CHAPTER III
RESEARCH METHODOLOGY

This chapter provides the methodology in conducting the research and description of the research procedure in order to find out the answer of the research questions stated in Chapter I. This chapter presents research design, site and participant, data collection, and data analysis.

3.1 Research Design

To find out English target needs and present needs of hospitality students of vocational high school, a Qualitative case study research approach was applied in this study. In this case, the English needs of the hospitality students was not much known because the perception of needs from the students, teachers, and stakeholders changed in the period of time (Lowe; 2009). Therefore, qualitative study is the appropriate approach for this study because it helps researchers to discover a phenomenon or a topic which there is little known about (Johnson, 2014; Kumar, 2011). Qualitative approach also views human behavior as being fluid, dynamic, and changing over time and place (Johnson, 2014).

To get an in-depth understanding of the needs, it is suggested to get the information of needs from different points of view that is required so that ESP course designer or teacher can take account of them in materials and methodology (Chambers, 1980; Hutchinson & Waters, 1987). In line with this, case studies develop an in-depth analysis of a case, often a program, event, activity, process, of one or more individuals (Stake, 1995; Yin, 2012 as cited in Creswell, 2014). In order to achieve that, case study allows the researcher to collect data from many resources, and use a variety of instruments to collect the data (Kumar, 2011) which makes this approach appropriate for this study.

3.2 Site and Participant

One of the vocational high schools in Cianjur was chosen as the research site of this study. The school was chosen because it has a hospitality major in it,

and it is the only vocational high school that permits the researcher to collect data from the students and the English teacher.

Regarding the participant, this study attempted to collect data regarding the needs of hospitality major students of vocational high school from different points of view as has been suggested by Hutchinson & Waters (1987), that needs should be viewed in different points of views.

Hospitality students, an English teacher, and two hoteliers were chosen as the participants. Regarding the hospitality students, 39 students from 12th grade hospitality students were chosen as the participants. The students were chosen since that was the only class that was accessible at the time to be studied. The data were collected from them through questionnaires. The data from the students was used to figure out the current situation of hospitality students' English skills and their English needs in target-situation. .

One English teacher was also chosen as a participant. The teacher graduated from the English education study program, and also had been teaching for 13 years. Teacher was chosen as a participant to represent the educator point of view in order to answer the English needs in the target situation. The teacher was chosen for the availability to be interviewed.

Regarding the two hoteliers. Hoteliers were chosen as participants because they represent the points of view of stakeholders. The hoteliers are a hotel employee, and a hotel employer. The hotel employee had been working in a hotel environment for 4 years. The hotel employee has experience as a door girl, telephone operator, and front officer. The other one is a hotel employer. The hotel employer works as an HR and has been working in the hospitality field for years. Data from the teacher and hoteliers were collected through interviews.

3.3 Data Collection

Data collection is a crucial aspect of the process of research. There are some methods that can be conducted to gather the data, such as questionnaire or survey, interview, observation, and document analysis (e.g., Coles & McGrath, 2010; Fraenkel et al., 2012; Gall et al., 2003). In this study, data were collected through a questionnaire and an interview.

3.3.1 Questionnaire

Questionnaire was used in this research in order to collect data regarding needs from the students. It was chosen because it's advantage, which can be given to a large number of people with less time-consuming work (Fraenkel et al., 2012; Kothari, 2004), would help to collect the data from many students. The type of questions in the questionnaire were close-ended questions to make it easy for the respondent to fill and easier to be analyzed (Kothari, 2004; Kumar, 2014).

The questionnaire in this study was adapted from the work of Chatsungnoen (2012). In the work of Chatsungnoen (2012), the questionnaire was used to find out students' English skills in present-situation, and target-situation of undergraduates in a food science and technology program. The questionnaire focuses on six English language skills (listening, speaking, reading, writing, grammar and vocabulary), and also the tasks for each skill. The tasks were chosen based on research of the relevance skill in ESP context. The questionnaire was adopted for its relevance with the aim of this study, which is to find the English skills in present-situation, and English needs in target-situation. Even though the questionnaire was used by Chatsungnoen for a different study program, it still could be applied in present study because it was based on broad ESP research.

The questionnaire contained 8 questions, and was divided into three different categories which are general information about the students, English language difficulties, and English language needs. The first category was general information about the students. It contained 2 questions that examined students' general information. The type of the question was a short-answer question. The second category was English language difficulties. It had 7 questions which were divided into two sub-categories; difficulties in English language skills, and difficulties in English language skill tasks. The type of the question was rating scales. The type of scales that was used for the rating scales was the one that was developed by Rensis Likert (1901-1983 as cited in Johnson, 2014). The scales ranged from extremely difficult, very difficult, moderately difficult, slightly difficult, and not at difficult at all. The third category was English language needs. Similar to the second category, it had 7 questions, and was divided into two sub-categories; needs in English language skills, and needs in English language skill tasks. The type of the

question was also rating scales with the scales ranging from extremely needed, very needed, moderately needed, slightly needed, and not needed at all. Likert scale is the suitable device in this research since it builds in a degree of sensitivity and differentiation of response (Cohen et al., 2007).

The goal of the questionnaire was to find out the target needs and the present needs from the students. The items of the questionnaire were adopted from the questionnaire developed by Chatsungnoen (2015) since it covers the framework of needs analysis that was proposed by Hutchinson & Waters (1987). There are 35 items which are divided into three categories, which are 1) general information about the students, 2) English language difficulties, 3) English language needs. The questionnaire was written in Indonesian language to allow the respondents to read and comprehend the questionnaire easier. The questionnaire was developed and was distributed to 29 students of 10th grade of one class in Hospitality major through Google Form. The following table provides the detailed information of the questionnaire.

Table 3.1 Categories in Developing Questionnaire Items

Category	Question	Number of items
General information about the students	Background Information of the students	3
English Language Difficulties	Difficulties in English language skills	1
	Difficulties in English language tasks	6
English Language Needs	Needs for English language skills	1
	Needs in English language tasks.	6

3.3.2 Interview

Interviews were also conducted in this study to collect data from the English teacher, hotel employee, and hotel employer since this study required in-depth viewpoints from those participants. An interview is a suitable instrument for this study since it allows researchers to explore the respondents' opinions and explanations, or justifications, regarding their opinions (Tracy, 2013). Also, framework of this study, target situation analysis, need to be explored in other aspects, which are necessities, lacks, and wants (Hutchinson & Waters, 1987) which make the researcher digs for deeper information from the respondent. An interview helped solve this issue since it can provide in-depth information (e.g., Johnson, 2014; Kothari, 2004; Kumar, 2014).

The interview was semi-unstructured. According to Fraenkel et al. (2012) and Coles and McGrath (2010), a semi-structured interview focuses on not only the prepared questions but also the additional questions that can be developed as the interview is going on to gain more in-depth information. This type of interview is more flexible and stimulates discussion that make interviews to be creative, adapt to ever-changing circumstances, and cede control of the discussion to the interviewee (Douglas, 1985 as cited in Tracy, 2013).

The questions for the interview were adapted from the framework of Hutchinson & Waters (1987). The interview was delivered in Indonesian language to avoid confusion and make the interviewees answer the questions freely and recorded by using a mobile phone.

3.4   Data Analysis

The data collected from different instruments was analysed using their own method. After data from each instrument were analysed, the data was triangulated in order to support and corroborate data from each method, and avoid the risk that the conclusion drawn from the study reflects only the biases or limitations of a method, as well as makes the explanation of the data more valid and comprehensive (e.g., Coles & McGrath, 2010; Cresswell, 2007; Fraenkel et al., 2012;).

3.4.1 Questionnaire

The questionnaire was analyzed using descriptive analysis in order to summarize the pattern of students' responses to make them more understandable. From three categories of the questionnaire, only two of them are analyzed which are the English language difficulties category, and English language needs category.

The English language difficulties category was aimed to find out the hospitality students' English skills in the current situation. The responses of the students were converted into percentages. Then, a frequency distribution was conducted in order to find out the trend of each question. Then a cumulative percentage was conducted to find out the trend of the extent of difficulties of each specific skill. The result then triangulated with the result of the interview that have a relevance data

As for the English language needs category, it was aimed to find out the students' English needs in the target-situation. The analysis was similar to the analysis of the English language difficulties category. However, it did not count the cumulative percentage of the specific skill. Then, the result then triangulated with the result of the interview that have a relevance data

3.4.2 Interview

Coding was applied to analyse data from the interview, process of categorizing some words, phrases, quotes in your qualitative data in order to find themes and patterns. The purpose of this step was to make the analysis more systematic and rigorous (Given, 2008; Saldana, 2016).

The recorded interview with English teacher, hotel employee, and hotel employer were transcribed and translated into English. During the process of transcribing and translating the recorded data into English, the data were through some process of selecting, focusing, and simplifying to be written to make it easier to comprehend. The process was called data reduction.

After that, some words, phrases, and themes were labelled and categorized into several categories which are; target situation needs – listening, target situation needs – listening, target situation needs – listening skill, target situation needs – reading skill, target situation needs – speaking skill, target situation needs – writing

skill, target situation needs – vocabulary knowledge, present situation needs – grammatical knowledge, present situation needs – listening skill, present situation needs – reading skill, present situation needs – writing skill, present situation needs – speaking skill, present situation needs – vocabulary knowledge, present situation needs – grammatical knowledge. The data is then interpreted by finding the connection with the other data.