

CHAPTER III

METHODOLOGY

A. Purpose of the Study

This study is done to answer the question on the research question: 1) *what kind of English learning opportunities represented in the English Business Correspondence textbook?* 2) *what learning targets are expected in English Business Correspondence syllabus?* And 3) *to what extent do the learning opportunities represented in the English Business Correspondence fulfill the learning targets stated in the syllabus?*. Therefore, the step might include the analysis of the teaching material. The teaching material being analyzed is the English Business Correspondence textbook. English Business Correspondence textbook is being analyzed to represent the learning opportunities in English Business Correspondence subject.

B. Place and Time of the Study

This study is conducted in Politeknik LP3I Jakarta Kampus Depok because it is the place where the researcher works so the data can be gathered easily. The study is conducted during even semester because English Business Correspondence is taught in the second semester (even semester) for 1st (first) grade students.

C. Research Method

A study of exploring with a little known of the problem is a qualitative study (Cresswell, 2008, p.51). Furthermore, in collecting data, qualitative study use general forms, gathering word and collecting information from a small participant. Content analysis is part of qualitative study because the approach used mainly to qualitative study. This study is done to analyze the document. Content analysis is used as stated by Chelimsky (1989, p.6) that content analysis is a set of procedures for collecting and organizing information in a standardized format that allows analysts to make interferences about the characteristics and meaning of written and other recorded materials. There are seven major elements in written messages can be counted in content analysis: words or terms, themes, characters, paragraphs, items, concepts, and semantics (Berelson, 1952; Berg, 1983; Merton, 1968; Selltiz et al., 1959). Content analysis can be done to analyze spoken language and written language as stated by Krippendorff (2004, p.11) that psychologists use content analysis of verbal records and Allport's treatise on the use of personal documents.

D. Data and Data Source

The data was taken from the textbook used for English Business Correspondence subject. Since this study focused on the learning

opportunities so that the data were the learning activities offered in the textbook. Reviewed to the research questions, learning targets of the syllabus also became the focus so that the data were based on the objective/goals of the subject based on the syllabus.

E. Data Collection Procedure

The steps of data collecting procedure of this study were:

1. Classified the data: the data gathered are classified into some categories: data for answering research question 1 and 2. The unit of analysis of this study on the table below:

The unit of analysis of the textbook	Topic
	Content
	Learning opportunities
The unit of analysis of the syllabus	Objectives/goals
	Topic
	teaching/learning activities
	Assignments

2. The unit of analysis of data for answering research question 1 and 2 were analyzed to get the data for answering research question 3.

F. Data Analysis Procedure

To collect the data there are some procedure to do as follow:

1. List of the topic and content from each chapter on the English Business Correspondence textbook and define the learning opportunities

Chapter	Topic	Content	Learning Opportunities
1
2

2. Represented the learning opportunities qualitatively
3. List the learning targets from the objectives/goals based on the syllabus of the English Business Correspondence subject

Session	Objectives/ Goals	Topic	Teaching/Learning Activities	Assignments
1
2

4. Represented the learning targets qualitatively
5. Reviewed the learning opportunities from the textbook and the learning targets based on the syllabus and analyze in order to find out the extent of the learning opportunities fulfill the learning targets

Chapter	Topic	Content	Explanation	Learning Opportunities	Session	Objectives/ Goals	Teaching & Learning Activities	Assignments
1	1
2	2

6. Represented the result of the analysis of learning opportunities and learning targets qualitatively.