CHAPTER III

METHODOLOGY

This chapter presents the methodology used in conducting this research that consists of setting and the sample of the research, the type of the research , research procedure, data collection technique, research instrument, and data analysis technique.

3.1 Setting and Sample of the Research

This research was conducted in SDIT Al-Azhar 12 Cikarang. One class was used as a sample in this research which is 4C. This research was conducted in the second semester of the academic year 2015/2016. They were given questionnaires and were interviewed to obtain the research data.

3.2 Type of the Research

This research uses a qualitative method with case research approach adapted from Cohen L., et al. (2007). Based on Cohen L., et al., A case research provides a unique example of the relation between people in particular situation in the real context, enables the reader to understand ideas clearly than just from theories or principles presented in literature. This approach focuses on specific context and

specific groups of individuals with the use of multiple sources of evidence (Creswell, 2003). It involves collection or recording of data about certain cases and then reporting the case (Stenhouse, 1985). The case should the case in a way that bounds to a context in real life (Yin, 2009).

The focuses or specific contexts of this research are the needs of supplementary speaking materials and the specific group is the fourth graders in 4C Class SDIT Al-Azhar 12 Cikarang by involving multiple sources of evidence in collecting data, such as questionnaires, interviews, observation, and existing document.

3.3 Research Procedure

This research used the research design adapted from Cohen L., et al. (2007). The research procedure modified and simplified as follows:
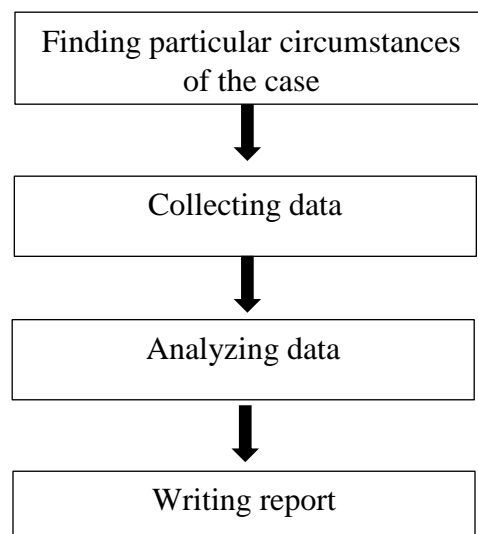
Figure 1: *The research procedure model adapted from Cohen L., Manion L., Morrison K., 2007.*

In detail, the following are the brief descriptions of the procedure in conducting this research.

1. **Finding particular circumstances of the case**

In Indonesia, the current curriculum implemented is 2013 curriculum with English as a local content through which the substance is determined by the school. As a local content, the syllabus and learning materials to be used for students do not decided by the government but depends on the school administers. In several cases, teacher just left with a set of textbook to use without considering to adapt locally the learning materials available to match the need of the students. As a result a number of learners could not achieve the learning objective that is expected.

The case found by the researcher was the fact that the lack or inappropriate use of learning materials for primary school students could result in language learning difficulties as proposed in a research about the factors in speaking difficulties by Hosni, 2014. Unfortunately, for students in primary school, learning English especially in speaking skill becomes very important as children under the age of 10 years old (before puberty) have greater chance of achieving higher native like proficiency then adults (Krashen, Long, Scarcella, 1982). For children at 9 years old

(grade 4th) learning speaking becoming crucial and therefore the need of supplementary speaking materials is unavoidable to support the students to emphasizes their language learning with the goals to develop native like proficiency before they reach 10 years old or more.

2. Collecting data

In this research, the data collected from several sources of data that forms triangulation data. These multiple sources of data as part of this research aims at corroborating the same fact or phenomenon (Yin, 2009). The data are the the existing materials, such as syllabus and the textbooks used with the purpose reviewing and evaluating (Bowen, 2009). In reviewing, the focus is to find out the objectives or aims of the English course in the school where the research is conducted. In evaluating, the focus is to find out the lack of the learning materials in speaking language learning context. After that, the data collected from observation with the purpose of finding out the realization of the syllabus and also the interview with English teacher to find out the students' needs from the teacher's perceptions. The last data is collected from students' questionnaires to find out about the needs of the fourth graders based on their perceptions.

To construct the validity of the data, the convergence evidence model of analyzing data that is proposed by Yin (2009) is used. The convergence evidence typically analyzes each source of data separately and compares the conclusion.

3. Analyzing data

The data collected from this research will be analyzed in several ways. First is the existing syllabus and learning materials data that will be analyzed through content analysis that is proposed by Bowen (2009). Content analysis focuses on the central question of this research that is the need of the fourth graders of SDIT Al-Azhar 12 Cikarang. Second is observation data that will be analyzed by comparing the syllabus and the learning materials in the real situation in class. Third is interview and questionnaire data that will be analyzed by relating the answer with the theory and conclude it to form perceptions.

4. Writing report

In writing the findings of this research, the organization form uses the model writing report that is proposed by Robson (2002). The model is called as suspense structure that requires the writers to arrange the findings from the main findings of data (e.g. executive summary) in the opening part, and then provide evidence, analysis, justification later that leads to overall picture of the findings of this research.

3.4 Data Collection Techniques

In collecting the data, a number of way are administered. Firstly, the existing information is collected by asking the teacher to give the syllabus and the learning materials used in teaching English. Then, the learning materials (textbook) is

reviewed through content analysis proposed by Bowen (2009) by focusing the central questions of the research , that is the need of fourth graders. The need could be found by identifying the objectives of the learning materials, and then comparing those objectives with the aim syllabus in the syllabus. The gap between the learning materials and the syllabus determines the need of the students. After comparing the learning materials with the syllabus, the next step is comparing the aim in the syllabus with the local content aim of English subject in 2013 curriculum. The gap between the syllabus and curriculum also determines the need of the students. Secondly, observation is conducted in the class to find out the relevance of the syllabus with the situation in the real context. Thirdly, interview with the English teacher is administered by asking some questions related to the needs of the fourth graders students based on her perception. Fourthly, the questionnaire data is also collected based on students' perceptions.

3.5 Research instruments

1. **Document analysis**

   Document analysis is a systematic procedure for reviewing or evaluating documents (Bowen, 2009). In this research , the syllabus, learning materials, and the local content of curriculum 2013 will be reviewed to find out the aims of english subject. It will be compared and related to see the relevance. The gap will be the need of the students.

In the process evaluating, the document that will be used is learning materials that related with speaking skill as the content analysis of this research focuses on the center questions that is needs in supplementary speaking materials. The evaluation checklist of learning materials was adapted from Nunan, 1988; Richard and Lockhart, 1994; Ellis, 1997 (in Tomlinson, 2013) that is proposed to help educators calculate the impact of materials for speaking skills as well as to make sure that materials provide not only linguistic support but also opportunities for meaning and cultural and affective values to be engaged to operate in the learning process.

Table 1: The Organization of the learning materials evaluation

No.	Aspects	Information	Item number
1.	Linguistic input	To find out about the linguistic input that the learning materials provide.	1, 2, 3
2.	Content-based and affective support	To find out whether the content of the learning materials appropriate for the students and whether the	4, 5, 6, 7, 8

		learning materials suitable based on the characteristics of the students.	
3.	Skills support	To find out whether the learning materials are able promote students speaking skill	9, 10, 11
4.	Diversity and flexibility	To find out whether the learning materials flexible and diverse enough to serve different the needs of students	12, 13

2. Observation

In observation studies, the reseacher is able to understand ongoing behaviour that occurs and able to make notes about what is important in relation with the purpose of the observation (Cohen, et al., 2009). In this research the purpose of the observation is to relate the existing information with the real situation in the real class context.

3. Interview

Interview with the teacher is conducted to find out the learning needs and target needs of the fourth graders through teacher's perception. The target needs related with the students want, lack, and their necessities in learning English, while learning needs related with the route to achieve the target needs (Hutchison and Waters, 1987).

Table 2: The Organization of the Interview Questions for the teacher.

No.	Aspects	Item number	The purpose of the question	References
Target needs				
1.	Students' profiles	5, 6	To find some information related to the students	Harmer, 2007
Learning needs				
1.	Materials	1, 2, 3, 4, 7, 9, 10, 11, 12, 15, 17	To know kinds of materials used in the language learning	Graves, 1999; Tomlinson, 2013
2.	Students' needs	13, 16, 24	To find out what	Harmer,

			the students need related to english learning materials	2007
3.	Teacher's profile	14	To know the personal information related to the teacher	Harmer, 2007
4.	Teacher's strategy	8	To find information about the teacher's strategy in teaching english speaking skill	Harmer, 2007
5.	Materials design	19, 20, 21, 22, 23	To find out the teacher's need in developing materials	Harmer, 2007

Table 2: The Organization of the Questionnaire Questions for the students.

No.	Aspects	Item number	The purpose of the question	References
Target needs				
1.	Lacks	8	To know whether the students having difficulties in english speaking skill	Brown, 2001
Learning needs				
2.	Materials	1,2,3,4,5,6	To find whether (games, songs, and stories) could be an effective materials that students want in their English language learning.	Brewster, Ellis, & Girard, 2002; Slattery & Willis, 2001; Harmer, 2001; Curtain &

				Pesola, 1988; Cameron, 2001
3.	Teacher's role	9,10	To find information about the teacher's role in teaching english speaking skill	Harmer, 2007
4.	Students' role	7	To find information about the students' role in learning english speaking skill	Nunan, 1999

4. Questionnaire

Questinnaire is considered more efficient for gathering information (Brown, 2003), especially for the participants of this research that is primary school students.

Table 4: The Organization of the Interview Questions for the students.

No.	Aspects	Item number	The purpose of the question	References
Target needs				
1.	Lacks	3,10	To know the difficulties students' find in speaking learning activity	Brown, 2001
2.	Wants	2	To find some what skill students want to develop and what activities that students want in learning English in the classroom	Nunan, 1999
3.	Goals	1	To find the students' goal in learning English	Nunan, 1999
Learning needs				

1.	Materials	4,5,6,7,8,9	To find what kind of materials has been taught and what is the reason why certain kinds of materials (games, songs, stories) are well accepted by the students.	Brewster, Ellis, & Girard, 2002; Slattery & Willis, 2001; Harmer, 2001; Curtain & Pesola, 1988; Cameron, 2001

3.6 Data Analysis Technique

3.6.1 Data analysis techniques for Document

In analyzing the existing document data, the process is divided into two parts; reviewing and evaluating. In conducting the analysis the researcher will do the following steps;

a. Reviewing process

1. Reviewing the objectives or aims of the learning materials, syllabus, and local content of 2013 curriculum.

2. Comparing the objectives or aims of the learning materials, syllabus, and local content of 2013 curriculum.

3. Finding the gap between those existing information to determine the needs of students.

4. Elaborating answer descriptively.

b. Evaluating process

1. Evaluating the learning materials that focus on the speaking skil unit by using speaking materials table checklist that is adapted from Nunan, 1988; Richard and Lockhart, 1994; Ellis, 1997 (in Tominlinson, 2013).

2. Finding the gap between the objectives of the learning materials with the contents.

3. Elaborating answer descriptively.

3.6.2 Data analysis technique for observation

In analyzing the observation data, the researcher will do the following steps;

1. Transcribing the recorded english teaching and learning activity.

2. Identifying the realization of sylabus aims in the real context.

3. Identifying the relevance of the learning materials objectives in the real context.

4. Finding the gap between the expected condition with the real situation in the class.

5. Elaborating the answers descriptively.

3.6.3 Data analysis technique for interview

In analyzing the interview data, the researcher will do the following steps;

1. Transcribing the interview

2. Identifying the fourth graders needs through teacher perceptions.

3. Elaborating the answers descriptively.

3.6.4 Data analysis technique for questionnaires

In analyzing the questionnaire data, the researcher will do the following steps;

1. Calculating all the answers that had been obtained. Total answers will be divided into whole numbers and multiplied by 100 to get the percentage.

2. Identifying the students needs through their perceptions.

3. Elaborating the answers descriptively.