

CHAPTER III METHODOLOGY

This chapter will deal with the methods given to analyze on the statement of problems. This chapter will also explore the research methodology to do with (1), setting and participants, and (2) research method concerning with research design, data collection technique, and data analysis.

3.1 Setting and Participants

This study was conducted at Islamic Education Department of The Faculty of Tarbiyah and Training of *Sunan Gunung Djati* State Islamic University Bandung located at Jl. A. H. Nasution 105 Ujung Beurung Bandung. Islamic Education Department is one of departments of Faculty of Tarbiyah and Teachers Training. It officially was established in 1968 with the issuing of the Department of Religious Affairs Decree No. 57/1968. The Faculty of Tarbiyah and Teacher Training has seven departments, namely Islamic Education, Islamic Education Studies, Arabic Education, English Education, Mathematics Education, Biology Education, and Chemistry Education. Besides the Faculty of Tarbiyah and Teachers Training has diploma programs that aim at producing diploma graduates of professional teaching at kindergartens and elementary schools and teaching certificate program IV that aims to provide graduates of non-education department to become professional teaching.

The researcher has chosen this faculty for his research setting because of at least four main reasons. First, the researcher is the English lecturer in that university so he would not find any difficulties in gaining the data. Secondly, it is expected that this study will be of significance in the sense that its findings can encourage both institution and lecturers to fully understand the learning problems faced by students. Third, the researcher has chosen that department due to the largest number of students at UIN *Sunan Gunung Djati Bandung*. Fourth, hopefully, that the impact of his conduct of study can enhance the English teaching at the research site.

This study was not aimed at surveying all lecturers and students who were studying at The Faculty of Tarbiyah and Teachers Training of *Sunan Gunung Djati State Islamic University Bandung*; rather, it was intended to investigate English lecturers and students who were studying English as stipulated general course in Islamic Education Departments. The participants were selected randomly. The primary data were taken from the students as well as the English lectures. The three English lectures were asked to be interviewed. Fifty six students were required to fill out questionnaire. Additionally, the two authorities in the research site were the Dean Assistance 1 and the Head of Islamic Education Department.

The students chosen were those who were taking English as a stipulated general course, academic year 2006/2007. Beside that, they were really the students taught by the three English lectures and had the same opportunity to be selected provided that they could provide lucid information needed.

3.2 Research Method

The research method used in this study was a qualitative research because researcher wants to describe the situation or events in a natural setting. It is in line with what Mc Millan (1992:214) states that qualitative research is carried out in natural setting. It is taken from one kind of descriptive research, e.g.; a case study. (Bogdan and Biklen, 1992, in Mustafa, 2000) say, "a case study is a detailed information of one setting, or one single subject, or one single depository of document or one particular event". In this case, its focus is on ESP in English language teaching material in Islamic Education Departments of the Faculty of Tarbiyah and Teacher Training of Sate Islamic University.

In this present study, the research method was conducted through some procedures namely (a) research design, (b) data collection technique, (c) data analysis.

3.2.1 Research Design

As mentioned previously, that this study represents a qualitative research design, specifically a case study. According to Maxwell (1996:17), there are five main research purposes for which qualitative studies are especially suited:

- 1) Understanding the meaning, for participants in the study of the events, situations, and action they are involved with and of the accounts that they give of their lives and experiences.
- 2) Understanding the particular context within which the participants act, and the influence that this context has on their actions.
- 3) Identifying unanticipated phenomena and influences, and generating new grounded theories about the latter.
- 4) Understanding the process by which events and action take place.
- 5) Developing causal explanations.

In this case, the study focuses on a specific event, namely the implementation of English for Specific Purposes in Islamic Education Departments of the *Tarbiyah* Faculty and Teachers Training. The researcher wants to know the fact and phenomena about teaching English materials as a stipulated one, teaching learning process, and students' needs in learning English.

3.2.2. Data Collection Techniques

Data gathered in this research were mainly descriptive data. These data were obtained from questionnaire, interview, observation, and document. The questionnaire covered the questions regarding the teaching English materials, teaching learning process, evaluation, and students' needs in learning. The interview and observation were conducted in order to corroborate the result of the questionnaire. Meanwhile, document was intended to check out with the result of the interview.

a. Questionnaire

According to Richards (2001:60) questionnaire is one of the most common instruments used to elicit information about many different kinds of issues, such as language use, preferred learning style, preferred classroom activities, and attitudes and beliefs. The instrument used in this study to obtain the required data and information was questionnaire which were addressed to 56 students taking English course at Islamic Education Departments of the *Tarbiyah* Faculty and Teachers Training of *UIN Sunan Gunung Djati Bandung*. The

questionnaire was constructed in such way that was based on closed forms and open-end items in order to cover the data needed.

The questionnaire was divided into three main sections: a) teaching materials, b) teaching learning process, and c) students' need in learning English. Additionally, the researcher made a section that was provided to get comments and impressions which are related to teaching - learning process in research site.

b. Interview

The purpose of the interview is to obtain information by actually talking to subject. Interview can be a valuable way of gaining a description of actions and events (Maxwell, 1996:76). The researcher interviewed the three English lectures in order to confirm the information obtained from the questionnaire. The researcher posed open-ended questions, he used tape recorder to record their response to the implementation of English for Specific Purposes, so that he could analyze the data easily and comprehensively.

c. Observation

The purpose of observation is for examining a phenomenon or behavior while it is going on. Sudjana (1989: 109) gives further information about observation. He states that

"Observasi sebagai alat pengumpul data banyak digunakan untuk mengukur tingkah laku individu ataupun proses terjadinya suatu kegiatan yang dapat diamati baik dalam situasi sebenarnya maupun dalam situasi buatan" (Observation is as an instrument of collecting data which is used to measure individual behavior or activities process, which can be observed whether in real situation or articulation situation).

The observation was conducted seven times. It was intended to know how the lecturers acted out their whole activities from opening till closing. It is also to see further the students' involvement, and what students did during the class activities. To get the data needed, the researcher used observation form of lecturers' performance in the classroom consisted of preparation, presentation, methods, personal characteristics, and lecturer/student interaction (Brown, 1994:432-434). Brown's observational form was chosen for some reasons. Firstly, this form provides guidance for the researcher to assess way of teaching from all complete aspects and all sides of skills of teaching a teacher should have. Through this form, Brown (1994) has explained the characteristics of good language-teaching which covers aspects of (a) technical knowledge: understanding linguistic system, grasping principles of language learning and teaching, having fluent competence, knowing through experience what it is like to learn a foreign language; (b) pedagogical skills: having well-thought, informed approach to language teaching, understanding and using a wide variety of techniques, designing and executing lesson plans, stimulating interaction, cooperation, and teamwork in the classroom, creatively adapting materials and other audio, visual, and mechanical aids; (c) interpersonal skills: sensitive to students' cultural tradition, enjoy people; (d) personal qualities: well organize, flexible, maintaining an inquisitive mind in trying out new ways of teaching. By using this form, the researcher expected that he would get more thorough data, specifically data from the observation.

Secondly, Brown (1994) provides not only the observational form, but also the guidance to analyze the findings as the observation result. Frankly, it helps the researcher to be more focused in doing data analysis. The form can be seen in appendix 3.

The researcher is the English lecturer in the institution so he did not find any difficulties in observing the students' activities during their lecturing. This observation would confirm the result of the questionnaire and the interview.

d. Documents

To get the data required more accurately, the researcher also gathered additional information from documents. It was intended to complete information or data, particularly pertaining to English syllabus, teaching materials. Teaching materials were obtained from English lectures. Meanwhile, the syllabus was obtained from academic affair. Those data were analyzed their relevance and appropriateness to the English for Specific Purposes then.

3.2.3. Data Analysis

The method of data analysis used in this study was a qualitative research with a case study method. The initial step in qualitative analysis is reading the interview transcript, observation notes or documents that are to be analyzed (Maxwell, 1996:78). The observation data were categorized into several central themes: (1) the picture of teaching ESP conducted by the teachers in the research site, (2) the materials provided by the teachers, and (3) students' needs.

Meanwhile, the data from interview and questionnaire as well as observation were going to be sorted, coded, and formatted into a story or picture, as Creswell (1994:153) suggested.

The triangulation was used to get the 'soundness' of the gained data. Basically, the central themes would be the main focus and guide of the discussion. To be clearer, the questionnaire data were analyzed to find out the students' needs in the teaching English materials in the research site. The data gained from interview were analyzed to confirm the result of the observation. The data gained from observation were analyzed to identify teaching learning process concerning with teaching materials provided, method employed, by lectures, and what the students did. Meanwhile, document analysis was used to match English syllabus provided by lectures.

3.3 Summary

In brief, the analysis of the data were based on the central themes as written in the research questions covering (1) the picture of teaching of ESP conducted by the teachers, (2) the materials provided by the teachers, and (3) the analysis of the students' need. The triangulation was done in order to compel the data obtained from observation, questionnaire, interview and documents.