

CHAPTER III

METHODOLOGY

This chapter discusses methodology used in this research. The discussions of this chapter include the setting of the research, research designs, research procedure, data collection techniques and data analysis technique.

3.1. Setting of the Research

The subject of this research was grade 4 students of SD Islam Al-Azhar 19 Pulo Gebang, Jakarta Timur. There were 29 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 Islam Al-Azhar 19 Pulo Gebang, Jakarta Timur.

3.2. Research Design

This research use the qualitative research with case study approach adapted from Cohen et. al (2007). Case study provides the researcher about the real people in the real situations, It enables the readers to understand the ideas more clearly than simply by presenting them with abstract theories or principle. In addition, Nisbet and Watt (1984 in Cohen et. al, 2007) added that the case study can enable readers to understand how ideas and abstract principles can fit together. The strength of the case study is they observe the real context, recognizing that context is a powerful factor of both causes and effects.

There adapted model of the case study includes several steps: 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

The case found by the researcher was the absence of the reading material which meets the needs of the fourth grader students in Indonesia (Rachmajanti et. al, 2013). As a result, the supplementary reading materials are unavoidably required. Hutchinson and Waters (1989) suggest in designing the supplementary reading 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. Teachers have to know their learner well to connect the learner with the learning

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

3.3.2. Collecting the Data

The data were obtained from the multiple resources which form the triangulation. These multiple resources of data as part of this research aim at corroborating the same fact of the phenomenon (Richards, 2001). The collecting data includes the existing materials, observation, interview, 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 material; learning material, syllabus, local content curriculum is analyzed by conducting the document analysis (Bowen, 2009). To determine students' needs on reading material, the researcher use the reading criterion proposed by Maushara (in Tomlinson, 2013)

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 researcher presents the main finding in the opening part of the report then provides evidence, analysis, explanations, justifications and argument that leads to the overall picture or conclusions. 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 material, observation, teacher's interview and students' questionnaire. Firstly, the researcher collects the existing material in order to utilize any preexisting information that may be available (Brown, 1995). The researcher asks the learning material to the teacher there are two course books used by the teacher; pupil's book and the workbook. The teacher uses the syllabus given in the pupil's book. 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, an observation conducted in the class to watch the realization of the syllabus in the class. The gap between the syllabus and observation may result as the learner needs on the supplementary reading 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 29 students in the class. 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 reading. The result of the questionnaire identified the students' needs 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 and interview. The organization of the instrument will be presented below.

3.5.1. Organization of Document Analysis

Document analysis by Bowen (2009) conducted in this analysis. Document analysis involves reviewing and evaluating documents. There are two kinds of document analysis; content analysis and thematic analysis. The content analysis is conducted in this study. Content analysis is the process of organizing information into categories related to the central questions of the research. Since the central question of this research is concerned about the students' needs, all of the content analysis will be focused on determining the students' needs.

Hutchinson and Waters (1989) proposed the need analysis by identifying the students' necessities, wants and lacks. The students' necessities determine by the aim of the syllabus. The analysis will start 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 reading material, the researcher does the initial step that is evaluating document to get the whole picture of the document (Bowen, 2009). After evaluating the documents, the

researcher analyzes the documents by conducting the reading criterion proposed by Masuhara (in Tomlinson, 2013).

3.5.2. Organization of Observation

The observation is conducted to discern the ongoing behavior and make the appropriate notes about its salient pictures (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 tables 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 in this research. Individual interview conducted because it allows for gathering personal responses and views privately (Brown, 1995). The teacher interview is needed in determining the students' needs through the teacher's perception.

This notion is supported by a case in EFL context found by Richard (2001) showed that students may have not immediate perceptions of needs but curriculum planners will generally have consulted employees, parents, teachers and others to find out what knowledge of English they expect high

school graduates to achieve. 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. One of the instruments used to recognize the students' needs through teacher perception is by conducting the teacher interview.

The questions proposed in the interview are grounded by the theory of some experts and the research findings. The questions concern the nature of young learners who seek fun ways in learning and display enthusiasm for learning and curiosity about the world around them (Harmer, 2007). The researcher proposed songs, stories and games as materials suitable for students' characteristics since learning through songs, stories and games are widely accepted as a method in teaching for Young Learners in a fun way (Ali et al., 2011; Miller and Pennycuff, 2008; Millington, 2011; Rasinski, 2008; González, 2010; Sigurðardóttir, 2010; Vojtková and Žigárdyová, 2006). Each research has shown how songs, stories and games give a positive impact towards Young Learners in learning language.

In addition, the researcher also organizes the questions based on the type of questions proposed by Rossett (1982 in Brown, 1995) designed to identify the following: 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 supplementary reading material. In order to reveal the teacher's perception, most of the type of the question will be the attitude type question because attitude questions are created to uncover information about participants' feeling and attitudes toward the element 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). Since the questionnaire plan to be distributed to all of the 29 students in the class, the written questionnaire is conducted because written questionnaires prove helpful in gathering information in a large scale (Brown, 1995).

Since the participants of the questionnaire are the fourth grader students, the researcher designed the questionnaire in Indonesian and in a very simple sentence so the target will understand the whole meaning of the question. 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 research which revealed 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). Learning through songs, story and games also proved in enhancing students' reading ability (Ali et. al, 2011; Miller and Pennycuff, 2008; Millington, 2011; Rasinski, 2008; González, 2010; Sigurðardóttir, 2010; Vojtková and Žigárdyová, 2006).

3.6 Data Analyses Techniques

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 reading material criterion (Masuhara in Tomlinson, 2013), the aim of the syllabus and the aim of the local content curriculum. Those three enroll as the parameter in analyzing the learning material. This technique is based on the theory proposed by Hutchinson and Waters (1987) which showed how to find the needs by determining the learner's lacks through the gap between the demands of the target situations and the existing situation. As a result, the gap between the demands of the target situations and the existing situation will define the student's needs. The result of

the analysis will reveal the relevance of the learning material with the reading criterion, syllabus aim and the local content curriculum. The gap between the learning materials with those three parameters will determine the needs of the students.

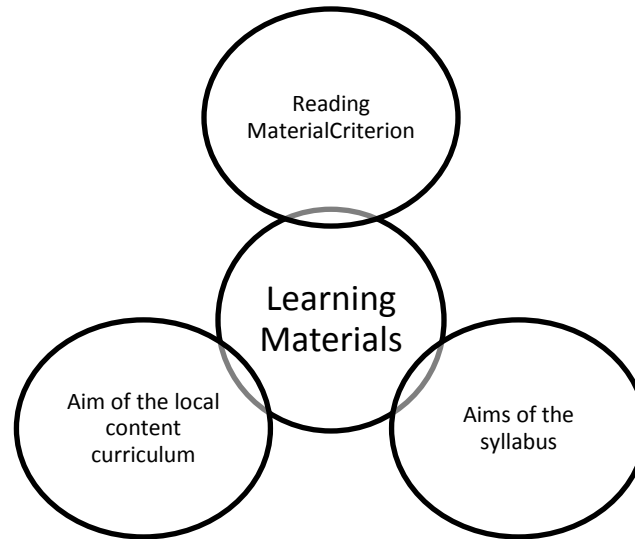


Figure 1: Existing Materials Analysis Techniques

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 relate the answer of the teacher with the existing theories. The result will be the conclusion of the teacher's answer in the interview.

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 needs.