

CHAPTER III

METHODOLOGY

This chapter discusses methodology used in this research. The discussions of this chapter including the time and place of the study, research designs, research procedure, data collection techniques and data analysis technique.

3.1. Time and Place of The Study

The subject of this research was grade 4 students of SD Melati Indonesia Bekasi, Bekasi Timur. There were 16 students in the 4 grade class and one teacher. This research was conducted for one semester within January 2016 till June 2016. The collecting data was taken place at SD Melati Indonesia Bekasi, Bekasi Timur.

3.2. Research Design

This research use the qualitative research with case study approach, Case study is a study about a “bounded system” or a case in detail and using collective data information from multiple sources, such as observations, interviews, audio-visual materials, documents and reports (Creswell, 1997). In addition, case study can enable readers to understand how the ideas and abstract principles can be fit together and more clearly than simply. The strength of the case study is they observe the real context, recognizing that context is a powerful factor of both causes and effects (Nisbet and Watt, 1984). Even though, the contexts are unique

and dynamic, thereof case studies can investigate and report the complex dynamic and expose interactions of events, human relationships and other factors in a unique instance (Cohen, 2011).

There are several steps of adapted model of the case study: finding particular circumstances of the case, collecting the data, analyzing the data and writing report. Firstly, finding particular circumstances of the case includes the possible disruption to individual participants that participation might entail. Secondly, collecting the data, case studies tend to use certain data collection methods such as; documents, interview, observation. After all of the data were collected, the third step is analyzing the data. Fourthly, the researcher will report the finding of the data analysis.

3.3. Research Procedures

3.3.1. Finding Particular Circumstances

As a result, the spelling materials are unavoidably required. In designing the spelling learning materials, it is important to analyze the target situation by considering the learner needs and characteristics by asking a very wide range of questions from general to specific and theoretical to practical (Hutchinson and Waters, 1989). Teachers have to know their learner well to connect between the learner and the learning

material so it becomes relevant, interesting, motivating and especially, meeting individual specific needs (Howard and Major).

3.3.2. Collecting the Data

To fulfill the requirement of information, in case study the researcher should collecting data such as; the existing documents, syllabus, interviews, observation and questionnaire (Creswell, 2012). That information can be useful in determining the real need of the students. In short, the data will be learning materials, syllabus, interview, observation sheet, and questionnaire.

3.3.3. Analyzing Data

All of the data obtained by the researcher; existing material, observation, interview and questionnaire, then going through an analysis. The existing materials; learning material, syllabus, and local content curriculum is analyzed by conducting the document analysis (Bowen, 2009). To determine the needs of the students, the researcher is converts them into the result to be presented and to revealed the context of the study.

The observation analyzed by comparing the learning and the learning material in a real situation. The interview and the questionnaire will be analyzed by relating the answer with the existing theory and conclude the answer to form a perception.

3.3.4 Writing Report

The writing up of the case study will be based on the twin notions of fitness for purpose and fitness for audience by Robson (2002 in Cohen et. al 2007). The twin notions offer the six ways of organizing the case study report. The researcher chooses the suspense structure to organize the case study report. In the suspense structure, the researchers presents the main findings in opening part, and then provide evidences, analysis, make explanations, and conclusion that leads to the overall pictures. This organization in writing up the case study will help the reader to identify the important and unimportant areas.

3.4 Data Collection Techniques

The collecting data includes four steps: the existing materials, observation, teacher's interview and students' questionnaire. First, the researcher collects the existing material in order to utilize any existing information that may be available (Brown, 1995). The researcher asks the learning material and syllabus of the school to the teacher there are two course books used by the teacher; pupil's book

and the activity- book. The teacher uses the syllabus given by the school. In addition, the researcher will use the local content curriculum to define the English learning aim. As a result, the existing material will be the course books, syllabus and the local curriculum.

Secondly, the researcher is conducting classroom observation to gather the realization of the syllabus in the class. The gap between the syllabus and observation may result as the learner needs on the spelling materials for the fourth graders. Thirdly, the face to face interview is conducted to analyze the student's needs through teacher's perception.

Fourthly, the researcher distributes the questionnaire directly to the 16 respondents. The questionnaires are made in Indonesian and simple language so the subject of this research can fully understand the given questionnaire. The questionnaire contained the questions concerning learning material and English spelling. The result of the questionnaire identified the students' wants through their perception.

To construct validity of the data, the convergence evidence model of analyzing data that is proposed by Yin (2010) is used. The convergence evidence typically analyzes each source of data separately and compares the conclusion of the research the data.

3.5 Research Instrument

There are four instruments use in this research; document analysis, observation, interview, and questionnaire. The organization of the instrument will be presented below.

3.5.1. Organization of Document Analysis

Document analysis of this research is to reviewing and evaluating documents based on the content analysis (Bowen, 2009). The content analysis is use to organizing information into categories related to the core of research problem. All of the content analysis will be focused on determining the students' needs.

An intensive studies of document analysis producing rich descriptions of a single phenomenon, event, organization, or program (Stake, 1995; Yin, 1994 in Brown, 1995). Proposed the need analysis is to identify the students' necessities, wants and lacks (Hutchinson and Waters 1989). The students' necessities determine by the aim of the syllabus. The analysis is beginning by comparing the learning materials with the aim of the syllabus. The aim of the syllabus is identified by reviewing the syllabus (Bowen, 2009). The content analysis for the local content curriculum will be conducted by comparing the aim of the syllabus with the aim of the English subject in the local content curriculum.

To determine the students' needs on spelling material. The researcher is beginning with evaluating document to get the whole picture of the document (Bowen, 2009). After evaluating the documents, the researcher analyzes the documents (in Tomlinson, 2013).

3.5.2. Organization of Observation

The observation is conducted to gather data 'live' from naturally happen in classroom situation (Cohen et. al 2009). The observation also conducted to see the realization of the syllabus in the real situation. The researcher will takes notes on the ongoing behavior occurred in the learning process. The researcher will also use the syllabus as a check table to ensure that the learning process covers the aim in the existed syllabus.

3.5.3. Organization of Interview Questions

The face to face interview with the teacher will be conducted to gather personal responses and views privately (Brown, 1995). The teacher interview is needed in determining the students' needs through the teacher's perception.

This notion also supported if students may have not immediate perceptions of needs but teachers can be interviewed to find out what knowledge of English they expect high school graduates to achieve, as well as the students' needs and characteristics (Richards, 2001). Their needs have

been decided for them by those concerned. Thus, the needs analysis includes the study of perceived and present needs as well as potential and unrecognized needs. Teacher interview is one of those instruments to gather the needs of student through teacher's perception.

In addition, the researcher also organize the questions base on the type of questions proposed by Rossett (1982 in Brown, 1995) designed to identify the problems, priorities, abilities, attitudes and solutions.

As a final point, the questions in the interview will be based on those theories. The result of the interview may be in the form of teacher perception of the students' needs on the spelling material. In order to reveal the teacher's perception, most of the type of the question will be the attitude type question because this type is created to reveal the information about participants' feelings and attitudes toward the elements of the program (Brown, 1995).

3.5.4. Organization of the Questionnaire

Questionnaires are the most common instruments used in analyzing needs analysis. They are relatively easy to prepare, they can be used in a huge amounts of subjects and the result is easy to analyze (Richards, 2001). So, the researcher uses this written questionnaire to the 16 students

in the classroom to gather the students' needs and wants based on their choices in the questionnaire.

The participants of the questionnaire are the fourth grader students. The researcher designed the questionnaire in Indonesian and in very simple sentences so the target will understand the whole meaning of the questions. Moreover, the questionnaire is the close-ended question which only need yes or no as the answer. All of the questions in the questionnaire proposed in order to determining the students' wants in learning English (Hutchinson and Waters, 1989).

Students' wants in this questionnaire grounded by several researches which showed that students are enthusiastic when it comes to learn through songs, and games. Not only offering the fun students seek in the learning (Harmer, 2007).

3.6 Data Analysis Techniques

No.	Points to Evaluate	Answer		Explanations
		Yes	No	
1.	Are the course books support and consistent with local curriculum outcomes?	✓		
2.	Are the course books developed by competent authors?	✓		
3.	Are the course books appropriate with the students' needs?		✓	
4.	Are the course books having social value?	✓		
5.	Are the course books in physical format?	✓		
6.	Are the course books having equal quality to the other available materials?	✓		
7.	Are the appearance of course books suitable for the students and could media presentation modes?	✓		

Points to evaluate	Answer		Explanations
	Yes	No	
Are the course books used provide extensive exposure to English in use?	✓		
Are the course books used engage the learners affectively?	✓		
Are the course books used engage the learners cognitively?	✓		
Are the course books used help learners to personalize their learning?	✓		
Are the course books used providing opportunities to use the target language for communication?	✓		
Are the course books used caters for the needs of all the learners?		✓	
Are the course books used achieving its stated objectives?		✓	

Table 1: Analysis of learning materials (Tomlinson, 2013)

After obtained all of the data, the researcher analyzes the data to determine the students' needs. Firstly, to analyze the Learning material in the course books, the researcher compare the learning material with the aim of the syllabus and the aim of the local content curriculum. Both are enroll as the parameter in analyzing the learning material. This technique is to find the needs by determining the learner's lacks through the gap between the demands of the target situations and the existing situation (Matsuhara in Tomlinson, 2013, and Hutchinson and Waters, 1987). As a result, the gap between the demands of the target situations and the existing situation will define the student's needs. In order that, the syllabus analysis is conducted to determine the aim of the syllabus, the researcher will underlined the learning objective as it presents on the table 2. The result of the analysis will reveal the relevance of the learning material with the syllabus aim and the local content curriculum. The gap between the learning materials with both parameters will determine the needs of the students.

Basic competence	Scoring	Activity
2.1 Understand the very simple instruction in the context of class	Observation, <u>Writing</u> and listening to the teacher comments	<ul style="list-style-type: none"> - <u>Writing</u> about preposition of Place - Speaking about activity in the past using time signal in the past
3.1. Understand the very simple instruction in the context of class	Observation, <u>Writing</u> and listening to the teacher comments	<ul style="list-style-type: none"> - <u>Writing</u> the regular and irregular singular and plural nouns - Reading the text on the text book

Table 2: The analysis of the existing syllabus

Secondly, the researcher conducted the classroom observation to see the ongoing behavior and realization of the syllabus in the learning process. The researcher will compare the syllabus with the real situation in the classroom. The classroom result will reveal the gap between the learning materials given and the aim of the syllabus which can determine the students' needs.

Thirdly, the face to face interview conducted to determine the students' need through teacher perception. The researcher will transcribe the interview and then selecting the answer which are relating with the topic of the research. The result will be the conclusion of the teacher's answer in the interview. There will be nineteen questions related to the field of the research, and will be from the general question to the specific questions.

No.	Pertanyaan	Ya	Tidak
1.	Apakah kamu senang belajar bahasa inggris?		
2.	Apakah kamu pernah diajarkan bahasa inggris dengan media game atau permainan?		
3.	Apakah menurut kamu belajar bahasa inggris menggunakan permainan itu menyenangkan?		
4.	Apakah kamu pernah diajarkan bahasa inggris dengan media story atau cerita?		
5.	Apakah menurut kamu belajar bahasa inggris menggunakan cerita itu menyenangkan?		
6.	Apakah kamu pernah diajarkan bahasa inggris dengan media song atau lagu-lagu?		
7.	Apakah menurut kamu belajar bahasa inggris menggunakan lagu itu menyenangkan?		
8.	Apakah kamu belajar mengenai penulisan kata dalam Bahasa Inggris (<i>English Spelling</i>) dengan benar?		

Table 3: Questionnaire for the students

Fourthly, the researcher analyzes the students' questionnaire. The questionnaire will analyze by counting the percentage of the answer and then the answer will be related to the existing theory. The final result of the questionnaire analysis will form the students' perception on their need & wants.