CHAPTER III

METHODOLOGY

Methodology is very essential step of the investigation. The present chapter accordingly will try to discuss the research methodology which deals with (1) research questions, (2) purposes of the study, (3) participants, (4) research location, (5) research design, (6) data collection, and (7) data analysis.

3.1 Research Questions

As indicated earlier in this thesis, this study is focused on the English teaching program in the research site, a tertiary institution focusing on social work education. The study attempted to address the following questions:

1. What teaching materials do the lecturers provide for the students?
2. What methods are used by the lecturers?
3. What are the students' needs in the English teaching?

3.2 Purposes of the Study

On the basis of the above questions, the investigation is intended to meet the following purposes:

1. To describe the teaching materials provided for the students;
2. To describe the methods used by the lecturer; and
3. To find out the students' needs in the English teaching.

3.3 Participants

Participants involved in this study were not only the students and the English lecturers but also the non-English lecturers and the authorities in the research site. Their involvement was very useful because they could provide more constructive ideas to support the primary data taken from the students as well as the English lecturers. The two English lecturers, 10 students, 10 non-English lecturers and five authorities in the research site were asked to be interviewed.

The students chosen in this investigation were those in the academic year 2002. They had the same opportunity to be selected provided that they could provide information needed. Besides that, they were really the students taught by the two English lecturers. The non-English lecturers selected were those who have been teaching for more than ten years and were willing to be interviewed as well as could give the information required. The five authorities in the research site were the Chairman of the institution, the Deputy I, II, III, and the Head of Education Division.

3.4 Research Location

The study was conducted in one of tertiary institutions located at Jl. Ir. H. Juanda 367 Bandung. It is an educational institution not under the Department of National Education but the Department of Social Affairs. It has been the pioneer of social work education in Indonesia established in 1964 as the organized improvement of one and two year social welfare courses which had been run since 1957. Initially, the institution was conducting a *Sarjana Muda* Program until 1970, and since 1971 it has organized a *Sarjana* Program until 1988. Based

upon Ministry of National Education policy, since 1989 it has been running a four year diploma.

The researcher has chosen this college for her research location because of at least two reasons. First, she teaches here so that she can find the data easily. Second, hopefully that the implication of her conduct of study can provide improvement of the English teaching at the research site.

3.5 Research Design

This study represents a qualitative research design because it wants to describe the situations or events in a natural setting. This is in line with what Mc Millan (cited in Idarafni, 2003:18) states that qualitative research is carried out in natural setting. In this study, the focus is on the English teaching program implemented in the research site.

Regarding qualitative research, Cresswell (1998:15) states that qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting. Whereas Maxwell (1996:17) emphasizes, that qualitative researchers typically study a relatively small number of individuals or situations and preserve the individuality of each of these in their analyses, rather than collecting data from large samples and aggregating the data across individuals or situations. Thus, they are able to understand how events, actions, and meanings are shaped by the unique circumstances in which these occur.

Some qualitative research methodologists (e.g., Lincoln & Guba, 1985; Patton, 1990; Bogdan & Bilked, 1992; Gleans & Peshkin, 1992; in Mustafa, 2000) have identified several philosophical assumptions supporting qualitative research approach:

> First, reality (or knowledge) is socially constructed. As reality (or knowledge) is a construction, there can be multiple realities in this world. Second, since reality (or knowledge) is cognitively constructed (in our minds), it is then inseparable from us, the researchers. In other words, we cannot separate what we know from ourselves. This also means that we can (only) understand particular constructions symbolically, especially through language. Third, all entities (including human beings) are always in a state of mutual, simultaneous shaping. It is therefore impossible to clearly distinguish causes from effects. Fourth, since the researcher cannot be separated from the researched, it follows that inquiry is always value-bound (page 2).

By this study the researcher wants to obtain the factual and deep data about the teaching materials provided for the students, the methods used by the lecturer, and the students' need in the English teaching program in the research site. Accordingly, in order to ascertain information or data from various sources, the researcher did observation, interview, administered some questionnaire, and analyzed the document.

This study used a case study, which according to Cresswell (1998:61) is an exploration of a bounded system or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context". A bounded system, Cresswell further states, means that the investigated case is limited by the period of time and place. The case can be a program, an event, an activity or individuals, like multiple programs or multi-site research, or single program (within-site). The multiple sources are obtained from observation, interview, audio-visual, document and reports. While "case context" meant here involves situation where the case occurs, either physical setting, social,

history and/or economy. The research focus can be on the case due to its uniqueness needs to be investigated or issues.

A case study is considered appropriate for this study because the researcher wants to obtain the information or data of the English teaching in the research site especially in the academic year 2002 as deep as possible from the small samples through various sources.

3.6 Data Collection

In the present study, the data were collected through some procedures namely (a) the observation, (b) the interview, (c) the document, and the questionnaire.

1. Observation

Maxwell (1996:76) states that observation often enables the researcher to draw inferences of someone's meaning and perspective that she could not obtain by relying exclusively on interview data.

The observation was conducted six times. Through the six times observation the researcher could know how the lecturers carried out the activities, the method they used, the students' involvement in the whole activities, and what the students did during the class activities. The lecturers, however, did not allow their classes to be video-recorded. Therefore, the researcher tried to make the field notes of the activities of the students and the lecturers that can be found in the appendix.

2. Interview

According to Maxwell (1996:76), interviewing can be a valuable way (the only way, for events that took place in the past or ones to which you cannot gain

observational access) of gaining a description of actions and events. Those can provide additional information that was missed in observation and can be used to check accuracy of the observation. The interview results were expected to be useful at the preliminary stage of designing a questionnaire to help get a sense of what topics and issues can be focused on in the questionnaire

The interviews were conducted in 2004. The English lecturers, the students, the non-English lecturers, and the authorities in the research site were interviewed and all interviews were recorded. To ascertain a more in-depth exploration of issues of the English teaching program in the research site, the researcher posed open-ended questions. The synthesis of interviews can be found in the appendix.

3. Document

In addition, the researcher gathered additional information from documents. This aimed to complete the information or the data, especially pertaining to the syllabus and the teaching materials. The teaching materials consulted were those from both English lecturers who prepared and used different materials. Meanwhile, the existing syllabus was obtained from the academic division (BAAK).

4. Questionnaire

Questionnaires are one of the most common instruments used. They can be used to elicit information about many different kinds of issues, such as language use,

communication difficulties, preferred learning styles, preferred classroom activities, and attitudes and beliefs (Richards, 2001:60). Questionnaires used are based on a set of structured items (in which the respondent chooses from a limited number of responses) administered to 58 students.

3.7 Data Analysis

As already mentioned previously, the data were derived from observations, interviews, and documents. The data from those sources were recorded, transcribed, classified, analyzed, and finally interpreted. The classification of the data is (1) The teaching materials, (2) The methods, and (3) The students' needs.

The steps of data analysis are proposed by Creswell (1994:153) who states that in qualitative analysis several simultaneous activities engage the attention of the researcher: collecting information from the field, sorting the information into categories, formatting the information into a story or picture, and actually writing the qualitative text (Creswell, 1994:153). The initial step in qualitative analysis was reading the interview transcript, observational notes or documents that are to be analyzed (Maxwell, 1996:78).

The data from observations were analyzed to identify the teaching materials provided for the students and the methods used by the lecturers. Data from the classroom observations were also used to examine teaching-learning activities or what the lecturer did and what the students did. Interview data were analyzed to identify the teaching materials provided for the students and the methods used by the lecturers, and the students' need in the English teaching. The documents analysis was used to reveal the teaching materials provided by the

lecturers and also the method. The questionnaire data were analyzed to find out the students' needs in the English teaching program in the research site.

It has been described that this study used a qualitative research with a case study method. This study investigated a single case that is the teaching of English in a tertiary institution majoring on social work education. In order to get in-depth information, the data were generated from small samples through various ways of data collection. The data gathered were analyzed based on the steps of analyzing data.

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Ultimately, to simplify the whole process of this investigation, the research procedure is illustrated in the following diagram:

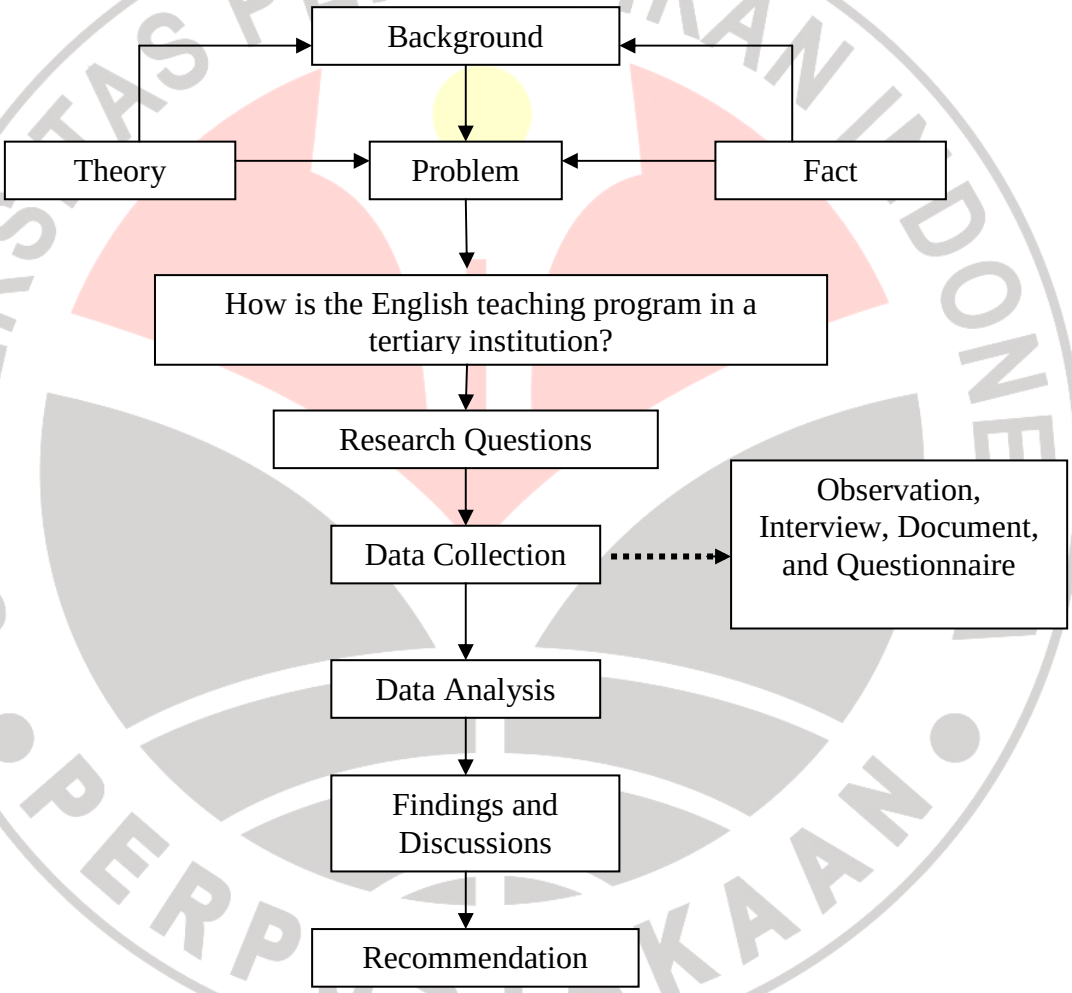

Figure: 3.1 A Research Procedure

An Investigation of the English Teaching in a Tertiary Institution