

CHAPTER III

METHODOLOGY

3.1 Research Design

This research uses qualitative case study approach. The data analysis of study case focuses on one phenomenon. This research tries to find and identify the learning needs of History Education Study Program students in English for academic purposes with consideration of their discipline requirement. By this approach, the generate extensions of findings in this research is to understand the specific reading skill needs based on the requirement of History Education Study Program academic requirements

Because of this research limitation and the use of Target Situation Analysis as the needs analysis approach, it is needed to determine the courses that would be the object of this research first. It is only two courses chosen from the all latest courses in History Education Study Program. The identification of them has to be based on the top list of the course which mostly used English text as learning source. It is also considered based on some issues such as the available of the material for document analysis as the one of the data sources.

3.2 Time and Place of the Research

This research was conducted in December 2013 until November 2014. The place of this research is on History Education Study Program which belongs to history department faculty of social science on *Universitas Negeri Jakarta*.

3.3 Data Sources

Based on this research's conceptual framework, there are three data source of this needs analysis. There are the policy maker and also the students of History Education Study Program. They are considered as the main source of this TSA needs analysis because they are assumed can provide objective explanation about the students' leaning needs in history education academic requirements.

The policy makers consist of the lectures, and the documents such as the study program profile, syllabus, and learning handouts that they have been made or recommended. The lectures who often give requirement on reading English language sources are asked about the needs by interview process. As the participants, they consist of two. They take the main significant role on this research because the lectures as the curriculum composer must be someone who mostly knows the learning objectives and the requirement in History Education Study Program.

The second is from students of History Education Study Program from 2009-2012 academic enrollment (the learners) which are considered already taken

the English general course in the first semester and have expanded learning experience of some course in History Education Study Program so that they can be more evaluative on what should and should not be done in their English course. Especially in dealing with questionnaires, this research includes non-random sampling method because the participants of this research whereas the students of History Education Study Program includes is in small number of population with the homogenous and similar characteristics. The technique of the sampling is purposive sampling.

The third is the information from the books or article journals written by the experts about related findings in this research. Even this source is considered as secondary data, it is really needed to be used to enrich the elaboration in the discussion of the findings. Some of these sources may have been recommended by the lectures or the policy maker in History Education Study Program to the students as the introduction to know how exactly learning history is.

3.4 Research Subject

There are two subjects of this research. First are the lectures who teach the two focus courses. They consist of two people and they are only interviewed and not asked to fill the questionnaires. The second subject is the students of History Education Study Program. They are asked to fill the questionnaires and become the interviewees. The students who become the respondents to fill the

questionnaires are 30 persons from 2012-2009 academic enrollments. Meanwhile, the students who become the interviewees are three students.

3.5 Instruments

In order to refine, broaden, strengthen, conceptual linkage this research use multiple instruments to observe kinds of reading skill on this needs analysis. They are questionnaire, interview, and document analysis.

3.5.1 Questionnaires

In this research, this instrument's function is mainly for pre-research determination of the cases which are examined in this needs analysis. The 30 participants filling the questionnaires as they are the sample of about 80 to below from 100 students of History Education Study Program students enrolled each year. The questionnaire distribution has been done twice. The first distribution is to examine what kind of English skill which mostly needed in this study program is. The result has been shown on chapter 2, page 38-39. It becomes the base of this research needs analysis. The second distribution is to determine the two focus courses by an item which asks about the study program courses which mostly use references in English. It can be the indicators of knowing the most needed topic of the English text.

3.5.2 Interview

The kinds of interview which is applied in this research are a semi standardized interview. By this kind of interview, the researcher still makes the list of the question that would be asked, but she can reorder it during the interview. The researcher may add or delete probes to interview between subsequent subjects. The researcher also even can answer the questions and make clarification about the interviewee answer (Berg, 2004: 79).

3.5.3 Documents

Documents are the main instrument data collection in this needs analysis. There are three documents which are going to be analyzed. The first document is the study program profile of History Education Study Program. The second is the syllabus or the learning program planning in a semester of the two courses that mostly use English text as learning sources.

The last is the reading handouts which consist of the list of questions which can guide students to comprehend the history book written in English easily and the English text itself from part of some referred textbooks by the lectures. The list of the questions is classified according to competencies of reading by Sadoski (2004) and Barrett's Taxonomy (1968). In analyzing the first and the second documents, the secondary sources are also needed. They may consist of book or journal article which related to the findings founded in study program profile and the syllabus. They are also needed in elaborating the overall findings

in the discussion part which is explained in the next chapter. In short, below is the summary of the instruments and data of this research.

Table 3.5 Instruments, Data, and Data Sources Summary

Instruments	Data	Data Sources
Questionnaires	Calculated data each item in questionnaires	30 Students of History Education Study Program from 2012-2009 academic enrolment
Interview list	Interview transcription	Three students and two lectures of History Education Study Program
Documents	<ul style="list-style-type: none"> • History Education Study Program profile taken from academic guidance book. • The syllabus or the learning program planning in a semester from two courses that mostly use English text as learning sources • The reading handouts of the two courses which need English the most and the referred texts by the lectures which are based on those handouts. • Books or journal articles related to the findings (secondary data). 	The policy makers and the lectures as who teach the two selected course of this research's object.

3.6 Data Collection Procedures

The following procedures are how the data are collected.

1. This research is started by doing the interview to the students and lectures. It is held before the distribution of the questionnaire. There are three students who are interviewed represented from four academic enrollment year from 2012 until 2009. Meanwhile the lectures that become the interviewee consist of two.
2. After the interview data are transcribed, then it is determined the focus courses of this research and the points of reading competences listed in questionnaires. Then the questionnaires are made and distributed to the students of this study program. The sample or the student participants which are belong to 2012 until 2009 academic year enrollment consists of 30 students.
3. The researcher collect the handouts, referred English text as the students' learning materials, program study profile, and the secondary data included books and journal articles related to the findings of this research.

3.7 Data Analysis Procedures

Below are the steps of analyzing the data of this research.

1. Calculate the questionnaire result, transcribe all the interview audio files, and collect all the document analysis data.

2. Identify the two focus course from the five most courses using English text based on questionnaire findings and eliminate them based on the confirmation from the lectures who teach those courses.
3. Describe and identify the parts of study program profile especially in the “*Capaian Program Pembelajaran Program Studi*” especially in the study program learning aims part and elaborate them based on the related information from books or journal articles and questionnaire findings.
4. Describe the syllabus or the learning program planning in a semester of the two focus courses especially in the basic competences or learning objectives parts which obtain the English text as learning sources.
5. Identify the sample of the guiding question reading handouts which are going to be analyzed. After that, the question will be classified based on the reading competences category adapted from Sadoski (2004) and Barrett (1968) which was mentioned in previous chapter’s conceptual framework. The researcher does the identification by searching the answer of each questions sample and decide which question is belong to each part of the category. After all is done, the classification is calculated and projected in a table or a graph.
6. Explain the interview findings and classify the needs mentioned by the interviewee whether it is included in objective or subjective needs.
7. Discuss the overall findings, from the study program profile, syllabus or the learning program planning in a semester of the two focus courses, classified guiding questions from the reading handouts and the interview.

The most needed findings are sorted and elaborated by the related information from books or journal articles.

8. Draw the conclusion by identifying the grade of the most needed reading competences.

3.8 Thruswothiness Procedure

In qualitative research, trustwothiness is impoartant to deal with. It is the set of criteria to assess and determine the quality a qualitative research. Guba (1981) constructs four criteria which are accepted by many (Shenton, 2004: 64). They are Credibility (how congruent are the findings with reality?), transferability (in preferences to external validity or generalisability), dependability (if the work were repeated, in the same context, methods, and same participants, similar result will be obtained), and confirmability (in preferences to objectivity). Below is the summary of this research “transferability” of trustworthiness procedure in order to develop thick description data and the phenomenon as the object of this research.

Table 3.8 Trustworthiness Procedures in This Research

Criteria	Efforts By The Researcher	The Time When It is Applied
Credibility	Going in touch with the institution where the research takes place.	Before and during the research take place
	Applying triangulation by three instruments; questionnaire, interview, and document analysis.	Before and during the research take place
	Debriefing session with supervisor with the research supervisor.	During the research take place

	Debriefing session with the students and the lectures of History Education Study Program.	After the findings are arranged and analyzed
	Doing reflective commentary by the researcher herself.	Along the research take apart
	Examination of previous research and theories to frame findings.	While analyzing the data
Transferability	Develop thick description data and the phenomenon as the object of this research.	While analyzing the data
Dependability	Applying mixed research methodology with much relies on qualitative instrument and explanation.	Before the research take place
Confirmability	Adding audit trail on appendix.	While analyzing the data and after the findings are arranged and analyzed