecturer that has been teaching for years, he/she identified that some students experienced some difficulties in understanding reading passages in the class activities and the scores they got were fair, therefore, it is reasonable to choose this institution as the site of the study.

1.3. Participants of the Study

The participants of this study are most the students of Accounting Department and Finance and Banking Department of the Institution of Higher Education of Economics in Bandung on academic year 2006/2007 that consists of 65 students. These students have different levels of English proficiency (excellent,

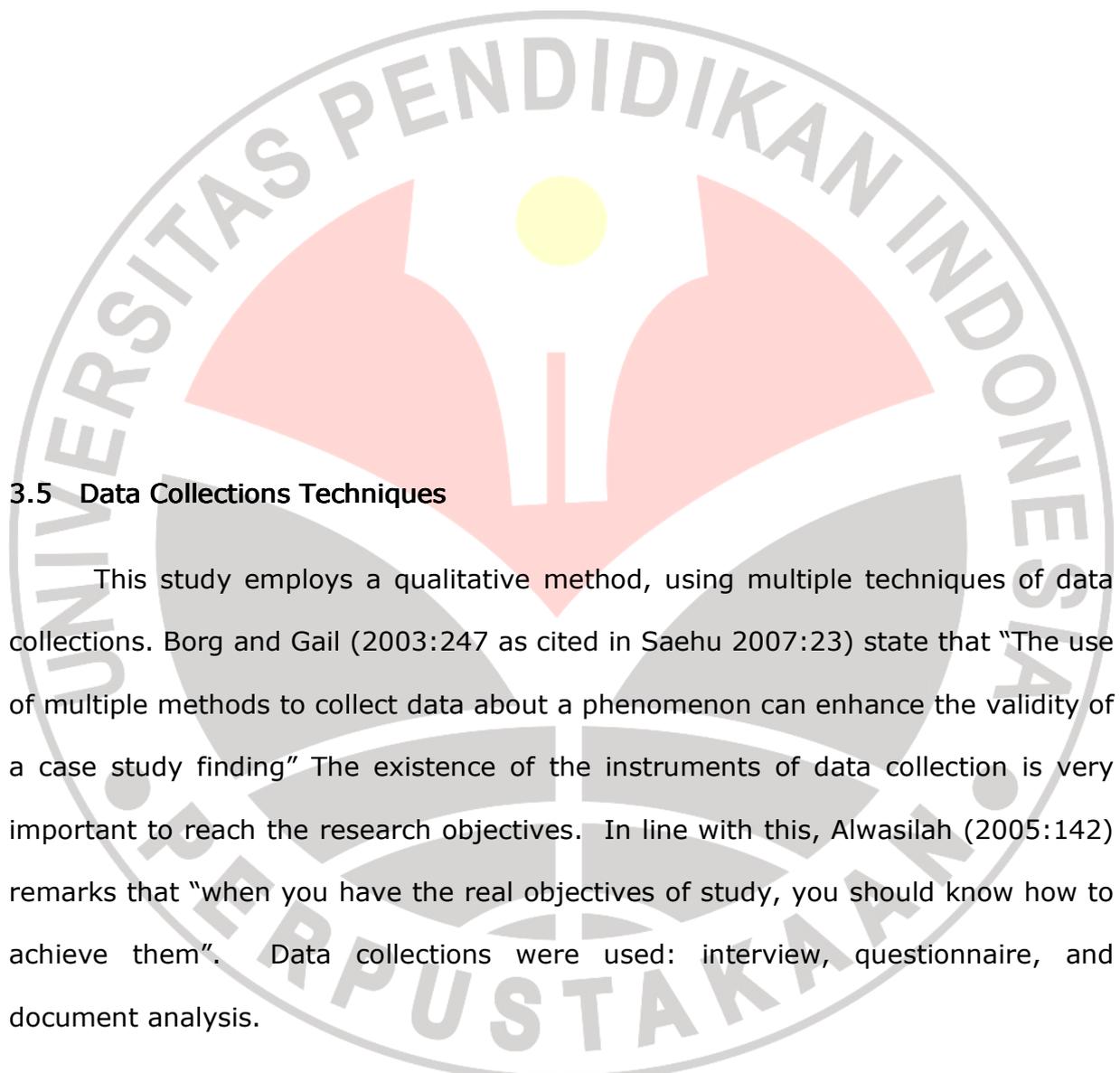
good, and fair), they have the same opportunity to answer the questionnaire and interview. Then, the researcher chooses seven of them purposively as a sample. This is in line with Patton in Maxwell (1990:24) that "seven students were selected to form purposeful sample".

McMillan and Schumacher (2002:41) add that, "purposeful sampling is done to increase the utility of information".



3.4 Research Methodology





3.5 Data Collections Techniques

This study employs a qualitative method, using multiple techniques of data collections. Borg and Gail (2003:247 as cited in Saehu 2007:23) state that "The use of multiple methods to collect data about a phenomenon can enhance the validity of a case study finding" The existence of the instruments of data collection is very important to reach the research objectives. In line with this, Alwasilah (2005:142) remarks that "when you have the real objectives of study, you should know how to achieve them". Data collections were used: interview, questionnaire, and document analysis.

Before the data gathering process, a preliminary research was conducted to students of the same institution that has got their English subject to get an initial overview about students' needs, materials provided, syllabus development, and

students' opinion on syllabus. This preliminary research was done by randomly distributing questionnaire and interviewing the students who were not included in the major study.

3.5.1 Questionnaire

Labaw (1980:12) explains "Questionnaire is a written interview". Questionnaire items, in terms of students' needs in learning English materials, were given to 65 second year students from two departments: the Finance and Banking, and Accounting Department. It is expected to gain comprehensive information of students' needs in learning English materials, besides data from interview.

Each section of the questionnaire served a different purpose and all the answers used scale: important, less important, un-important. In the first section, students were then asked to rate the importance of the four language skills. In the second section, the students were asked to rate the importance of a range of specific tasks in the academic and professional domains. In the section on self rating of language ability, the stem read, "How would you rate yourself in terms of the following skills?"

3.5.2 Interview

According to Kvale (1996:5) "an interview whose purpose is to obtain description of the life world the interviewee with respect to interpreting the meaning of the described phenomena". Stainback (1988: 87 as cited in Marjito

2007: 26), "interviewing provides a researcher, a mean to gain a deeper understanding of how the participants interpret a situation or phenomenon that can be gained through observation". In addition, Maxwell (1996:89 cited in Abdurahman 2007:14) states that "interview is one of the valuable ways to get the description of actions and events". Also interviews were done in the Library of this institution to two Banking Department students who have once learnt English for two semesters to confirm the question items whether they needed to be added or deleted.

Afterwards, the real interviews were conducted to seven respondents 8 times intensively from April 23 to June 14, 2008 to know their needs in learning English, either in connection with their academic studies or their future profession; to explore the syllabus development; and to know the students' opinion on the syllabus. In addition, they were also asked to set the language skills priority to be learnt. The interviews were in the form of semi structured that lasted for 10 to 15 minutes each. The interviews were initiated with open ended questions and the interviews were recorded so that all the interviewees' statement can be written and reanalyzed after interviews. Each interview occurred at a place and time convenient for each respondent. Some interviews were conducted at respondents' homes and the others were conducted at the university area.

3.5.3 Document Analysis

Merriam (1988:201) states: "Documents—broadly defined to include public records, personal papers, physical traces, and artifacts—are a third major source of

data in case study research". They were used especially to corroborate and augment evidence for other sources. In this research, the documents studies were the materials used by the lecturers in the teaching-learning process for second semester.

The materials which could be readily gained directly from the lecturers were then described and analyzed to find out whether the materials provided were able to accommodate the students' needs in learning English. Thus, the points to be focused on the materials analysis are something concerning the language function, reading text, speaking ability and writing ability.

3.6 Data Analysis Techniques

Bogdan and Biken (1992:153) say that "data analysis needs the systematic search and organization of data obtained from interviews and notes to increase the researcher's understanding of the problem being explored". The data of this study were analyzed through qualitative data analysis. As stated by Alwasilah (2003:145) "the analysis of the data must be conducted as soon as they are collected". Data analysis was done over and after the course of the research program. It was done on the basis of the research questions stated in chapter one. They were classified into four central themes. Firstly, the students' needs in learning four subject language skills, Secondly, the materials provided to students, syllabus development and students' opinion to its syllabus.

To find out the students' needs in learning four subject language skills (listening, speaking, reading, writing), the analysis has been limited to the three areas. These three areas are the importance of different needs to learn in four language skills, learners' needs in line with academic studies, and students' needs in line with future profession. Meanwhile, to get the information whether the students' needs in learning English materials are accommodated by providing English materials, the data was gathered from document analysis which was grouped based on the main points of view. In this case, they were divided into four areas, namely language function, reading text, speaking materials, and writing materials.

The data collected from various sources and instruments were categorized and analyzed. As stated by Gleme and Peshkin (1992:127) that :

Data involves organizing what you have seen, heard, and so that you can make sense of what you have learned. Working with the data, you create explanations, pose hypotheses, develop theories, and link your story to other stories. To do so, you must categorize, synthesize, search for patterns, and interpret the data you have collected.

According to Merriam (1988:133), "The data categories were then developed into sub-categories from the consistency of findings". As can be seen in the table 3.1 the results of the data are classified into the following categories.

Table 3.2

Categorization of the Data Analysis

| Research questions | Categories | Sub-Categories |
|--|--------------------|---|
| What are students' needs in learning English materials for developing their skill? | Learners' needs | <ol style="list-style-type: none">1. The importance of different needs to learn in four language skills.2. The learners' needs in line with academic studies.3. The learners' needs in line with future profession. |
| Are their needs accommodated by the school syllabus? | Materials provided | <ol style="list-style-type: none">1. Language functions2. Reading texts3. Listening skill4. Speaking5. Writing |

| | | |
|---|---------------------------|--|
| How has the syllabus been developed to produce the materials to meet their needs? | Teaching learning process | Syllabus development |
| What are students' perceptions about the syllabus? | Students' opinions | <ol style="list-style-type: none"> 1. What syllabus are 2. Students' perceptions on syllabus |

3.7 Validity

To validate the data, trustworthiness was established to determine the accuracy and the believability of the result of the study. Maxwell (1994:157) states that: "validity rests on the data collection and analysis techniques". This is in line with McMillan and Schumacher's statement (2001:107) that "qualitative researchers use many strategies to enhance validity". Thus, a number of techniques were used to ensure the trustworthiness, such as triangulation and member checks.

3.8 Triangulation

Merriam (1988:169) argues that "Triangulation is using multiple methods of gathering data and multiple sources data to confirm the emerging findings". To ensure the validity of data, interview transcripts, questionnaire, and document analysis were triangulated. The process of triangulation was done by cross

checking the answers of the participants with their statements about learners' needs and materials provided.

3.9 Member Checking

The next step of validity is member checking. Merriam (1988:169) states "It is taking data and interpretation back to people from whom they were derived and asking them if the results are plausible". Referring to Merriam's statement, as data collection progressed, member checking by taking data and interpretation back to the respondents and asking them to check whether all the data transcribed and interpreted were the same as and in line with what they had said. Having all respondents received and brought the interview transcripts and interpretations to be read in their own home, they agreed to all interview transcripts and interpretations.

3.10 Concluding Remarks

This chapter has discussed methodology of the research, which used qualitative design and employed case study as its method and approach. The data collected through questionnaire, interview, and document analysis were analyzed. The validity of the research was maintained by means of triangulation process and member checking. The analysis of the findings will be elaborated on the next chapter.

