

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Opening Remarks

This chapter discusses overview of the design and method of the study. It particularly describes research site and research participants (the students, the teachers and the supervisor). Then data collection process, data collection technique from data resources (document analysis, questionnaire and interview), and data analysis follow them. Validity issues conclude this chapter.

#### 3.2 Research Site

The researcher conducted the study at one secondary vocational school in Bogor. This school concentrates on business and management and it has three major study programs: Tours and Travel, Information Technology, and Management. Since one of the study programs is Tours and Travel, the researcher chose this school as the research site for this study.

To collect the data about the research site, the researcher interviewed Mr. Brown, the principal of the school. From the interview she learned that the change of the secondary vocational school (SMK) from secondary economic school (SMEA) happened in 1997. Before 1997 there was no SMK, because the names for vocational schools were SMEA (focusing on economic study), STM (focusing on technology study), and SMKK (focusing on hospitality study). The change from those names into SMK was to enable vocational schools to open more than one focused program. Therefore, there are three major study programs at the research site now. According to the principal, parents' motivation to encourage their children to enter Tours and Travel study program is low because most people, especially parents, do not know what Tours and Travel study program is. It seems that they do not see the graduates

of this study program will be successful in their life as the graduates from other study programs, such as Business and Management who will, hopefully, work in the government offices. The principal added that most parents want their children to work in offices as government employees.

From the interview with the teachers, the researcher learned that the students in the research site generally came from middle to low economy background as Mr. Black said, "Generally, the competency of the students who entered vocational school was low; their economy background did not support their study either; it was a difficult situation for us" In line with this statement, Mrs. White added that as the treasurer of the school, she knew the students' financial condition very well; she emphasized that they were in general came from poor families. The teachers also said that in general the linguistic competence of their students was lower than the linguistic competence of Senior High School students. They added that the scores of UAN (national test score) of the students who registered to vocational school are lower than those who registered to Senior High School. This condition approved what Murdoyo had mentioned that secondary vocational school had low quality (see Chapter I).

### **3.3 Research Participants**

In relation to the focus of this study, which is the teaching of English at Tours and Travel study program, there are nine participants who are involved in this study. They came from three groups of the participants who were chosen purposively. They are sixth grade students of Tours and Travel study program; two English teachers, teaching at Tours and Travel study program; and one supervisor at Bogor Botanical Garden. To protect their real identity the researcher disguises their names.

### **3.3.1 The Students**

The researcher purposively selected six students from Tours and Travel study program. They are all from grade three. Their names are Ann, Beth, Carol, Diana, Elle, and Fiona. They were chosen because they had taken “on the job training” program, so that they could give information about the activities in the “on the job training program”. The selection of the students was based on the institutions where they took the “on the job training” program. The institutions are local Airline Company, Tours and Travel Agent, and a place of interest (tourist destination).

### **3.3.2 The Teachers**

From five English teachers teaching at the research site only two English teachers are involved in this study. One male teacher, Mr. Black, who taught grade one and three, and a female teacher, Mrs. White, who taught grade two.

### **3.3.3 The Supervisor**

From the three different “on the job training” institutions, the researcher chose Bogor Botanical Garden. The choice was based on the information that during the “on the job training” program, at Bogor Botanical garden the students spoke English a lot more than the students who did “on the job training” in another institutions. There was only one supervisor who gave the students training and supervision during the “on the job training” program at Bogor Botanical Garden. His name is Mr. Grey. Therefore, the researcher chose him as a participant of this study.

## **3.4 Research Design and Method**

The researcher adopted qualitative research design from Maxwell (1996). In this study she investigated the teaching of English at Tours and Travel study program

at the research site in relation to stakeholders' expectations. She described the phenomenon that she investigated descriptively and factually.

The research method applied in this study is a descriptive method as described by Merriam and Simpson (1989). It especially employed a case study because this study is an intensive description and analysis of stakeholders' expectations towards the teaching of English at Tours and Travel study program at the research site. In this study stakeholders consist of the students, the teachers, and the supervisor.

### **3.5 Data Collection Process**

The researcher firstly came to the research site to make an observational visit and to do preliminary study. In this observational visit, she made a pre-interview with one of the teachers which lasted for about an hour. The interview was about the school, the English teachers, the curriculum, the English textbooks, and the teaching of English at vocational school in general.

The next visit was made a week after. This time she met the principal and told him her purpose. She asked him whether she could interview him at that time, and the principal agreed. She, then, interviewed the principal to learn further about the school. After finishing the interview he introduced her to the vice principal of curriculum affair. The vice principal gave her the English teachers' names and their teaching schedules. He promised to introduce her to them. Since almost all of them have a class on Tuesday, he told her to come to school again on the following Tuesday.

She made her third visit on the following week. After talking for a while with the principal, the vice principal came and introduced her to some English teachers. There are six English teachers at the research site, but on that day there were only four who came. After the third visit, she continuously came to the school to collect data by analyzing English curriculum 2004 for vocational school and five English textbooks,

distributing questionnaire, and conducting interview. She also searched information about institutions where the students conducted “on the job training” program.

On the third month of her research, some students from the Faculty of Teacher Training of Pakuan University came to the school. Their coming was to conduct *Praktek Pengalaman Lapangan* (Practice-Teaching Program). Their coming inevitably affected the research plan, because during the Practice-Teaching Program it was Pakuan University students who were teaching in the classroom, not the school teachers. Therefore, since the second week of March until the second week of June (about three months) it was the student-teachers who taught English classes. This condition made the researcher unable to observe the class. Instead, she kept interviewing the students, the teachers and the students’ supervisor in Bogor Botanical Garden.

When the student-teachers finished their practice teaching program, the third grade students had to take the National Examination and the English teachers were busy preparing the TOEIC test. When the third grade students finished their National Examination and the TOEIC test, the teachers started to give the school final tests to the students of the first and the second grade. Besides, the teachers were busy writing the students’ rapport. After distributing the rapport to the students, the school was in holiday. The researcher, then, had to postpone her research and wait for the right time to continue her investigation. She continued her investigation in September, when the school started again, but she decided not to observe the class. Instead, she focused more on the relevance of the learning description stated by the curriculum with the performance criteria written in the textbooks. She counted the percentage of the relevance by dividing the availability of the performance criteria in the modules with learning description stated in the curriculum and multiplied it by 100%.

### **3.6 Data Collection Techniques**

To obtain the data for this study the researcher collected them through three different techniques as follows:

#### **3.6.1 Questionnaires**

Questionnaire was distributed to the English teachers and the students. The questions given to the English teachers and the students are similar. It consisted of 20 questions: question number one until number seven were open-ended question, while question number eight until number twenty were closed question. The open-ended questionnaire was given to explore deep answers, while closed questionnaire was given to investigate English teaching materials and teaching method for the students of Tours and Travel study program. The researcher chose closed questionnaire because the answers are easy to analyze and categorize (Meriam and Simpson, 1989). The questionnaire was also to check the validity of respondents' answers as well as to triangulate the data given by each group of participant.

#### **3.6.2 Interview**

Interview was chosen to gain information from all respondents in relation to the research questions. The respondents' answers were first, recorded and then transcribed. Last, the transcription was analyzed in relation to the theories presented in chapter II and to the research questions. Interview was conducted with nine respondents: six third grade students, two English teachers teaching at Tours and Travel study program, and one supervisor from Bogor Botanical Garden. At first, the researcher interviewed the students based on the teacher's reference, but then she chose the respondents based on the location where they did "on the job training" program (Tours and Travel Agent, Airline Company, and tourist destination).

Interviews were given in a semi-structured way, because she had an aim to explore all information that might appear during the interview. The researcher not only focused on the prepared questions, but also developed the questions as the interview was going on. All interviews were recorded and transcribed to ease the researcher to analyze them.

The use of interview was to validate data from other data resources. The interview was also used to triangulate the data given by each group of respondent. There are 33 questions addressed to English teachers, 16 questions addressed to the students, and 12 questions addressed to supervisors (see appendix : interview guide).

### **3.6.3 Document**

The documents that the researcher analyzed are English curriculum 2004 for secondary vocational school and students' textbook. The researcher analyzed the textbook used in grade one, grade two and grade three. The title of the textbook is *English for Vocational Schools* written by Yiyis Krisnani and published by LP2IP Gadjah Mada, Yogyakarta. Those documents were analyzed to find out the relevance of the curriculum with the textbooks and to the availability of language skill exercises for tourism discipline as suggested in Chapter II.

## **3.7 Data Analysis Framework**

### **3.7.1 Questionnaire data**

Data from questionnaire are in the form of respondents' answers, which is written on the questionnaire sheets. The answers from the questionnaire were categorized and related to the research questions. The data from the questionnaire were analyzed to find the answers for the research question about stakeholders' expectations towards the teaching of English, and about the relevance of the textbook

being used in relation to Tours and Travel disciplines. The data were categorized into teaching materials and teaching method expected by stakeholders.

### **3.7.2 Interview data**

The data from the interview were in the form of recording. The researcher transcribed the recordings, analyzed and categorized them into materials and teaching method expected by the stakeholders. The data from the interview were also used to gain information related to research question about stakeholders' expectations towards the teaching of English, and about the relevance of the textbook being used in relation to Tours and Travel disciplines. The interview was also used to check the validity of the data taken from the questionnaire.

### **3.7.3 Documentary data**

The English curriculum 2004 for secondary vocational school and English for textbook, as the document in this study, were analyzed by investigating the relevance of the learning description stated by the curriculum and the performance criteria written in the textbook. The availability of language skill materials, which cover reading, writing, and oral aural skills and its relevance to Tours and Travel study program, was also investigated. The guide for language skill materials analysis was taken from <http://web.apu.ac.uk/efl/Tourismeng.htm>.

### **3.8 Validity Issues**

The researcher checked the validity of the data by triangulating, member checking and describing the data as clearly as possible. She triangulated the data by collecting information from three data resources (i.e. questionnaire, interview, and documentary) and from three different parties (i.e. students, teachers, and supervisor). Member checking was done by asking the respondents who had been interviewed to



check the transcription of the interview. It was done to ensure that the results were appropriate with their responses.

### **3.9 Closing Remarks**

This chapter has discussed the method and design the researcher applied in conducting the study. The research site, research participants, data collection process, data collection techniques, and data analysis framework have been described clearly. The data presentation and data analysis are presented in chapter IV.

