

CHAPTER III RESEARCH METHOD

In this research method, it covers some aspects related to the method of research such as research design, research location, data and source of data, data collection techniques and research instrument.

A. Approach and Research Design

In this research, the researcher used descriptive qualitative method. This study is aimed to discover what are the students' need and want in supporting English materials and also to analyze the English teaching materials that teacher used to teaching students accounting major in Sejahtera vocational school Surabaya. The researcher uses descriptive qualitative method to understanding the data in depth. Creswell said that “the reason conducting qualitative research because researchers want to understand the contexts or settings in which participants in a study address a problem or issue”.¹ As Donald explained that “qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data”.² So, this study described the students' needs, wants, and also the appropriateness English teaching material in the teacher's lesson plan.

B. Research Location

This study was conducted at Jl. Simomulyo I No.3, RT.3/RW.12, Simomulyo, Surabaya. This school is one of the private vocational school that English for specific purpose lesson specifically for accounting major has not been implemented.

C. Research Subject

The research subjects in this study are students academic 2017-2018 of accounting program at Sejahtera vocational high school Surabaya and teacher's lesson plan. There 4 classes of accounting program and researcher distributed the questionnaires to

¹ John W. Creswell, *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*, Second Edition (Sage Publications Inc, 2007), 40

² Donald Ary, et.al., *Introduction to Research in Education*, eight Edition, (USA: Wadsworth Chengage Learning, 2010), 29

two classes students' eleventh grade accounting program at Sejahtera vocational school Surabaya.

D. Data and Source of data

a. Data

There are three data that the researcher needs in this study through a questionnaire and study document those are:

- 1) The supporting English materials that are needed by the students in accounting program eleventh grade at Sejahtera vocational school Surabaya.
- 2) The supporting English materials that are wanted by the students in accounting program eleventh grade at Sejahtera vocational school Surabaya.
- 3) The document which consisted of teaching material in lesson plan in the first semester of students eleventh grade that teacher used for students' accounting program at Sejahtera vocational school Surabaya.

b. Source of data

The sources of data in this research are students of class XI accounting program at Sejahtera vocational school Surabaya and document which consisted of teaching material in lesson plan in the first semester of eleventh grade students. The researcher distributed questionnaires to students' eleventh grade accounting program at Sejahtera vocational school Surabaya.

E. Data Collection Techniques

Researcher used questionnaire and document checklist as the data collection techniques.

1. To answer the first and the second research questions about supporting English materials that are needed and wanted by the students in accounting program eleventh grade, the researcher collected the data through questionnaire. A needs analysis questionnaire was proposed to investigate students' needs and wants in learning English focusing on accountancy.
2. To answer the third research question about the appropriateness of English teaching materials in the lesson plan that teacher applied, the researcher also used document checklist to analyze the material that teacher used to teaching English for accounting students.

F. Research Instrument

The researcher used two kinds of research instruments to collect the data from this study:

1. Semi-Closed-ended Questionnaire

The questions are based on a questionnaire that has been developed from a variety of research sources that address needs analysis in English for specific purposes. The questionnaire considered the students major, that is accounting major. The students was given the questioner by the researcher to get the information about the students' needs and wants in learning English for accounting program. According to Creswell, this type of question has all the advantages of open- and closed-ended questions. The technique is to ask a closed-ended question and then ask for additional responses in an open-ended question.³ The questionnaire was translated into Indonesian to make sure that students understand all items. (See Appendix 2: Questionnaire)

Table 3.1.The Organization of the Needs Analysis Questionnaire

No	Aspect	Number of Items	Purpose of the question	References
1	Goal	1 & 3	To find out the students' reasoning to learning English	Graves
2	Level	2	To find out the students' level of English proficiency	Graves
3	Necessities	4, 5, 6	To find out what the needs of the learners in English materials	Graves
4	Wants	7, 8, 9, 10, 11, 12, 13,	To find out what input that students' want in English	Nunan

³ J.W., Creswell, *Research design: Qualitative, Quantitative, and Mixed Methods Approaches*, ThirdEdition (California: Sage Publications Inc, 2009), 387

		14,15	materials	
5	Procedure	16	To find out the procedure that students' want the most	Nunan
6	Setting	17	To find out the setting that students' want the most	Nunan

2. Document checklist

The researcher uses document checklist to analyze the data from the teacher lesson plan based on the "principles of teaching material in ESP by Hutchinson and Waters" that adopted from a journal, Okri Ronaldo entitled "Teaching Material for English Subject in Vocational School". "Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic". There are 24 items checklist consisted in the document checklist. In a form of document checklist, "Yes" indicates that the teaching material are appropriate to the principles and vice versa. (See Appendix 3: Document Checklist)

G. Data Analysis Technique

In this study, the researcher analyzed the information or data from the semi close-ended questionnaire that the students answered. There are 3 steps to analyze the data based on Huberman and Miles's theory⁴, such as:

1. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the 'raw' data that

⁴ A.M. Huberman, M.B. Miles. "Data Management and Analysis Method". NK Denzin and YS. Lincoln (Eds.), *Handbook of Qualitative Research* (USA: SAGE, 1994), 429.

appear in written-up field notes. In this step, the researcher reduced the data by checking answers and clustering into category based on multiple choices from the students answered in semi-closed-ended questionnaire that is multiple choices. The researcher will discard the irrelevant data when the student answers the questionnaire with an unclear answer. The researcher also reduced the data from teacher's lesson plan by checking the teaching material. Thus, after reducing the data, then the data will be clearer and will be used.

2. Data Display

A 'display' is an organized assembly of information that permits conclusion drawing and action taking. After classifying the data based on several choices of students' answers in a semi-closed questionnaire, the researcher presented the data in the table which one the students' needs and wants from questionnaire in a more understandable way by presenting how many percent of the students chose the answer in the multiple choices. The researcher also presented the data after reduced the teacher's lesson plan by checking the teaching material in the table and giving the explanation note in the document checklist. Miles and Huberman suggest that a good display of data, in the form of tables, charts, networks and other graphical formats is essential.⁵

3. Drawing Conclusion

The researcher was developing conclusions regarding this study. The researcher described the students' needs and wants in the supporting English materials and the appropriateness of teaching material that teacher used to the principles of teaching material in English for Specific Purposes.

⁵ Ibid