

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes a set of methodology, which covers the overview of research design and method of the study. It particularly discusses research site and research participants. The process of collecting data, the techniques of collecting data (document study and interview), and the analysis of the data are elaborated afterwards.

3.1 Research Design and Method

This research is a qualitative research used to discover the relevance of the English syllabus for the Vocational High School and the School-Based Curriculum and the English teachers' perception toward the existing syllabus. To find the answers to the research questions, it is necessary to apply a suitable method. In this study, the researcher used a descriptive method to understand the relevance of the English syllabus for the Vocational High School and the School-Based Curriculum and the English teachers' perception toward the existing syllabus by which events and actions take place (Maxwell, 1996:19). The points to be highlighted to see the relevance are the objectives, the contents, the methods and the assessment. In addition, Merriam (1998:16) states that a qualitative case study is an intensive, holistic description and analysis of a single instance, phenomenon, or social unit.

3.2 Research Site

The research was carried out at the State Vocational High School (*SMK Negeri*) 1 Cimahi. This Vocational High School concentrates on technology and industry with nine study programs: Industrial Electronics, Refrigerator Engineering, Transmission Engineering,

Industrial Electricity, Network & Computer Engineering, Software Engineering, Mechanical Control, Process Control, and Broadcasting.

This place was chosen as the research site with several reasons. Firstly, the school has been promoted to be the school with International standard called SBI stands for *Sekolah Berstandar Internasional*. Secondly, the school was considered to be the best Vocational High School in Cimahi in which the graduates have achieved the highest score in the National Final Examination in 2006 and 2007 among the Vocational High Schools in Cimahi. Thirdly, the school has been appointed to implement the School-Based Curriculum policy since 2006 which means that the school has got the authority to develop their syllabus by their own. Fourthly, the researcher is familiar with most of the teachers in the school especially the English teachers because the school has been one of the vocational high schools under the guidance of Technical Education Development Centre (TEDC) Bandung the place where the researcher works.

Before it was changed into State Vocational High School 1 (SMK Negeri 1) Cimahi, the name of the school was *Sekolah Teknologi Menengah (STM) Pembangunan* or Development Technical High School. This school is not exactly the same as other technical high schools. The study programs have been designed for four year length of study which means that the students have to complete their study in four years or eight (8) semesters before they graduate.

3.3 The Participants

The participants of the study were four English teachers of SMKN 1 Cimahi who have used the existing syllabus and implement it in the teaching and learning process. There are five English teachers in the school, three of them are considered to be senior teachers because they have been teaching there more than twenty years. The other two teachers have

only been teaching less than five years and are considered to be junior teachers. The vice principal on curriculum development affairs has also been involved in giving information needed by the researcher. In this study, the researcher has got chance to interview two of the senior teachers and two of the junior teachers. They teach grade ten and eleven.

3.4 The Data Collection

The existence of the instruments of data collection is very important to reach the research objectives. In other words, how researcher can collect the data to achieve the goals of the study without applying an or some instruments). In line with this, Alwasilah (2005:142) remarks that when you have the real objectives of study, you should know how to achieve them.

Based on the research design described above, the data in this research were mainly descriptive data gathered by interview and document study. The interview was conducted to investigate the teachers' opinion and perceptions of the existing English syllabus while the document study was done to investigate how the syllabus applied in the school agrees with the school-based curriculum. Each will then be described briefly here.

3.4.1 Interview

Interview is one of the valuable ways to get the description of actions and events (Maxwell, 1996 cited in Abdurahman, 2007). Interview is usually carried out to obtain information by actually talking to subjects (Saliger and Shohamy, 1989). It is used to get information or data needed in line with the purposes of study (Alwasilah, 2003).

Unstructured interview was used to identify the individual respondents' responses about phenomena—the perception of the existing syllabus and to provide interviewee with

broad freedom of expression and elaboration and often resemble informal talks (Seliger and Shohamy, 1989:167).

Operationally, the sequence of questions (about 22 items, see appendix 3) to be explored was used as an interview guide (Patton, 1990 in Alwasilah, 2003) to guide the formal questioning of the English teachers and to ensure that the questions about the same general topics related to the relevance of the English syllabus for the Vocational High School and The School-Based Curriculum and the English teachers' perception toward the existing English syllabus were asked to each of them. Regularly, 4 (1 to 4) of 22 interview items asked about teachers' perception toward the existing syllabus, especially in terms of their understanding about the School-Based Curriculum called KTSP. This was based on the notion that the teachers should know how they see others and the world around them (Hybels, S. et al, 2004:235). In addition, Gazda et al (1984) in previous study conducted by Hermiadi (2007) mentions that perception is influenced by factors such as students' needs, the teachers, significant others, context, anticipation, hope, preference, students' background, and defense mechanism.

Meanwhile, 10 (5 to 14) of 22 interview items debated on the English teachers' points of view about the existing English syllabus. This was due to as stated by White (1988:69) that it is the teacher who knows about the condition of the students and the clarity and development of a syllabus. The rest of them discusses the teachers' expectations and suggestions. This was based on the notion that as the teachers are the objects in the school who have very close relation with the syllabus, it would be wise to know their participation in giving expectation and suggestion in implementing the school-based curriculum. In line with this, Skillbeck (1998) argues that teacher participation in curriculum development will help improving the quality and relevance what is taught and will strengthened teacher professionalism.

To get the information about how the English teachers perceive the existing English syllabus, the interviews were debated to four English teachers in the school. Two of them were interviewed individually and the other two teachers were interviewed in the same place and at the same time. The interview was conducted by using the forms containing some questions and it was done through recording. Besides, the vice school principal of the curriculum development affair was also interviewed to get the information concerning school-based curriculum development policy. The result of the interview was then grouped, transcribed, coded and analysed according to the characteristics of the questions. The coding used here such as Q#1 for question 1, Q#2 for question 2, etc., R1 for Respondent 1, R2 for respondent 2, and so forth.

3.4.2 Document Study

To support and enrich the data acquired during the interview, some media were used, such as a tape recorder and documentation. In this research, the documents studies were the existing English syllabus used by the teachers and the vocational high school-based curriculum document. The points to be focused on the syllabus analysis are something concerning the objectives, the contents and organization, the approach, and the assessment. Documents—broadly defined to include public records, personal papers, physical traces, and artifacts—are a third major source of data in case study research (Merriam, 1988). They were used especially to corroborate and augment evidence for other sources.

3.5 Data Analysis

According to Bogdan and Biken (1992:153), data analysis needs the systematic search and organization of data obtained from interviews and notes to increase the researcher's

understanding of the problem being explored. The data of this study were analyzed through qualitative data analysis. As stated by Alwasilah (2003) the analysis of the data must be conducted as soon as they are collected. Data analysis was done over and after the course of the research program. It was done on the basis of the research questions stated in chapter 1. They were classified into two central themes. First, the relevance of the English Syllabus for vocational schools designed by the MGMP of West Java province to the Curriculum of 2006 edition. Second, the teachers' perceptions towards the English syllabus they have been using.

To find out how the existing syllabus agrees with The School-Based Curriculum, the analysis has been limited to the four areas, objectives, contents, approach, and assessment stated in the curriculum. Additionally, the analysis was also done on the Standard of Graduate Competence (SKL or *Standar Kompetensi Lulusan*) for English subject stated or determined by the Ministry of Education. In terms of the existing syllabus, the analysis was focused on the organization of components of the syllabus developed by the MGMP of West Java Province.

To get the information about how the teachers perceive the existing syllabus, the data was gathered from the interviews with English teachers were grouped based on the main points of view. In this case, they were divided into three categories, the teachers' general knowledge of The School-Based Curriculum, the teachers' opinions about the clarity and appropriateness of the existing syllabus as well as their suggestions and expectation for the syllabus improvement. The data collected from various sources and instruments were categorized and analyzed.

3.6 Validity

To validate the data, trustworthiness was established to determine the accuracy and the believability of the result of the study (Maxwell, 1994:157). Validity rests on the data

collection and analysis techniques. This is in line with McMillan and Chumacher's statement (2001:407) that qualitative researchers use many strategies to enhance validity. Thus, a number of techniques were used to ensure the trustworthiness, such as triangulation and member checks.

3.6.1 Triangulation

Triangulation is using multiple methods of gathering data and multiple sources data to confirm the emerging findings (Merriam, 1988:169). To ensure the validity of data, interview transcripts and documentation were triangulated. The process of triangulation was done by checking the answers of the participants with the English syllabus whether their statements about perception toward the existing English syllabus were the same, or not.

3.6.2 Member Checking

According to Merriam (1988:169), member checking is taking data and interpretation back to people from whom they were derived and asking them if the results are plausible. Referring to Merriam's statement, as data collection progressed, member checking by taking data and interpretation back to the respondents and asking them to check whether all the data transcribed and interpreted were the same as and in line with what they had said. Having all respondents received and brought the interview transcripts and interpretations to be read in their own home, they agreed to all interview transcripts and interpretations.

3.7 Concluding Remarks

This chapter has discussed methodology of the research, which used qualitative design and employed case study as its method and approach. The data collected through

interview and documentation were analyzed. The validity of the research was maintained by means of triangulation process and member checking. The analysis of the findings will be elaborated on the next chapter.

The whole methodology is summarized in the following design:

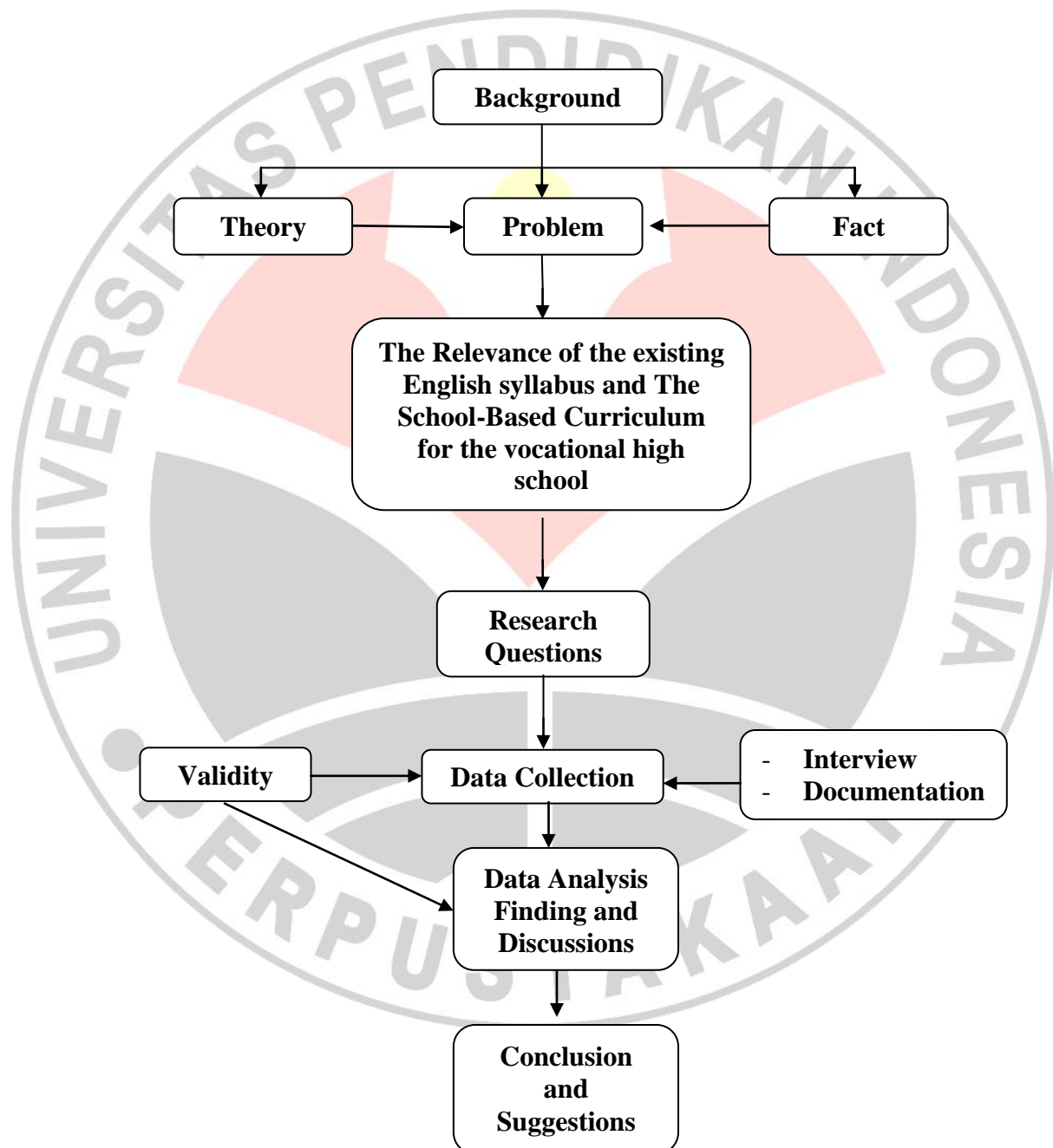


Figure 3.1
Research Methodology

