

CHAPTER III

METHODOLOGY

This chapter presents method and design of the study, sources and participants of the study, time and place of the study, instruments, research procedures, data collection procedures, data analysis procedures, and data analysis sample.

3.1. Method and Design of the Study

The purpose of this study is to describe of the relevance of the learning materials covered in a textbook entitled *Campaign 1: English for Military* to the KIBI Level 1 New ALC curriculum employed by Indonesian Army Military and General Sciences and Education Center/*Pusat Pendidikan dan Pengetahuan Militer dan Umum (Pusdikpengmilum) TNI Angkatan Darat* in terms of coverage and materials organization. The researcher uses case study design by using content analysis on documents, interview transcriptions, and questionnaires to describe the relevance of materials. Cresswell (2012, p.405) suggested that a case study may target the cases of individuals, a group, a program, events, or activities. As stated by Ary, D. et.al (2010, p.423), qualitative research mostly relies on words only minor use of numbers. Thus, the data which was derived is in the form of document from textbook then those data were described in the form of words without using statistical calculation.

The data of this research consist of two main types: primary and secondary data. The primary data of this research was retrieved from the set of KIBI Level 1 New ALC curriculum issued by Pusdikpengmilum which was analyzed by using document

analysis instrument. To support the primary data, the researcher used interview survey conducted towards three English instructors of Pusdikpengmilum. One-to-one interview was conducted as an action of triangulation. Some scholars agree that triangulation is a process well the researcher use different sources, methods, investigators, and theories to provide evidence. This model usually uses two or more methods to overcome the weakness of one instrument with the strength of other instruments. Despite the weight of those instruments must be similar, there are some cases which a priority is given to one instrument (Cresswell, 2009, p.213).

According to Cresswell (2012, p.376) survey research provides quantitative or numeric descriptions of trends, attitudes, or opinions by studying a sample of the population. In addition Seliger (2000, p.125) stated that descriptive research such as survey is used to establish the existence of phenomenon by explicitly describing it, and though this kind of research may begin with a question or hypothesis. To obtain more detailed findings from more respondents, each of the rest seven instructors will be given a small questionnaire pertaining to their experience in using the understudied textbook.

3.2. Sources and Participants of the Study

The data of this research which consist a set of learning materials, syllabus, questionnaire, and interview data were obtained from a textbook entitled *Campaign 1: English for the Military* student's book published by MacMillan (2004), the KIBI

Level 1 New ALC curriculum employed by Pusdikpengmilum TNI-AD, and seven English instructors which are three of them were interviewed using one-to-one semi-structured and open-ended interview.

3.3. Time and Place of the Study

This study was conducted on May 4 to 6, 2015 on the military base of Pusdikpengmilum Kodiklat TNI-AD, Cimahi, West Java. The time chosen is first wave of KIBI 2014 training which is held on April 1 to July 27 2014. Within the time constraints, two to three days is selected to conduct this research.

3.4. Instruments

This study is a descriptive qualitative research which is the primary findings were triangulated with interview and survey findings. The primary data is obtained from *Campaign 1* textbook while the KIBI curriculum is functioned as the defined criteria. The aspects are observed and evaluated including the coverage of the textbook to the needs of the curriculum in terms of the lesson content demanded by the indicators of KIBI Level 1 New ALC curriculum. To obtain the primary data, the researcher reviewed the materials of textbook using content analysis method in terms of materials organization of each lesson, instructions, and tasks in relation with the curriculum demand. Those aspects are compared with the KIBI curriculum employed by Pusdikpengmilum TNI-AD as the main orientation of holding English Intensive Course for the servicemen of Indonesian Army.

In conducting the interview, the researcher used the type of one-to-one interview. Technically, each participant were given five semi-structured and open-ended questions related to their opinions and experience in using Campaign 1 textbook for their language teaching purposes (Cresswell, 2007, p.131). Each interview were audiotaped and transcribed into a transcription. Thus, the transcription were analyzed using content analysis and described in the next chapter.

At the end, a small-scale survey questionnaire were mailed to seven English instructors of Pusdikpengmilum. Based on researcher's preliminary observation, it would be difficult to set a room for fifteen instructors in one day. Thus, the researcher came up with the idea of mailing the questionnaires with the help of local staffs of this institution. Each of questionnaire consists of ten to fifteen questions related to their opinions and experiences in using the textbook for their teaching purpose in Pusdikpengmilum. The final findings of this survey model are a statistical data of the addressed questions which will be made use to support the result of the primary findings.

3.5. Research Procedures

Research procedures consist of the data collection procedures and data analysis procedures. Data collection was conducted at Pusdikpengmilum's headquarter and data analysis was done later. To describe these procedures, the researcher gives the elaboration as follows:

3.5.1. Data Collection Procedure

The data collected in this study consist of two types; the primary and secondary data. The primary data consist of KIBI Level 1 New ALC curriculum and the learning materials covered in *Campaign 1* textbook. The secondary data consist of the results of interview and questionnaire. KIBI Level 1 New ALC curriculum will be used as the defined criteria to analyze the relevance of learning materials in *Campaign 1* in terms of materials organization and coverage. Meanwhile, the results of questionnaire and survey will be used as supporting data to validate the results of the document analysis on the curriculum and the textbook. The data is collected under these following procedures:

1. Collecting the necessary document (curriculum) and the textbook on Pusdikpengmilum base.
2. Conducting an interview towards three English teachers of Pusdikpengmilum by posing semi-structured and open-ended questions pertaining to their experience in using the textbook.
3. Spreading out the questionnaires to be filled by all English instructors at Pusdikpengmilum.
4. Transcribing the interview results to be showed and approved by the respondents.

3.5.2. Data Analysis Procedures

The data that was analyzed in the study consist of two types of data: primary data and secondary data. The primary data consist of KIBI Level 1 New ALC curriculum and the textbook. The secondary data consist of interview transcription and filled questionnaire sheets.

Prior to the use of content analysis, it focuses on the characteristics of materials and it poses questions of how they reflect something (Ary et al., 2006, p.457). The result of this step will be a description about the relevance of the textbook content to the objectives stated in KIBI curriculum. The data output is narrative texts describing the appropriateness of the learning materials to be used in KIBI curriculum course design. Therefore, the data is collected under these following procedures:

1. Reviewing the objectives and lesson contents of the curriculum to draw the description of curriculum organizations and content.
2. Referring to the theory of materials and curriculum organization stated by Graves (2000), the researcher reviewed the materials covered in the textbook to obtain the description of materials organization; whether it is topic-based, linguistic-based, task-based, etc.
3. Referring to the theory of materials analysis proposed by Tomlinson (2003), the researcher compared the objectives and lesson content framed in the curriculum to the learning materials in the textbook to retrieve the description

about the coverage; how many learning objectives covered by the learning materials covered in the textbook. This analysis is presented in narrative text.

4. Analyzing the transcription of interview by using content analysis. The researcher used the statements of the respondents to obtain description about teacher's perception pertaining to their experience in using the textbook.
5. Analyzing the results of questionnaire by using Likert scale with the scales of 1 to 4 to draw more detailed description about teacher's perception. Neutral option is omitted to avoid the participants from confusion in deciding their perceptions toward the provided statements.
6. Reviewing all findings retrieved from document analysis, interview, and survey and drawing conclusion.

3.5.3. Data Analysis Sample

The data analysis involved the use of narrative texts to describe the match of the content of materials to the stated objectives of the curriculum which also describe their lesson content. The lesson contents are matched with any sample of chapters to be assessed whether or not they are covered by the learning materials of the textbook. Data analysis sample can be depicted as follows:

3.5.3.1. The Coverage of Learning Materials to the Learning Objectives of the Curriculum

The first learning objective reads

“Students are expected to be able and understand to execute any recognized directions, orders, military instructions, and information or messages received limitedly.”

This objective carries two lesson content;

1. Receiving military (a) *information*, (b) *orders*, and (c) *briefing*
2. Introduction to (d) *military alphabet*.

Materials related to military information, and briefing can be found on page 117. Lesson about orders can be found on page 118. The last lesson content, military alphabet, can be found on page 15.

3.5.3.2. The Materials Organization of Related Learning Materials

On Page 117, it is found that military information lesson is given in the form of listening section supplemented by an explanation about how to take a call and call in a military office. It is followed by an exercise in which students are asked to complete some conversations which also give understanding about military briefing. Exercise is given after the explanation; students are to complete the blank spaces of a military telephone conversational text

On page 118, it is found that the lesson of giving orders is given firstly in a listening section. Students are to listen and complete few conversations. Then an explanation about polite and direct orders is given after the listening section. In a speaking and pronunciation section, learners are asked to differ the expressions of orders from the expressions of requests to develop their pronunciation skill.

On page 15, pronunciation lesson is presented by directly presenting listening section. There are two types of instruction in this lesson; (1) *listen and repeat* and (2) *listen and write*. At the end, this lesson requires students to write the name of places in their country using the military alphabet they have learnt.