CHAPTER III

METHODOLOGY

3.1 Research Site

3.1.1. Subject

Subject of this study was grade four students at SD Budi Mulia Ciledug Tangerang. This study took one class of grade four. The class was 4A which consists of 27 students. There is one English teacher for all elementary class.

3.1.2. Place

This study took place at SD Budi Mulia Ciledug Tangerang. The school was chosen because it has English subject for grade one to six. English is learnt as optional subject (muatan lokal) and used in KTSP 2006 curriculum.

3.1.3. Time

This study was conducted for about four months within January to June, 2016.

3.2 Research Design

Case study method enables a researcher to closely examine the data within a specific context. The case study research method defined as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident;

and in which multiple sources of evidence are used (Yin, 1984). Case study used in this study was qualitative and interpretative case study. Through interpretive case studies, the researcher aims to interpret the data by developing conceptual categories, supporting or challenging the assumptions made regarding them (McDonough & McDonough, 1997).

3.3   Research Procedures

The procedures followed the steps conducting a needs analysis. The needs analysis aimed to:

a).   find out what language skills/sub-skills the fourth graders most needed in order to perform a particular role,

b).   help determine if the existing materials adequately address the needs of the fourth graders,

c).   to identify a gap between what the fourth graders already know and what they need to know.

d).   to collect information about a particular problem the fourth graders experiencing in learning language skills/sub-skills which most needed.

The types of information gathered were situation need or learning process regarding the fourth graders characteristics as young learners, and language needs or linguistic content regarding the language component considered most important fo them.

In conducting a need analysis to help design supplementary grammar materials, the end users include: curriculum officer who may wish to use informatien to evaluate the adequacy of existing curriculum, syllabus, and material; teachers who will teach from the materials; students who will learn from the materials; and writers who are preparing new materials.

In collecting information, instruments used were discussed below.

3.4 Data Colletion Techniques

3.4.1. Documentary Study

Documents would be evaluated was textbook as learning material. The documents would be checked whether it provides learning materials and ways carrying out the lesson which are suitable with characteristics of young learner or not, and whether it already covered language skills/sub-skills of the learners in order to perform particular role. Furthermore, the textbook also checked whether or not cover the aim of the used syllabus or curriculum.

3.4.2. Interview

Interview done with the teacher for gathering information which has not found in other data collection techniques. It helped to verify, confirm, and develop information which has been obtained previously. The information could be teacher's opinion, obstacle, and tips about teaching grammar to young learners, and so forth. It will be recorded and transcibed.

3.4.3. **Questionnaire**

Questionnaire sheet given to the students and the teacher. Students and teacher sheet have different close-ended (yes/no) questions but those have same amount consisting of 10 questions. The questionnaire given for gathering information related to need analysis.

3.4.4. **Observation**

Characteristics of young learner could be found out by observing students' learning. It helps in need analyis. Researcher would merely observe and videotape the classroom activities. The activities were limited in the usage of learning materials.