

Chapter III

Methodology

This chapter discusses methodology used in this study. The discussions of this chapter include the setting of the research, research design, data collections technique and research procedure.

3. 1 Setting of the Research

The subject of this study was students of MI Esa Nusa Islamic School Tangerang in grade 4. There were 26 students in the class 4 and one teacher. This study was conducted for one semester within January 2016 till June 2016. The collecting data was taken place at MI Esa Nusa Islamic School Tangerang.

3. 2 Research Design

This study used qualitative research with case study approach adapted from Cohen et. al (2007). A case study is a specific instance that is frequently designed to illustrate a more general principle (Nisbet and Watt 1984: 72 in Cohen et. Al, 2007). Adelman *et al.* (1980 in Cohen et. al, 2007) defined a case study as ‘the study of an instance in action’. Nisbet and Watt (1984 in Cohen et. al, 2007) added that case study can enable readers to understand how ideas and abstract principles can fit together. Case studies also can penetrate situations in ways that are not always susceptible to numerical analysis (Cohen et. al, 2007).

Adapted 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 Instruments of the Study

In this study, the researcher is using three kinds of instruments. They are questionnaire, interview and document analysis.

3.5.1 Questionnaire

Questionnaire was conducted by using Indonesian to make respondents have better understanding about the questions that are intended to avoid misunderstandings.

3.5.2 Interview

Interview was conducted to obtain further information and explanations. This interview conducted after the questionnaire was distributed and the results are counted. Interview was done by face to face where the interviewer provide questions to the respondents. The questions have been prepared previously and also in accordance with the formulation of questions in the questionnaire.

3.5.3 Document Analysis

Document analysis was done by examining and analyzing syllabus and learning material and also the curriculum.

3. 4 Research Procedure

3.4.1 Finding Particular Circumstance

Vocabulary is very important to learn languages but students did not enough get vocabulary material. As a result, the supplementary English vocabulary materials are need. Hutchinson and Waters (1987) suggest that 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 is very important to design the supplementary English vocabulary learning materials.

3.4.2 Collecting the Data

The data of the research are obtained from some ways. They are observation, questionnaire, interview, and study document.

Observation is conducted to know the process of the learning English in class especially the use of learning materials for understanding vocabularies. The way of teaching of the teacher and the way teacher deliver material. It is recorded by researcher as data. This is can help researcher to design an appropriate learning material for them because researcher has seen the learning process in class.

The questionnaires were distributed directly to 26 students of MI Esa Nusa Islamic School Tangerang grade 4. Questionnaire contains the questions about the learning material and learning process during they learned English. Questionnaire was conducted by using Indonesian to make respondents have better understanding about the questions that are intended and avoid misunderstanding.

Interview also conducted to students and teacher. It was conducted to obtain further information and explanations. This interview conducted after the questionnaire was distributed and the results are counted. The interview was done by face to face where the interviewer provide questions to the respondents. Interviewer chose some of the students and the English teacher who are teaching in that class.

Study document was done by examining and analyzing the existing text book that school used to learn English with syllabus also with the curriculum.

In conclusion, the data is categorized as convergence data (Yin, 2009) which means the data is partial and complement each other. The data will form a complete whole picture.

3.4.3 Analyzing Data

After obtained all of the data, the researcher analyzed the data to determine the students' need. Firstly, the content analysis by Bowen (2009) is conducted to analyze the existing material includes the learning

material, syllabus and curriculum. The researcher will analyze those existing materials respectively. Start with comparing the learning material with the aim of the existing syllabus by examining whether the learning material are supported the students to accomplish the aim or not.

After analyzing the learning materials with the aim of the syllabus, the researcher compares the aim of the syllabus with the curriculum being used in Indonesia. The result of the analysis will reveal the relevance of the syllabus aim and the local content curriculum. The gap between the learning materials and the syllabus aim, syllabus aim and the local content curriculum will determine the needs of the students.

Secondly, the researcher conducted the classroom observation to see the realization of the syllabus and learning material in the learning process. 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, interview conducted to determine the students' need trough students' perception and teacher's perception. The interview will be transcribed and the result of the interview can be determining the students' need.

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.

3.4.4 Writing Report

After the data were completed, the researcher made a conclusion about the students' need on designing supplementary English vocabulary materials. This writing report can be seen in the chapter IV about the findings and discussions.