

CHAPTER III

RESEARCH METHOD

This chapter discussed the research method that used in this research. It covers the discussion of the research design, data, and data sources, technique of data collection, technique of data verification and data analysis.

A. Research Design

The data collection method in this research was used descriptive with qualitative approach.

Qualitative research was type of research approach that aimed to reveal a particular social situation through describe the real fact in form of words grounded on relevant data collection and analyze process from natural situation (Satori and Komariah, 2012:25). Creswell (1998) also defined that qualitative research as an inquiry process of understanding based on distinct methodological tradition of inquiry that explore social or human problem (in Satori and Komariah, 2012:24). The researcher builds a complex, holistic picture, analyzes words, report detailed of informant, and conduct the research in natural setting. Through undertaking a qualitative research, it was aimed to contribute certain theory (Satori and Komariah, 2012:24). The terms that have been discussed in the research were expected to set the new theory.

The research was focused on the English teacher's effort in perceiving their student need in learning English according to the principle of ESP (English for Specific Purpose) that were target need and learning need and would be found out its impact of perception toward the teacher's teaching strategies that used in the object being observed.

By describing this phenomenon the researcher hoped that it could be provided the contribution for all of teachers, lectures, and all of the reader of this thesis which has the title "Teacher's Perception on The Student Needs in Learning English and Its Impact to The Teaching Strategies at Pastry Student of SMKN 2 Trenggalek". To get the clear information in the research, the researcher was presented the information as detail as possible about the object that have been described.

B. Data and Data Sources

1. Data

Saryono (2013:3) stated that "the data in qualitative research is in form of words, utterances, and narration related to the subject of the research". The data that used in this research in form of information were obtained from the interview with the English teacher that teach in all of Pastry department classes at SMKN 2 Trenggalek, and the analysis of the teacher's lesson plan. All of the information related to teacher in perceives the student need in learning English related to Pastry department in term of target need and learning need, and what were the strategies in teaching that they preferred to use in their teaching and learning process.

2. Data source

In this research, the researcher was used two kinds of data sources, they were:

a) Informant

In this research, researcher was tried to collect the data through the information from the only one informant. The informant was the English teacher of SMKN 2 Trenggalek that teaches English in first and second grade of Pastry department classes which has been civil government.

b) Documents

In this research, the additional informations were collected from other sources. The other source was document. Document here was included sound recording, video recording, and teacher's lesson plan that have formulated before.

C. Technique of Data Collection

Fathoni stated (2006:104) "the data in the qualitative research means the information that obtained through some measurements and it was used to formulate a logical argument become certain fact". The data itself were collected through a process known as technique of data collection. Based on the source of data, the techniques of collecting data were:

1. Interview

Interview was a technique to collect the data to find out the information from the informant through conversation or ask and answer activity (in Satori and Komariah, 2012:130). In term of Qualitative research, researcher was used in depth interview to grading the data. Stainback (2012:130) give the addition that an interview has been a tool for gain the deeper understanding of how the participant interpret a situation or phenomenon that collected in observation alone.

From the explanation, it could be seen that in-depth interview was collected the information of the process on the research from the dialogue between researcher and informant in term of participatory observation.

The interviews were conducted with English a teacher that has taught in first and second grade classes of Pastry department at SMKN 2 Trenggalek. It answered the general questions about how she perceive her student need in learning English and its impact to the teacher's teaching strategies that applied to the classroom teaching and learning process. The interviews were hold in the school.

The main points of interviewed question were:

- a. Teacher's perception on the situation of student work place in the future that might faced by them related to the need of language to coomunicate by the pastry student to support their performance.
- b. Teacher's perception on the material that they need to implement the target situation.

- c. Teacher's opinion about student of pastry departments' reason to take this department
- d. The problems in teaching English
- e. Teacher's method to teach in pastry class
- f. The media that usually used in the teaching and learning process.
- g. Teachers' ways to evaluate the English proficiency on student of pastry department.

After determining the point of information that researcher wants to find out, it is important to make clear about who the informant is.

The informant of this research is an English teacher of SMKN 2 Trenggalek especially for first and second grade pastry student. The interview was conducted on Friday, May 30th, 2014 at 8.35 am in BP office of SMKN 2 Trenggalek.

2. Documentation

In term of language, the word document came from Latin "docere" which has meaning teaching. In English, document has meaning that something written or printed, to be used as a record or evidence (in Satori and Komariah, 2012:146).

In this research, researcher been able to found some documents:

a. Recording of interview

This recording of interview was presented the English teacher's opinion and experience in perceived their students language need. Every English teacher has his or her own perception the student needs

in learning English. Naturally, it would be different each other, but it has quite similar goal and in term of providing the appropriate material for the student.

From this recording, the researcher was collected more information from the teacher.

b. Lesson plan

Lesson plan was used by the researcher to find out the information of teaching strategy that used by the English teacher and how it formulated as the impact of teacher's perception on student needs in learning English.

D. Technique of Data Verification

Research is an attempt to find and prove a scientific truth. An investigation classified into a research if it shown certain characteristic that is rational, empirical, and systematic. A research has to consider the public trust in the process and outcomes research, because a high level of public trust will come to the high-level objectivity (in Satori and Komariah, 2012:161). According to Streubert and Carpenter (1999) and Moleong (2007) to data warrantly, the researcher should fulfill four criteria. Four kinds of criteria are:

1. Credibility

The most important thing in research was the data. In consequence, the data have to be very valid. Saryono (2013:72) stated, "credibility was the criteria to prove the validity of the data and information that have been collected". The technique to faced credibility problems were as follows:

a. Triangulation

Triangulation was the process of checking data from different sources in different ways and times. Triangulation could be done in three ways, that were:

1) Sources triangulation

Was a way of increasing the validity of the research by collecting data from a various sources that were interconnected one and others. In this research, researcher was collected the data from interview with the teacher and compares the transcript with her lesson plans.

2) Technique triangulation

Triangulation technique was the use of various forms of techniques to collect the data from the source. In this case, researcher was used interview to the English teacher of SMKN 2 Trenggalek and document analysis (lesson plan). The researcher waas analized the transcript of interview and the lesson plan separately and than compare the finding of them.

3) Time triangulation

Triangulation time was a technique to increase the credibility, by collecting information in a different time. It was aimed to check whether the given data were consistent or not. In this research, researcher was conducted ongoing interview until the saturate data obtained. In this research, researcher has met and ask

the information from the teacher in several time. It was aimed to check weather the stated the wrong information and to be sure that the researcher write a right information.

b. Peer debriefing

Peer debriefing was the way to gain the data credibility by discussing temporary results or results through an analytical discussion with colleagues. In this research, researcher was often ask to some another friends to check the data whether it acceptable or not.

c. Member checking

Member checking was the way to get the data credibility by asking the informant to recheck the data, it was aimed to determine the suitability of the data that given by the informant. In this case, researcher was asked to the teacher to check wether the data is suitable with the fact or not.

2. Transferability

Transferability was criteria to know whether the result of the research were applicable in another situation (Saryoto, 2013:73). Actually, a good research should be has criteria that could be applied in other contexts or settings that have similar typology. If the reader could be catched the content of data as of the data meet the standard of transferability, it means the research was transferability.

E. Data Analysis

Data analysis was the process of systematically sourced and arranged the interview transcript and documents in the effort of increase the researcher understanding of them before made a conclusion about what has already discovered in the research. Principally, the process of data analysis in qualitative research conducted continuously since before entering the field up to the end of all research activities in the field. As Nasution (1988) said that the data analysis process started in formulate and explain the problem up to process of write down results of the research (in Satori and Komariah, 2012:215). However, the most hard data analysis process was during the process of collecting data in the field.

The technique for data analysis that used in this research was inductive. This technique used to find out the the result of the data from the real field.

To analyze the data in this research, researcher used Milles and Huberman's (1984) model (in Satori and Komariah, 2012:218), as follows:

1. Data reduction

Data reduction was a form of analysis that researcher should be sharpened, sort, focused, discard and organized the data in such way that final conclusion could be drawn and verified. In this research, after collecting both main data and additional data, the researcher should be sharpened, sorts, focused, discard and organized the data up leaving the requirement data only.

2. Data display

Data display was a form of analysis that describes what is happening in the natural setting so that it finally could be helped the researcher to draw a conclusion. In this research, data was displayed in form of voice recorded which has already transcribed. As the previous process, it was based on the formulation of the problems of research. The form of data that usually used in data display was in form of narrative text.

3. Conclusion drawing

Conclusion was the last steps of analyzing the data in the research. In the context of the research, after the data displayed, a conclusion was drawn. There were two kinds of conclusions that researcher drawn in this research. They were temporary and final conclusion. Temporary conclusion were valid if it could be answered the statement of research problems that being investigate in the research and the researcher could be used it in conclusion. The data were not valid if the formulation of research problem could not be answer. If researcher faced this problem, the process should be repeated.

The researcher was used inductive technique to find out conclusion from the data. Conclusion in qualitative research was a new finding that has never existed before. The finding might be in form of description or overview of an object that unclear before, and produces a causal relationship or interactive, hypothesis or the theory.