

CHAPTER III

RESEARCH METHOD

This chapter describes the procedure of the research in order to find out the answers of the two research questions previously stated in chapter one. It includes Research Design, Research Site and Participant, Data Collection Techniques, Procedure in Detail, and Data Analysis.

3.1. Research Design

As this research is aimed at finding out the problems of the teacher's performance in teaching ESP, this research employed a case study method which focused on the case of an individual teacher (Bogdan & Biklen, 1992; Gay, Mills, & Airasian, 2009; Hood, 2009; Maliek & Hamied, 2014; Nunan, 1992). The rationale of choosing this design is due to the fact that the intention of this study is to get deep understanding on what kinds of problems of the teacher's performance emerge in the teaching and learning process. Therefore, the investigation was targeted only to T (false name), a considerably general English teacher who can provide data to answer the research question.

3.2. Research Site and Participant

This research was conducted in an SMK located in Cimahi and involved one of the English teachers assigned by the Education Board to teach in the school. The following subsections describe the profile both the school and the teacher.

3.2.1. School's Profile

The school chosen as the research site is one of the public vocational schools in Cimahi which has been running for 7 years. It has several major fields, such as animation, industrial chemistry, multimedia, and software engineering, electrical engineering, mechatronic, chemical engineering, and information and computer technology. The school implements 2013 curriculum. For the English subject, there are five teachers in the school. In line with the methodology used in

this research, only one teacher who teaches in animation and multimedia classes was involved.

The school was chosen as the research site due to some reasons. First, it has multimedia and animation class in which English is highly required. Moreover, the school implements 2013 curriculum which the content are not typical of ESP. This fact shows how SMK students' needs are not accommodated by the curriculum. Last, the principal as the gatekeeper and the participating teacher are very cooperative to support the administration of the research. The kindness of the participant makes the accessibility to gain the data easier.

3.2.2. *Teacher's Profile*

The teacher involved as the participant graduated from a teacher college in West Java. She has been teaching for sixteen years. In the first two years of her teaching carrier, she taught in an elementary school. After that, she started teaching in SMK until now. She was assigned as a civil servant in 2008. Among the five teachers working in the school, she is the youngest one.

The reason of choosing T as the participant is due to the fact that she graduated from a college where ESP course was not provided. Moreover, she does not have any experience on ESP teachers training. Therefore she is considered as the potential person who can give sufficient data related to the research questions.

3.3. Instrumentations

Concerning the qualitative research methods, the use of classroom observation, questionnaire, document analysis and interview have been of a great help in getting in-depth information about day-to-day issues that encounter language teacher in ESP teaching situations. In this research context, the use of those instruments have allowed the researcher to gather authentic data and to have a full idea about the real teaching experiences of ESP teachers.

3.3.1. *Classroom Observation*

In an attempt to have a useful insight of what is happening in the ESP teaching situation, this research used classroom observation, almost viewed as one of the acceptable tools to gather authentic data about day-to-day problems faced

Khairunnisa Dwinalida, 2016

TEACHER'S PERFORMANCE IN TEACHING ESP: A CASE STUDY OF AN SMK TEACHER

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language teachers in ESP teaching situations. The Observation was carried out by watching and investigating participants' behavior in the real context of research site (Alwasilah, 2009; Bogdan & Biklen, 1992; Cowie, 2009; Gay et al., 2009; McMillan & Schumacher, 2010; Nunan, 1992). This activity was emphasized on understanding the natural environments in which the participant of research lives, without any attempt of manipulating or changing. The observation was used to help researcher literally look at what was going on around the subjects (Cowie, 2009; Gay et al., 2009) and to provide direct information that eventually became the basic data sources for this empirical research (Cowie, 2009; Nunan, 1992)

The context that became the main focus of the observation was the situation when the courses took place and what the teacher and students were doing during classroom activities. It mainly focused on teachers' presentation, classroom teaching techniques, personal characters, and students-teacher's interaction in implementing the classroom activities, the teaching materials, and the set of difficulties and problems.

3.3.2. Questionnaire

In this present study, questionnaire was used to elicit available information from the informants. Likert Scale Questionnaire or close-ended questionnaire is used to gain the information about teacher problems related to the planning and implementing of the ESP program. The Likert scale consists of a series of statements which are related to the particular target (Dornyei, 2003). The respondent was asked to indicate her agreement by marking one of the responses ranging from "strongly agree" to "strongly disagree". In this present case, the responses range are from "not difficult" to "very difficult" with scale of 1 to 4 (1 for not difficult and 4 for very difficult).

Theory proposed by (Scheerens et al., 2011) was used to construct the questionnaire. The questionnaire consists of 2 main themes (input and output level) which were divided into 4 subthemes (school, facilities, teacher, and students) in each themes, and 54 statements about teacher difficulties (see appendix). The questionnaire was distributed with the purpose of investigating the difficulties of General English teacher faced once she was involved in an ESP

teaching situation. In addition, it was also used to gain information about her linguistic and pedagogical competences she used to overcome the obstacles. To avoid misunderstanding about the questionnaire statements, the questionnaire was constructed in Bahasa Indonesia.

3.3.3. Document Analysis

In this study, document analysis enabled the researcher to take many objects of explicit data collection. The document was also useful to cover along span of time, many events, and many settings (Bogdan & Biklen, 1992; Fraenkel et al., 2012). There are three reasons why document analysis was used in this research. First, documents are helpful in verifying unclear data. Second, documents can provide other specific details corroborate information from other sources. Third, documents are the guidance to the researcher in drawing an inference.

Regarding this study, the documents which are in the form of lesson plans for the second semester of grade X were collected from the teacher. The lesson plans were utilized in this study to help the analysis of how the teacher implement the instruction.

3.3.4. Interview

The interview was used to get detailed information and provides a means of gaining a deeper understanding on how the participants saw and interpreted a phenomenon that could not be gained through observation (Gay et al., 2009). The interview was in the form of semi-structured with open-ended questions. In this interview, appointments with the teacher were. This process also enabled the teacher and students to remain anonymous. Moreover, the interview was carried out in Bahasa Indonesia to get more detailed data from her. The teacher's interview questions about the most important key-concepts of ESP should be considered when involved in an ESP teaching situation, specific methodology to follow while teaching ESP, the way ESP and General English teachers perceive their roles, the type of problems they encounter, and the strategies they adopt to overcome different obstacles to better cope with the requirements of the ESP teaching situations. While for the students' interview, the questions were about

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TEACHER'S PERFORMANCE IN TEACHING ESP: A CASE STUDY OF AN SMK TEACHER

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their experience in learning English, their expectation toward the English subject and teacher, and their problems in learning English with the participant. The data collected from the student interviews were used to confirm the data collected from the teacher so as to gain wider perspective to make the judgment.

3.4. Procedure Detail

The instruments were carefully selected to meet the specific objectives and to answer the precise research questions. The detailed procedures are described in the following subsections.

3.4.1. Classroom Observation

Classroom observation was conducted ten times (around three months—15 March to 30 May 2016) and the researcher acted as the observer. During the class observation, the researcher sat among the students, observing the teacher's performance in conducting teaching-learning activities. The purpose of this was to see the teacher's problems in delivering the teaching materials and implementing the plan which had been made. Besides, the classroom observation was recorded by using video recorder and note-taking were created. Not only Video-recording and note taking, but observation checklist was also used to get more data from the classroom activities. Classroom observation checklist was used to gather valuable information which could be used later on as a useful resource to refer anytime and to recheck the data. Theories proposed by (Basturkmen, 2010; Dudley-Evans & John, 1998; Hutchinson & Waters, 1987) were used to construct the classroom checklist. The supervision checklist contained 20 statements about ESP teaching with responses range from "poor" to "good". Principally, the observation was carried out based on the teachers' schedule. Moreover, the classroom observation was conducted in two different classes, multimedia and animation classes. It was conducted to gain information whether or not the teacher has the same tendency in teaching another class.

3.4.2. Questionnaire

The questionnaire had been given before the interview section was conducted on 10 May 2016. The result of teacher answer on the questionnaire was used to construct questions for the subsequent interview.

3.4.3. Document Analysis

Document analysis was used in every observation section to see the suitability between what the participant has been planned and how it ran in the classroom activities.

3.4.4. Interview

The teacher's formal interview was conducted 2 times (19 and 30 May) after the classroom observations had been done. The teacher was interviewed concerning her perspective of EFL teacher difficulties and problems in teaching ESP related to the pedagogical competence, language competence, the knowledge a professional ESP teacher should have, and the influence of their perspectives of professional EFL teachers on their teaching practices. Whereas, students' interview were conducted on 10 and 12 of May. Initially, all the students were asked several questions related to the English subject they experienced. This was conducted because the students were initially reluctant to give information. After being given the questions, there were three students who gave considerably reasonable answers. Considering their answers, those three students were then decided to be the interviewees. The students were interviewed for their experience and expectation in learning English at that school. The interview sections were recorded by using video-recording.

3.5. Data Analysis

The collected data were analyzed and more analytic questions were devised in the subsequent interview. More specifically, the analysis of initial data gained from the interview and observation determined the subsequent questions which were helpful to sample theoretically relevant concepts. Iterative data collection and analysis were continued till theoretical pattern of concepts and categories were achieved (Auerbach & Silverstein, 2013).

3.5.1. Analysis of Data from Observation

The data from observation was analyzed by using coding, categorization and interpretation. In this study, the coding was done by making codes (Auerbach & Silverstein, 2013; Maliek & Hamied, 2014) on each aspect of learning activities. For example, the codes TM for teaching method, DESIGN for course design, ST for any aspect referring to student's attitude towards the subject. Such coding helped the researcher in categorizing the phenomena. Second, the transcribed data were coded into several categories related to teaching steps so that the real data were gained (Auerbach & Silverstein, 2013; Maliek & Hamied, 2014). Finally, the data were interpreted by drawing the conclusions. The interpretation of the data from observations involved drawing and explaining the conclusions in words to provide answers for the research questions (Creswell, 2012).

3.5.2. Analysis data from Questionnaire

Questionnaire was used to gain the general opinion about ESP teaching conducted by the teacher. The data from questionnaire were, then, used to construct the interview questions.

3.5.3. Analysis Data from Document

Data from documents were used to support the data taken from observations. By using lesson plans, the researcher investigated the implementation of her teaching method.

3.5.4. Analysis of Data from Interview

The video-recorded interviews were transcribed into verbatim and meticulously analyzed after the interviews were done. All in all, the data were analyzed through coding processes suggested by (Maliek & Hamied, 2014) to derive transient and final concepts and categories. In open coding, the data were initially examined, fractured and eventually collated to find transient concepts and categories. In axial coding, the concepts and categories were elaborated by specifying their dimensions and properties and then finding the interrelationships between concepts and categories. And finally selective coding helped the

researcher find the core category that pulled the concepts and categories together into a unified whole. Final concepts and categories were verified through member-checking.