### **CHAPTER III**

#### RESEARCH METHOD

## A. Approach and Research Design

This research was in form of descriptive qualitative research. This study was designed to get information and description concerning with the selection of authentic materials in Hospitality program at SMKN 1 Buduran Sidoarjo. Ary Donald stated that "qualitative research seeks to understand the phenomenon by focusing on the total picture rather than breaking it down into variables and the goal of qualitative research is a holistic picture and depth of understanding rather than a numeric of analysis data". His statements showed that the important thing for qualitative research is the depth understanding of the data. Besides, the qualitative research is used when the researcher need a detailed understanding of issue that can be established by talking directly with the people or the subject of the research.

There is only a variable in this research that is authentic materials selection. Besides, in this qualitative research, the narrative approach was used since the focus of this research was the experience of teacher in selecting authentic materials used in his teaching of ESP classroom. The researcher had

<sup>&</sup>lt;sup>1</sup> Ary Donald, *Introduction to Research in Education*, Sixth Edition, (USA: Wadsworth Thomson Learning, 2002), p.44

<sup>&</sup>lt;sup>2</sup> John W. Creswell, *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*, Second Edition (California: Sage Publications Inc, 2007) p.40

specific contextual focus; that was the teacher as the main subject of the research. However, document analysis was also done to get the data. Then, both of the documents and the experience of the teacher in selecting authentic materials for teaching English were analyzed and described narratively in the end of the research.

## B. Research Subject

In this research, the research subject is the English teacher of hospitality program in SMKN 1 Buduran, Sidoarjo. He is Mr. Mochammad Anwar who has been teaching English in this school since 2002. He has a lot of experience in using authentic materials to teach hospitality program. He uses authentic materials in his teaching with the reason to bring the real English uses in hospitality-world into classroom. Besides, he argued that using authentic materials will bring new atmosphere of learning English that enable students to enjoy it.

Mr. Anwar finished his undergraduate degree in English Education Department of STKIP PGRI Sidoarjo in 1999. His teaching experience started from the academic year 2000/2001. During his professional career, he had experiences in teaching English in three different schools. First, he taught English in SMA Tribhakti Tanggulangin from the academic year 2000/2001 to 2009/2010. Two years later, he also started to teach English in MA Mambaul

Hikam Tanggulangin from the academic year 2002/2003 to 2009/2010. At the same year, he also started to teach English in SMKN 1 Buduran. In 2010, he resigned from those two previous schools and focused on teaching English in hospitality program at SMKN 1 Buduran.

# C. Setting of The Research

## 1. Place

The research was conducted at SMKN 1 Buduran which was located in St. Jenggolo No. 1B Sidoarjo. The research was focused on Hospitality program because this is a program where the students have more chance to practice their English in the real communication related to their future career. Therefore, there would be more chance for the teacher to use authentic materials in English language teaching.

### 2. Time

The research was done during  $6^{th} - 25^{th}$  June 2016. Document analysis was started from  $7^{th}$  of June until a week before the last interview. The first interview was done on  $11^{th}$  June and the second interview was done ten days later on  $21^{st}$  June 2016. To complete the missing data, the third interview was done on  $25^{th}$  of June 2016. The interview was done after school hour and on

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 $<sup>^3</sup>$  Interview with English teacher of Hospitality program in SMKN 1 Buduran on Monday,  $28^{\rm th}$  March 2016

the weekend. By conducting the interview after school hour and on the weekend, it would not disturb the teaching and learning process.

### D. Data and Source of Data

### 1. Data

Creswell stated that the qualitative researchers collect data themselves by examining documents, observing behavior, and interviewing participants.<sup>4</sup> The data needed to answer the research questions was authentic materials that had been used by the English teacher of hospitality program in SMKN 1 Buduran and the teacher's experience during teaching English in hospitality program by using authentic materials.

### 2. Source of data

The researcher decided that the sources of data that were documents of authentic materials used by the teacher in learning process and teachers' investigation. Teacher who was taken as source of data was an English teacher of hospitality program in SMKN 1 Buduran that used authentic materials in teaching ESP Classroom. Thus, the subject of this research was the English teacher of Hospitality program.

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<sup>&</sup>lt;sup>4</sup> John W. Creswell, *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*, Second Edition (California: Sage Publications Inc, 2007), p.38

# E. Data Collection Technique

Since the sources of data were documents and the teacher themselves, the researcher used documentation and interview as data collection techniques.

- To answer the first research question about kinds of authentic materials used by the teacher, the researcher collected the data through documentation of authentic materials used by the teacher.
- 2. To answer the second research question about the way teacher selects authentic materials to be used in the learning process, the researcher uses both documentation and interview. Since the objective of the second research question is to explain the criteria considered by the teacher in selecting authentic materials, using only interviews or document analysis alone do not produce more information in the findings. Besides, using documentation in combination with interview allows the researcher to appropriately gain a rich understanding of the data and to confirm what the researcher gets from the interview.

In conducting the interview, semi-structured interview is used as a technique for collecting data. Semi-structured interview is conducted in form of depth interview because this form allows freedom for both the interviewer and the interviewee to explore additional points and change direction if necessary. Depth interviews are generally carried out face-to-face so that the interviewer can create

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<sup>&</sup>lt;sup>5</sup> Paul Hague, Nick Hague & Carol-Ann Morgan, *Market Research In Practice: A Guide to The Basics*, (London: Kogan Page Ltd, 2004), p.61

a relationship with the research subject by taking the time to open up the subject and respond to body language. From this interview, the teacher is expected to tell more about criteria that he considered in selecting authentic materials to be used in Hospitality program.

### F. Research Instrument

The researcher uses documentation and interview as the way to collect the data. For documentation, the instrument is the documents of authentic materials and checklist is used to easy the process of document analysis. The instrument of document analysis is to answer both of the research questions.

Since the second technique of collecting data is using interview, the instruments needed by the researcher are interview guideline, field note, and recorder. Interview guideline is needed since the semi-structured interview is chosen by the researcher. The interview guideline of this research is the outline of research problems and some questions for the interviewee to get more data other than document analysis. Field note is used to write some important words like word or statement that may be asked in the follow-up question. Audio recorder is used to record the interview process to keep the detail of what the interviewee answer, while the use of camera during the interview is an alternative to keep the detail when it is really needed. Therefore, the researcher requires taking field notes, recording audio and audio-visual or camera during the interview process.

<sup>&</sup>lt;sup>6</sup> Paul Hague, ..... P.

# G. Research Stage

The researcher had the following stages in doing the research:

- 1. First, the researcher made an appointment with the research subject that is the English teacher of Hospitality program in SMKN 1 Buduran about the place and time to have an interview that was done three times. After making an appointment, the researcher prepared the instrument of the research that is interview guide line. The researcher also prepared the tools that were used during the interview such as audio recorder.
  - In this step, the researcher also asked the teachers' permission to see all of the documents and copied some of them related to the authentic materials used by the teacher in the learning process.
- 2. Having those appointments, the researcher came to the research subjects' place based on the appointment. Yet before having interview, the researcher firstly analyzed the documents. Finishing those documents analysis, the researcher came to the place and did an interview by giving the opening questions. While asking questions, the researcher recorded the interview process using the recorder and wrote some notes from the answers. Recording the interview process was so much useful for the researcher because the researcher could not write as fast as the research subjects answer. It was also as anticipation to some statements that were missed.

3. The following step, the researcher checked the data collected from the interview. The researcher checked the data whether the data was completed or there were some missing data. To complete the missing data, the researcher did interview twice after the first interview. Then the researcher analyzed the data (the result of interviews) to meet the answer of the research questions.

## H. Data Analysis Technique

In data analysis technique, this research used descriptive analysis. It means that the data was analyzed and described narratively.

- 1. First, the researcher analyzes all of the result of documentation and interview.

  Data from document analysis was differentiated to two different analyses since the instrument was able to answer both of the research questions. From the second instrument, the researcher transcribed and types the data from the recording of interview process into a document for analysis.
- Second, when all of the data were collected, the researcher started to describe
  the findings and all of the data were described narratively. The description
  that was made by the researcher was based on the data collected from
  document analysis and interview.
- 3. Third, the researcher analyzed the findings using the theory from the theoretical framework. The analysis was more focused on the process of selection authentic materials. Then the researcher compared the criteria used

by the teacher with the criteria presented in theoretical framework to know whether the teacher use the same criteria stated on the theoretical framework or not.

