

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Approach and Research Design

Research design is a plan for collecting and analyzing evidence that will make it possible for the researcher to answer the questions, he or she has posed. Based on the research questions and objectives of the study, the approach of this research was qualitative. Beverley Hancock said that qualitative research is concerned with developing explanations of social phenomena. This research concerned with social phenomena dealing with student needs in learning ESP. According to Dawson, qualitative research explores attitudes, behavior, and experiences through such methods as interviews or focus groups.<sup>1</sup> This research applied qualitative approach to find out the answer dealing with the teacher's knowledge and experiences of process in designing syllabus. It would be proven through interview and analysis of syllabus as a real product.

As of the design of the research, Suryana stated that descriptive research is used to identify and classify the elements or characteristics of the subject.<sup>2</sup> It means that descriptive design is used to describe the detail condition of research subject, so the problem could be identified clearly. Therefore, the research design of this study was descriptive-qualitative research because the main concern of this research was to know the students' need and the syllabus design for accounting program at SMKN 1 Bangkalan. It explained that descriptive research would be described narratively and interprets. It is also related to the variable of this study which was dealing with students' need and the way of teacher in designing the syllabus.

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<sup>1</sup>Chaterine Dawson, "A Practical Guide to Research Methods", (United Kingdom: Advision of How to book.Ltd,2007),15

<sup>2</sup>Suryana, *Model Praktis Penelitian Kualitatif dan Kuantitatif*, (Jakarta: Universitas Indonesia),18

Suharsimi stated that descriptive research describes the reality of research variable and condition.<sup>3</sup> It means that this study would like to describe the process done by the teacher in knowing the students' need and designing syllabus through descriptive design.

## **B. Research Presence**

In this study, the researcher was as nonparticipant researcher. It means that the researcher did not take part of the research which could be influenced the finding. In this research, the researcher collected the data and provided as research instrument by interpreting from theory about need analysis and English syllabus within the fact of the problem in the field. The main source of the data was questionnaire that given for the students for accounting program at SMKN 1 Bangkalan, the researcher interviewed the English teacher of accounting program dealing with her knowledge in teaching English.

In this research, the researcher presence was very transparent. The participant knew that they were being observed. The participant could see easily that the researcher came to the participants to distributes a questionnaire and interview them. Therefore, the participants knew that the researcher was collecting data from them.

## **C. Research Location**

The researcher chosen SMKN 1 Bangkalan located at Jl. Kenanga 2 Bangkalan. The school is the oldest vocational high school in Bangkalan and has many specific programs. The school has high quality which is proven by some cooperation with both domestic and foreign institution as a place for students' apprenticing. The favorite program in that school is accounting program. The teacher of that school said that accounting has a big chance to work for the students after graduating from the school. The study was conducted in the eleventh grade of accounting students at SMKN 1 Bangkalan. The subject of this research was the students of accounting program consist of 27 females and 9 males, and also one English teacher of accounting program.

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<sup>3</sup>Suharsimi, Arikunto, "*Manajemen Penelitian*", (Jakarta: PT. Rineka Cipta, 2013),310

#### **D. Data And Source Of Data**

The data of this study are about the students' needs and the existing syllabus. The data was found from the source of data, they are:

1. Eleventh grade students.

Eleventh grade students are the key source to find the data of students' needs. They are considering as the source of data to find students' needs in learning ESP at accounting program at SMKN 1 Bangkalan. The students consist of 27 females and 9 males.

The researcher took all the accounting students. There are 36 students as the research subject of eleventh grade students, consist of 27 females and 9 males students. This was based on the teacher that the eleventh grade did not have significantly difference characteristic and ability. This was supported by the result of the middle test that showed their ability. Therefore, the samples were considered enough to find the relevance result.

Moreover, to confirm the questionnaire result, some students are interviewed especially for them who do not state clearly their argument in the questionnaire. The interview is related to their needs in learning English for accounting.

2. The English teacher for accounting program.

The English teacher was considering as the key source of data about English for accounting syllabus. There was one English teacher who taught English in accounting program. The teacher taught all classes in accounting program, there were two classes, she has been taught English in accounting program for more than ten years. The researcher found data about syllabus from the teacher through interview.

3. The English Syllabus

The source is printed syllabus for one semester. The targeted data is detail description about each element of accounting syllabus. Syllabus was the urgent document which was analyzed in this study. This was urgent because by considering the syllabus, the whole learning can be reflected.

## E. Research Instrument

Research instrument is tool or device to guide the researcher for gathering data during the research process. To collect the data, this study used three instruments, they were:

### 1. Questionnaire

Questionnaire is one of the most common instruments used. They are relatively easy to prepare, they can be used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyze.<sup>4</sup> Questionnaire is useful in gathering data for the big number of participants. Moreover, because student needs was an abstract thing, it could not be seen by observation. Therefore, student needs questionnaire was important to analyze the participant feeling and mind.

In the case of the present study, it is decided to conduct the needs analysis by means of a questionnaire, because filling in a form or questionnaire is not time-consuming, although it is considered to be the most traditional and even the most boring way of doing needs analysis.<sup>5</sup>

Questionnaire items made up of 20 questions classified under two major sections according to Tom Hutchinson - Allan Water and David Nunan. The aim of the questionnaire is to collect data about target situation analysis and learning need analysis. The target situations analysis was divided into four aspects, those are: goals, Necessities, lacks, and wants. The learning needs questionnaire was divided into 5 aspects, those are: learning input, procedures, setting, learners' role, and teachers' role. Those questionnaires were suited to the condition of English for Accounting at SMKN 1 Bangkalan. In addition, it is matched to the theory of students' needs in learning ESP and needs analysis stated in second chapter. The questionnaire can be seen in the appendix 3.

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<sup>4</sup> Jack C. Richards, *Curriculum Development in Language Teaching* (New York: Cambridge, Cambridge university press, 2001), 60.

<sup>5</sup> Alex Case, 15 ways to do needs analysis, 43. Available at <http://edition.tefl.net/ideas/business/needs-analysis/>, accessed April 23, 2017..

## 2. Interview guideline

Interview is a good way to find out the participant's mind and feeling.<sup>6</sup> In the interview section, the instrument that was used by the researcher was interview guideline. The interview was designed by the researcher itself by considering some theories about learning needs analysis and syllabus.

In this study, the researcher did the two sections of interview. The first section was the interview to the eleventh grade students. This was a way to confirm the participants feeling and mind dealing with students' needs. In this section the researcher used in depth interview because the researcher needed to collect the information about what the participant mean deeply.

The second section was the interview to the teacher. In this section the researcher used formal-semi structured interview because in the interview section both researcher and participant knew that they were there to generate data based on guiding questions. However, this was possible to have additional question during the interview section. The researcher could ask some additional points when there was unclear information. The question for interview could be seen in appendix 2.

## 3. Document studies

Document study is used to guide the researcher takes the document needed in the study.<sup>7</sup> In this study, the document needed to be analyzed was syllabus of English for accounting program for eleventh grade in SMKN 1 Bangkalan. The syllabus was analyzed based on the criteria by the list of student needs. The student needs' criteria were gotten from the result of questionnaire and interview.

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<sup>6</sup>Abdur Rahman, Undergraduate Program: "the implementation of reading aloud to vary the pronunciation practice for students of senior high school in Mamba'us sholihin muslim boarding school gresik" (Surabaya: state Islamic university sunan ampel surabaya, 2011), 30

<sup>7</sup>Istiqomatus sa'diyah, Undergraduate Program: "an analysis of student's writing ability in forming irregular verb at the tenth grade of MA Al-Iman Ponorogo", Surabaya: state Islamic university sunan ampel surabaya, 2012,29.

## **F. Checking Validity of Finding**

Checking validity of findings is one of the important things in figuring out accurate results problem. To find out the valid and reliable data, the researcher used valid and reliable instrument. Validity refers to the appropriateness, meaningfulness, and usefulness of the instrument to collect the data.<sup>8</sup> In this study, the instruments had been validated by the experts.

The questionnaire and interview guideline as the instrument in this study has been validated by Ana Nurul Laila, S.Pd, M.TESOL. Moreover, because the participants are not from English department, to make the participant easy to understand the questionnaire, the researcher translated the questionnaire from English to Bahasa.

In addition, to make the data is reliable, the researcher used camera and recorder to get the concrete fact during the research process and it also helped the researcher to analyze the data.

## **G. Research Stages**

### **1. Preliminary research**

In preliminary research, the researcher gathered data from some informants about program of English for specific purposes taught in SMKN 1 Bangkalan. SMKN 1 Bangkalan has many programs to be chosen by the students.

Preliminary research was continued to deeper interview by having interview to the teacher of English for accounting, observing the class, and having interview to some students in English for accounting program. From those activities, the researcher found that the teacher has problem on facilitate the students' needs in learning English. The problems were not only happened to the teacher but also to the students. Based on the informants, the program was not suitable to their expectation because the material of English that taught is general English, they also need to learn English related with their program as

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<sup>8</sup>Sugiyono, *Metode penelitian kuantitatif, kualitatif, R&D*, (Bandung: Alfa Beta, 2009), 267

accounting students. This indicated miscommunication between the teacher as the learning designer and the students.

## 2. Development of Research Design

In this stage, the researcher planned some points to make the study well organized. The researcher tried to find the topic, organizing the problems, analyzing the theory and previous studies related to students' needs and syllabus, deciding the research method, and finding the appropriate instruments used in the research. Moreover, the researcher was advised by the advisors to make the study valid and reliable.

## 3. Research Action

This part was a main part of this research because it was time for researcher to begin collecting the data. In conducting research, the researcher did all of the research procedure. The first was distributing questionnaire to know the students' needs in learning English. The researcher also interviewed some students about their answer in the questionnaire. The interview was an in depth interviewed to make the answer clearer.

The second was interview the English teacher to know the teacher's opinion about the existing English syllabus. Document studies that is English syllabus also analyzed by the researcher to know the suitability of the syllabus and the students' needs.

## 4. Writing the report

In this section, the researcher reflected all of the information that have been collected by reporting the result and finding of the study in terms of interpreting data gathered from all the research instruments. The writing report is in the form of descriptive. This described the finding of questionnaire and interview about students' needs.

## H. Data Analysis Technique

Data analysis technique is a process of resolving data into its constituent components, to reveal its characteristic elements and structure. Based on Robert K. Yin, data in qualitative research is analyzed in five- Phased technique:

Compiling, disassembling, reassembling (and Arraying), Interpreting, and Concluding.<sup>9</sup> However, in this study the data were analyzed in four phase because disassembling and reassembling phase can be combined. The phases are described follows:

1. Compiling: the first instrument, the researcher made table from the students' answer in the questionnaire. The collected data about students' needs taken by distributing questionnaire to eleventh grade students who took Accounting program. The second instrument, the researcher transcribed and types the data from the recording of interview process to English teacher into a document for analysis.
2. Assembling: in assembling section the researcher classified the students' answer in the table as the criteria to analyze the syllabus.
3. Interpreting: after getting the data of student's need in learning English in Accounting class, the researcher analyzed the data and explained it narratively. Then, the data of English syllabus also explained narratively based on the criteria of the lists of students' needs. The description that was made by the researcher was based on the data collected from interview and document studies.
4. Concluding: in the last section of analysis data, after knowing the interpreting section, the researcher could decide whether the syllabus has covered the student needs or not.

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<sup>9</sup>Robert K.Yin, *Qualitative research from Start to Finish*, 2011, The Guilford Press : new York, 177.