

CHAPTER III

METHODOLOGY

This chapter discusses the methodology used in this study. The discussions of this chapter are: research design, participant of the study, data collection techniques, reliability and validity, and data analysis procedures.

3.1. Research Design

Creswell (2008, p. 476) says a case study is an in-depth exploration of a bounded system (e.g. an activity, event, program, process, or individuals) based on extensive data collection. This study is conducted through a case study in order to get in-depth information about kinds of English learning materials taught in classroom. In addition, Johnson (1992, p. 75) defined a case study as the unit of analysis. The unit of analysis (i.e. the case) might also be a teacher, a classroom, a school, an agency, an institution, or a community. In this study, the case or the unit analysis is whether the English learning materials taught in the classroom are relevant to the Basic Competences for primary school grade 1.

3.2. Data Source

3.2.1 Unit of the Study

The data of this study were English learning materials are taught for the first grade of primary school students. The data sources are students' worksheet (contained compiled materials from various sources, such as: internet and

textbook), teacher talk (in the form of spoken or written language), the National Standard 2006, transcript of interviewing the teacher and description of teaching learning process in the classroom.

3.2.2. Time and Place of the Study

This study was conducted at SDN RSBI Rawamangun 12 Pagi, East Jakarta since April – June 2012 in the 2nd semester academic year 2011/2012. The times of observation are at April 11, 2012 and April 24, 2012 at class 1A, 1B, and 1D. The time of interview is at June 26, 2012.

3.3. Reliability and Validity

To know whether the data are reliable and valid, the writer used triangulation. Triangulation is the use of two or more data collection techniques in the study of some aspect of human behavior (Burns, 2000: p. 419). In this case the writer used document collection, observation, and interview.

3.3.1. Document Collection

According to Freeman (1998, p. 93) document collection is sets of document relevant to the research context, e.g., course overviews, students writing, classroom materials, assessment tasks, students' profiles, and student record. In this study, the writer collected classroom materials, such as: students' worksheet and the National Standard 2006.

3.3.2. Observation

By observation, the writer observed the learning materials taught and got overall pictures of the learning and teaching situation in the classroom. The writer

used video recording and field notes to record the data. The writer observed the classroom two times at April 11th 2012 and April 24th 2012.

3.3.3. Interview

By interviewing, the writer completed and got an in-depth understanding of the data. The questions of interview related to English learning materials taught in the classroom and any information related to English learning materials for primary school. The writer interviewed the English teacher once at June 26th 2012.

3.4. Data Collection Procedure

The data were collected through document collection, classroom observation, and interview. First, the writer collected classroom materials, such as: students' worksheet and the National Standard 2006. The data of document collection were used to find out kinds of English learning materials are taught at SDN RSBI Rawamangun 12 Pagi. Secondly, the writer observed the learning materials taught in the classroom by using video recording and field notes to record the data. The data of observation were also used to support and to prove the data of document collection. The last, the writer interviewed the teacher to complete and to crosscheck the data gained from document collection and classroom observation.

3.5. Data Analysis Procedure

First, the writer described the data obtained from document collection and observation. Then, the writer put them into the table to ease in analyzing the data.

The writer analyzed the learning materials in the worksheet and teacher talk whether they were relevant to the Basic Competences of National Standard 2006. Next, the writer identified and interpreted the data to answer research questions. After that, the writer made a report of the answers qualitatively include the data obtained with the previous studies and related theories. The last the writer made a conclusion of data analyzed and gave some suggestions.

3.6. Instrument of the Study

Here are the table analyses for reviewing the relevance of English learning materials to the Basic Competences for primary school grade 1.

3.6.1. Table analysis of English learning materials

Standard Competences the first grade of primary school, semester 1:

- Listening: Ability to respond very simple instruction accompanied by action in classroom context.
- Speaking: Ability to imitate very simple instruction and information in classroom context.
- Reading: Ability to understand the meaning in classroom context.

BASIC COMPETENCES	OBJECTIVES	LEARNING MATERIALS	R/ NR	UNIT, PAGE
1.1. Responding greetings stated by the teacher and friends orally in the classroom context. <i>(Merespon salam yang disampaikan guru dan teman secara verbal dalam konteks kelas).</i>				

1.2. Responding very simple instruction accompanied by action. (<i>Merespon instruksi sangat sederhana dengan tindakan</i>).				
2.1. Talking to greet and introducing student self. (<i>Bercakap-cakap untuk memberi salam dan memperkenalkan diri</i>).				
2.2. Giving information, expressing gratitude. (<i>Memberi informasi, mengucapkan terima kasih</i>).				
3.1. Reading aloud and understanding words followed by pictures in the classroom context. (<i>Membaca nyaring dan memahami kata dengan bantuan gambar dalam konteks kelas</i>).				
4.1. Writing or copying very simple written in English. (<i>Menulis atau menyalin tulisan sangat sederhana dalam bahasa Inggris</i>).				

Note: R (Relevant), NR (Not Relevant)

Table.2 English learning materials of the first grade of primary school, semester 2.

Standard Competences:

- Listening: Ability to respond very simple instruction accompanied action in classroom context.
- Speaking: Ability to express very simple instruction and information in classroom context.
- Reading: Ability to understand the meaning in classroom context.

BASIC COMPETENCES	OBJECTIVES	LEARNING MATERIALS	R/ NR	UNIT, PAGE
1.1. Doing action based on verbal instruction in classroom context. <i>(Melakukan tindakan sesuai dengan instruksi verbal dalam konteks kelas).</i>				
1.2. Responding very simple instruction by accompanied by action. <i>(Merespon instruksi sangat sederhana dengan tindakan).</i>				
2.1 Talking to give information and asking a help. <i>(Bercakap-cakap untuk memberi informasi, meminta bantuan).</i>				
2.2 Expressing gratitude and apology. <i>(Mengungkapkan ucapan terima kasih dan permintaan maaf).</i>				
3.1 Reading aloud and understanding words				

followed by pictures in the classroom context. (<i>Membaca nyaring dan memahami kata dengan bantuan gambar dalam konteks kelas.</i>)				
4.1 Writing or copying very simple written in English. (<i>Menyalin atau menulis tulisan sangat sederhana dalam bahasa Inggris</i>).				

Note: R (Relevant), NR (Not Relevant)

3.6.2. Questions for interviewing teacher

1. How do you select the English learning materials?
2. What are your considerations when selecting the material?
3. How do the materials relate to children learning characteristics?
4. How do the materials help the learners to achieve the Basic Competence of National Standard 2006?
5. Do you use kinds of English learning materials and sources for primary school students? What are they?
6. Are there any learning materials and skills which be more emphasized?
7. What do you think about English learning materials for grade 1?
8. Is there difference with the other class (grade 2-6)?
9. What is the role of materials used in the classroom?
10. What are the obstacles to achieve that?