

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the description of research design, research site and respondents, instrumentations, data collection procedure and data analysis.

3.1 Research Design

This research applied a descriptive method. Creswell (1998) states that a descriptive method explores a social or human problem in the natural setting. It is also a descriptive research which describes and analyzes a phenomenon, event, social activity, attitude, and perception in a certain group as it is (Sukmadinata, 2008; Cohen & Manion, 1994: 205; Merriam, 1988: 204). Practicing a descriptive research means that the researcher might analyze and describe the attitude of certain people in a certain situation (Dawson, 2005: 48). In this study, a descriptive research was applied to describe and analyze the needs of English of tourism students in vocational secondary school. After that, the analyses of the data of the needs were used as a consideration to provide a design of English syllabus attempted to meet the needs of English of tourism students and the 2013 Curriculum goals.

3.2 Research Site and Respondents

This study was conducted in a vocational secondary school in Kota Ternate, majoring on Tourism Program. The tourism program was chosen among other programs because this was in relation with the location of the vocational secondary school where the research took place. The researcher chose the school because it was the only one vocational secondary school which has implemented the 2013 Curriculum in

Kota Ternate. Kota Ternate is regency in North Maluku province which has big potential in tourism sector. However, the human resources in tourism field in the regency are still limited, particularly English which plays an important role in tourism hospitality. In accordance to that condition, the vocational secondary school has to be a spearhead for fulfilling the needs of Kota Ternate in tourism field.

Regarding the respondents, in this study the purposive sampling was chosen to determine the respondents. Kumar (1999: 164) states that by using purposive sampling in research, the researcher can judge and choose the sample or respondent who in the researcher's perspective could be the best informants for reaching the objectives(s) of the research. Based on the description on the previous chapter, for this study, there were three groups of people selected as respondents. They were (1) students of secondary vocational school majoring tourism, (2) their English teacher, and (3) employees who work in tourism field that their knowledge for the course was used for determining the elements of proposed syllabus. The descriptions of each group of respondents are as follows:

- The tourism students were chosen in which from them the information regarding Present Situational Analysis (PSA) for fulfilling the needs analysis was collected. They were students of class XI (eleven) and in the second year under the implementation of 2013 Curriculum. Students class XI were chosen by the reason that they have already experienced the learning in 2013 Curriculum compared to class X. Meanwhile, students of class XII were in the preparation for taking National Examination (UN). As a result, students of class XI were selected. Since there was only one class of tourism department in class XI, all the students were participated as respondents. Therefore, this study provided the population of

tourism department class XI in one vocational secondary school in Kota Ternate. The population of this study was 27 students.

- MacKay (1978: 21) states that in order to obtain the information in needs analysis, teachers have to participate as a group of respondents because teachers' knowledge can provide an effective design for the course. As regards to MacKay's view, this study included the English teacher of Tourism Department class XI as the respondent. The English teacher was also chosen because from her, the information about Present Situational Analysis (PSA) and Target Situational Analysis (TSA) of needs analysis could be gathered in fulfilling the description of elements of the proposed syllabus design as the final product of this study. PSA concerned to the students and the English learning situations in the classroom they have been through, and TSA was about the use of English in the target situation.
- Besides students and teachers, Richterich and Chancerel (1987), Robinson (1991: 11), Jordan (2009: 29), Brown (1995: 37), and Richards (2002: 55) point out that as an attempt to enrich the data of needs analysis in the field of English for Specific Purposes, there is a need to include people who deal with the works in the fields as a group of respondents in needs analysis. This study included people who were working in the tourism fields as one group of respondents. For this study, the information of Target Situation Analysis (TSA) was gathered from this group. To be specific, the information of TSA was gathered from five different sources within this group namely the employees in the field of (1) history and archeological services of North Maluku, (2) tourist destination of North Maluku,

(3) tourism promotion of North Maluku, (4) the culture of North Maluku, and (5) a professional tour guide.

3.3 Instrumentations

For answering the research questions, the instrumentations of this study were in the forms of questionnaire, document analysis, and interviews, since MacKay, 1987: 21; Brown, 1995: 45; Richards, 2002: 52 state that those three kinds of instrumentations can be used for collecting information of needs analysis. The description of each instrument is delineated as follows:

3.3.1 Questionnaire

A questionnaire is a scientific instrument of measurement used for collecting particular kinds of data (Oppenheim, 1982: 2). It is not just a list of questions or a form to be filled out. In this study, questionnaire was used because in mostly previous studies of needs analysis, questionnaire was commonly used in figuring out the participants' needs of English (Al-Hafidz and Ratmanida, 2008; Zohrabi, 2011; Saefullah, 2013; Handayani, 2013; Jie, 2013; Adorján, 2013, Widiyati, 2012). Therefore, by following one kind of instruments of the previous studies, the questionnaire was then used as the primary instrument of this study after being modified based on the context of respondents which were the tourism students of vocational secondary school and the categorization of needs namely Present Situation Analysis and Target Situation Analysis.

The questionnaire was design in the form of close-ended questionnaire based on six parameters of information of needs analysis synthesized from Munby

(1978), Hutchinson and Waters (1987), Robinson (1991), and Nation and Macalister's (2010) components of needs analysis. Those six parameters included the information about who the participants are: identity (sex and job) and language (mother tongue, target language, present level), their problems in learning target language, their purposes of learning: the purposes of the course in the target situation and the learners' own purposes, content area of learning: linguistic features and materials related to tourism field, methods of learning they expected: medium, channel, types of text or discourse, and the expected learning assessments. Close-ended questionnaire was employed because Shavelson (2002: 102) states that close-ended questionnaire can be used as a way of collecting information about the respondents' thought and attitudes. Therefore, since this study wanted to seek the tourism students' thoughts and attitudes towards their needs of English, the close-ended questionnaire was applied. Furthermore, the questionnaire was written in Bahasa Indonesia considering the respondents' level of education.

3.3.2 Interview

Interviews in this study were conducted in accordance of two purposes. The first purpose was to obtain in-depth information about the tourism students' needs of English after distributing questionnaire. The second purpose was to figure out and explore the use of English in the tourism fields of works. Therefore, the questions in the interviews were designed based on these two purposes. Interview's questions for the first purpose were design for confirming the questions in the questionnaire in terms of Present Situation Analysis. In the

meantime, interview's questions for the second purpose were designed based on the concept of Target Situation Analysis.

3.3.3 Document Analysis

Document analysis was used as one of supporting instruments for analyzing the relevancy of students' needs, collected from the results of needs analysis through questionnaire and interviews, with the goals of 2013 Curriculum. For this part of instrumentations, English syllabus of 2013 Curriculum used by the school was analyzed by using checklist based on the elements of English syllabus as proposed by Hutchinson and Waters (1987), Brown (1995), Richards (2002), and Nation and Macalister (2010). Moreover, the English syllabus was also analyzed in accordance with the results of needs analysis of tourism department in vocational secondary school. Therefore, the number of indicators for English syllabus analysis was adjusted to elements of English syllabus and the number of needs analysis results.

3.4 Data Collection Procedure

3.4.1 Questionnaire

Questionnaire was distributed to 27 tourism students. The questionnaire consisted of two parts. The first part contained multiple choice questions designed in order to figure out the tourism students' identity and the measurement of their English proficiency or their problem in learning English. The second part of the questionnaire dealt with the Likert-scales questions to

investigate the tourism students' purposes of learning English, their content area of learning, their methods of learning, and the learning assessment they expected to meet.

3.4.2 Interviews

In this study, for obtaining its two purposes explained in the instrumentations section previously, interviews were conducted to the all three groups of respondents. The first was interviewing the tourism students themselves (Appendix 6). The interviews to students were applied in order to confirm the answers of questionnaire they have written. Besides, by carrying out the interview to students, this study investigated the students' awareness about their perceptions on the needs of English they are currently learning. The model of interview to students was based on the participatory needs analysis interview in order to avoid bias in students' answers. The bias might occur when the students felt that they are being measured so that they wanted to give good impressions.

Due to this point, Robinson (1991: 14) point out that interviews to students are better conducted in an informal discussion by which they can share their thoughts and feelings together with their friends and participate actively in answering the interviewer's questions without having the idea that they are deliberately interviewed. To follow Robinson, an informal discussion was held by the researcher in the classroom of class XI Tourism after the class of previous subject was dismissed. Before going home, the students were asked to participate in the discussion for about 20 minutes. During the discussion, the

researcher took some notes and recorded the students' comments on every given question. The interview questions were designed in semi-structured format. Thus, there were some possibilities for additional questions to occur during the discussion.

Furthermore, the second interview was conducted by interviewing the English teacher of class XI Tourism to find out her perceptions on English teaching and learning process and her belief about 2013 Curriculum as well as the ways she transformed and implemented the curriculum into the teaching and learning instructions (Appendix 7). In addition, the interview was also undertaken in order to gain information about the teacher' knowledge regarding the use of English in target situation, particularly in tourism fields and hospitality.

Afterwards, interviews were also conducted to gain information from the employees in tourism field that the data gathered from them were used for supporting the primary data (Appendix 8). The researcher formulated and used semi-structured of open-ended questions for interview to get deep information (Shavelson, 2002: 102) from the respondents. The type of interview was in informal because the characteristic of questions emerging from the immediate context and were asked in the natural setting was considerably recommended (Fraenkel and Wallen, 1993: 387). As it is said in the respondents' description previously that the people working in tourism field who become the respondent for this study were divided into five divisions. Therefore, the information about the role of English in the target situation or in the tourism field was gathered from one employer in history and archeological services of North Maluku, one

employer in tourist destination of North Maluku, one employer in tourism promotion of North Maluku, one employer in the art and culture division of North Maluku, and a professional tour guide in North Maluku.

3.4.3 Document Analysis

As it was stated before that in order to collect data from this kind of instrument, English syllabus of 2013 Curriculum was used. The data were gathered after filling and commenting the indicators in the checklist designed based on the elements of English syllabus and the results of needs analysis of tourism department in vocational secondary school. Afterwards, the data were analyzed for seeking the relevancy of English syllabus of 2013 Curriculum with the results of the needs analysis. As the data were all collected, those would be used to provide a design of an expected English syllabus for tourism department in vocational secondary school containing the tourism students' needs of English and the goals of 2013 Curriculum.

3.5 Data Analysis

3.5.1 Questionnaire

Data from questionnaire were in the form of respondents' written answers about their needs of English. This data were categorized as the primary data used for answering the research question number one. These data were then used along with supporting data from other two data collections for designing a new syllabus as emphasized by the research question number two. Data from questionnaire were categorized into one categorization of needs analysis which

was Present Situational Analysis (PSA) stated in the theoretical framework for this study.

Data concerning respondents' identity and self-rating of their English proficiency were summed up and put into percentage (%) of each item based on the number of respondents. Afterward, the results were displayed, analyzed, and interpreted. In the mean time, data concerning respondents' needs of learning English in the form of Likert scales were calculated ranging from 1 score (Not very needed or strongly disagree) to 5 score (very needed or strongly agree). This calculation was illustrated below (adapted from Khaemkaw, 2009: 28):

Table 3.1 Rensis Likert's Scale (adapted from Khaemkaw, 2009: 28)

Scale	Percentage (%)	Needs 1 (Learning Objectives & Learning Materials, & Learning Assessment)	Needs 2 (Learning Methods)
5	81-100	Very needed	Strongly agree
4	51-80	Needed	Agree
3	21-50	Moderate	Neutral
2	1-20	Not needed	Disagree
1	0	Not very needed	Strongly disagree

The results of tourism students' needs of English were summed up and divided by the number of respondents to obtain the mean (x) which was indicated the both higher and lower needs. The results from mean indication then were

displayed, analyzed, and interpreted to get the results of Present Situational Analysis for this study.

3.5.2 Interview Data

The data from interviews were in the form of recording and researcher's notes. The recordings were then transcribed and used as supporting data to answer the research questions. Data from students were analyzed to support the answers they have written in the questionnaire about their needs of English and their awareness about English learning that they were currently studying. The result from interviews and questionnaire's analyses were used for answering research question number one. Meanwhile, data from interviewing the English teacher and the employers in tourism field were analyzed in order to identify the needs of English of vocational secondary students' based on Target Situation Analysis regarding the context of classroom instructions, the tourism workplaces, and the tourism's milieus. The results from those data analyses were then used as the consideration on providing a design of English syllabus that was expected to meet the tourism students' needs and the 2013 Curriculum goals as well as answering the research question number two.

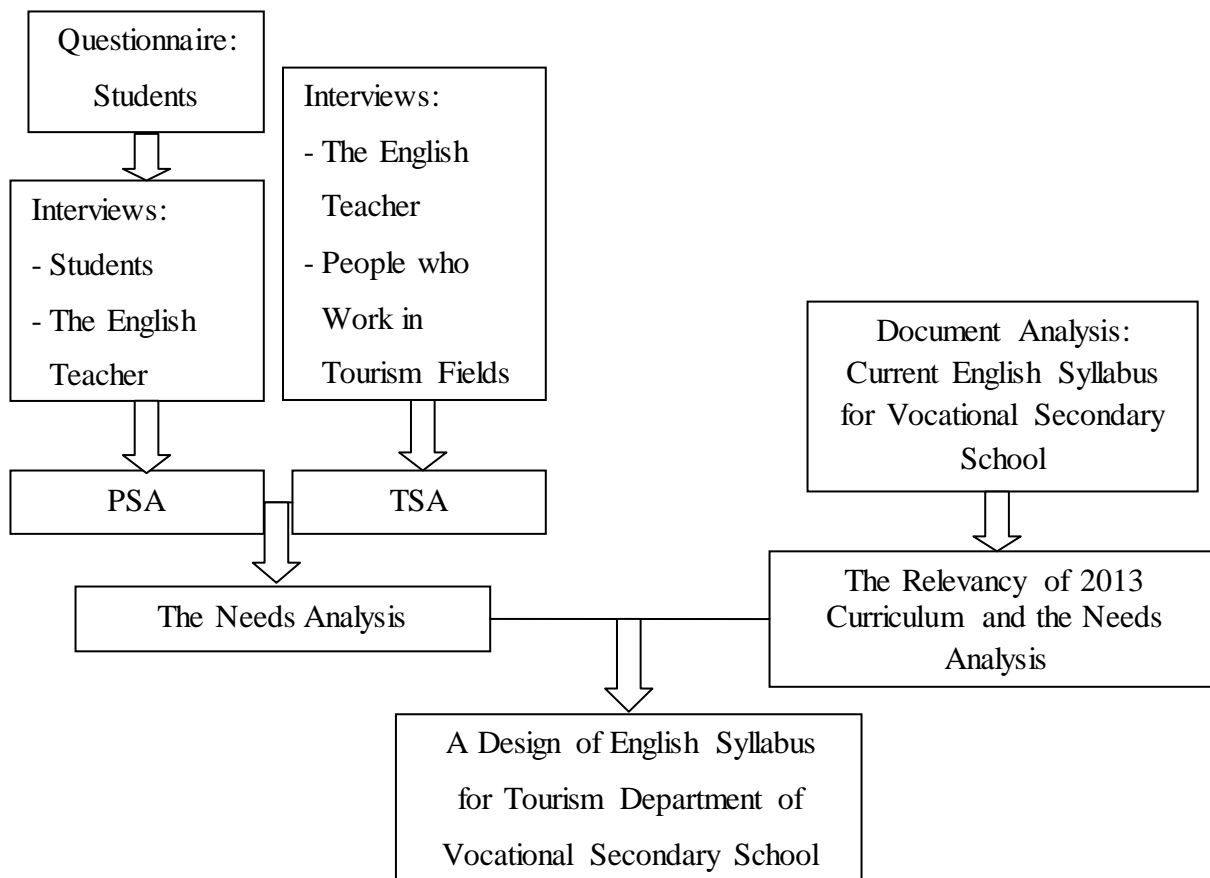
3.5.3 Document Analysis

Data from document analysis gave information to the researcher about the relevancy of results of needs analysis collected from questionnaire and interviews with the English syllabus of 2013 Curriculum. Therefore, there were two points to focus on in the analysis. The first point was analyzing the worthiness of elements of English syllabus in the English syllabus of 2013

Curriculum in terms of whether or not the elements in the English syllabus of 2013 Curriculum covered the elements of English syllabus in the theory. The second point was analyzing worthiness of elements of English syllabus in the English syllabus of 2013 Curriculum with the results of the needs analysis in terms of whether or not the elements of the English syllabus of 2013 Curriculum covered the needs of tourism students. Afterward, the results of this document analysis were used to provide a design of an expected English syllabus for tourism department in vocational secondary school containing the tourism students' needs of English and the goals of 2013 Curriculum.

Overall, the procedures of data collection and analysis in this study can be illustrated by the following diagram:

Figure 3.1: The Framework of Research Procedure



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A DESIGN OF ENGLISH SYLLABUS FOR TOURISM DEPARTMENT OF SECONDARY VOCATIONAL SCHOOL BASED ON NEEDS ANALYSIS AND 2013 CURRICULUM

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