

## CHAPTER III

### METHODOLOGY

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

This study used a qualitative design by employing a case study. Three instruments of data collection methods: interviews, syllabus, and materials were used to collect data and information to answer the research questions.

#### 3.1. Research Site

The research was conducted at Higher Education Institution of Computer Science in Bandung. It is a private higher education institution which has two shift classes, regular class (08.00 – 14.00) and employees class (17.00 – 21.00) and three departments: *Manajemen Informatika*, *Teknik Informatika*, and *Komputerisasi Akuntansi*. Meanwhile, for teaching English process, three departments are commonly organized to be one and the size of a class range 40-50 students.

The major reasons why this higher education were chosen, were as follow: *first*, the researcher has been teaching English at research site for 7 years, so it is quiet easy to cooperate with the students and their English lecturer. *Second*, he had a lot of teaching experience in connection with computer science so well that it is undoubted anymore that HECS is reasonable for him to conduct the research. *Third*, each of department has been accredited by *BAN PT*. *Fourth*, he appeals that the implication of his research is able

to provide improvement of designing either syllabus or materials at the research site and the like.

### **3.2 Participants of the Study**

In this study six participants were involved. They are students from three departments (*Manajemen Informatika*, *Komputerisasi Akuntansi*, and *Manajemen Informatika*) who has different level of English proficiency (good, middle, low) at HECS. Three participants are from regular class, and the rest of them are taken from employee class in this investigation and they were those in the academic year 2004 - 2005. Then, they had the same opportunity to answer researchers' questions and be able to provide information needed.

### **3.3 Data Collection Techniques**

Collecting the data, researcher used qualitative research method and this study employed two techniques for collecting data, namely (1) interview and (2) documentation. Interview and documentation were the main resources of data and each of them will be described below.

#### **3.3.1 Interviews**

Interviews were conducted on March 22, 23, 24, 2007 after and before class at research site. The six participants were interviewed concerning the needs of students in learning English. There are the importance of a number of sub skills in the four language

skills, students' need on grammar, students' need on reading, and students' need on speaking.

The interview were conducted in the form of semi structured that lasted for 20 to 25 minutes each. The interview were initiated with open ended questions and the interview were recorded so that all the interviewees' statement can be recorded and reanalyzed after interview.

### **3.3.2 Documentation**

It deals with collecting data from documentation, the syllabus and materials were used by the teachers in the teaching - learning process for the first and the second English in the class, then they were considered as syllabus and materials documentation. They were described and analyzed in terms of their relevance to students' need. Meanwhile, the only the first and the second. syllabus and materials were obtained directly from the lecturer who involved in teaching.

### **3.4 Data Analysis Techniques**

The data of this research were analyzed through qualitative data analysis. Having obtained the data from interviews, documentation (syllabus and materials), then, the researcher immediately conducted to analyze the data. All the data were analyzed on the basis of the research questions stated in chapter 1 and were classified into two central themes. First, Students' needs in learning English which cover the importance of a number of sub skills in the four language skills, students' needs on grammar, students'

needs on reading, and students' needs on speaking. Second, the relevance students' need to syllabus and materials provided.

The coding of the data was made in order to make the data analysis easier was as follow:

**Table 1: Coding and their meaning**

CODING	MEANING
R1, R2, R3, R4, R5, R6	Students as the participants of the research
IR	The data were taken from the interview with participants
I	Important
L	Less Important

The data from interviews and documents were analyzed to answer the research questions concerning students' needs of English lesson and the relevance syllabus and materials provided to students' needs based on theory in chapter II.

The function of three research instruments (syllabus, materials, and interviews) in seeking the answer to the research questions were summarized below:

1. Interview was conducted with the participants to get the data of students' need in learning English which cover the importance of a number of sub skills in the four language skills, students' needs on grammar, students' needs on reading, and students' needs on speaking.
2. Syllabus and material functioned to get the data what kinds of syllabus and material provided by the lecturer. Then, these documents were matched to the data from interviews whether among of them were relevant or not.