

CHAPTER III

METHODOLOGY

This chapter provides the information about research design, time and place of the study, data and data source, data collection procedures, instruments of the study, piloting the instruments, data analysis procedures and research procedures.

3.1. Research Design

This study used a case study as a research method. Creswell (2008) explains that case study is used to study an issue through one or more cases within a bounded system (a setting or a context). The program in this study is focused on fashion major. According to Yin (2003) case study is used to a study which is focused on “how” questions. As stated in chapter I, “how” is one of the questions in this study. The relevance of reading materials to the reading needs of fashion students is focused on the “how” questions. It means that case study can be used as a research method in this kind of study. Thus, as what the writer wants to find out exactly in this research is that how relevant reading materials to the reading needs of fashion students indicates that case study is used primarily in this study.

This study was conducted in quantitative – qualitative research. Its mixed methods were used to investigate the students’ reading needs and evaluate their reading materials. Creswell (2008) explains that mixed method is used in the study as the process of collecting, analyzing and mixing both quantitative and qualitative

research in order to answer the research questions. In finding students' needs, the researcher distributed a set of questionnaires, vocabulary list, observations and conducted interviews. Since the data of the reading needs of fashion students were collected by using questionnaires, vocabulary list and interviews, and writer also evaluated the reading materials by analyzing the textbooks that were used the most by the teachers, therefore, the writer used mixed methods in collecting the data of this kind of study.

This study was focused on fashion major in vocational school. There was an issue found in preliminary study that standard of competences and basic competences in English lesson in vocational school were not distinguished based on each major. In fact, it needs to be distinguished because vocational school students will have different needs which are based on the demand in each target situation. As the issue described above, the writer then wants to find out the relevance of reading materials to the reading needs of fashion students. Fashion students need to be able to understand the written texts, like written instruction and standard operational procedure, etc. It is because they are prepared to be a dressmaker, fashion designer, tailors or an employee in garment industry who deals with drawing, measuring and producing a cloth.

3.2. Time and Place of the Study

The data collection was conducted from February 2014 to May 2014. They were collected from the eleventh grade students in vocational high schools that have

fashion major. There were five vocational high schools in Jakarta and Bekasi that have fashion major; SMK Negeri 32 Jakarta, SMK Negeri 38 Jakarta, SMK Negeri 37 Jakarta, SMK Negeri 27 Jakarta and SMK Negeri 1 Bekasi. The study was conducted in all vocational high schools mentioned above.

3.3. Data and Data Source

The primary data of this study is the questionnaire. It includes the students' questionnaires, teachers' questionnaires, and practitioners' questionnaires to get the reading materials needs. The source of this data was gathered through students' questionnaires and then rechecked through teachers' questionnaires and practitioners' questionnaires. The secondary data of this study is vocabulary needs that represents by the vocabulary list. The third data of this study is classroom observation which represent by the *Lembar Observasi Kegiatan*. The observation conducted when the teachers were teaching reading in the classroom to get the reading materials given to the students and reading activities. The last data of this study is how relevant reading materials to the students' reading needs which represent by materials evaluation checklist adapted from Hutchinson and Waters (1987)

3.4 Instruments

In order to build clearer picture thoroughly, the data of this study was collected through four instruments. They are questionnaires and vocabulary list, interview, classroom observation, and materials evaluation checklist.

No	Instrument	Data
1.	Questionnaire and Vocabulary List	Reading materials, Reading materials related to grammar, Reading activities, Reading materials related to vocabulary
2.	Interview	Reading materials, Reading materials related to grammar, Reading activities, Reading materials related to vocabulary
3.	Observation	Reading materials given to the students and Reading activities
4.	Material Evaluation Checklist	Textbook

3.4.1. Questionnaires

To get the answers of students' reading needs, the writer conducted needs analysis by using Likert scale for fashion students and the English teachers in vocational high schools in Jakarta and the practitioners. Likert scale is a popular format of questionnaire that is used in educational research to get information of students' perception. Likert scale classify into five options. They are;

1. STS : *Sangat Tidak Setuju* (Strongly Disagree)

2. TS : *Tidak Setuju* (Disagree)
3. R : *Ragu-ragu* (Undecided)
4. S : *Setuju* (Agree)
5. SS : *Sangat Setuju* (Strongly Agree)

The questionnaires were made by using *Bahasa Indonesia*. It had a purpose, that is, in order to be more understandable by the students. The questionnaires were distributed to fashion students in five vocational schools in the eleventh grades, the English teachers, and the practitioners. Most of the teachers in vocational high school suggested the writer to not research the students in the twelfth grade because those students were focusing on preparing themselves for national examination. Besides the questionnaires were used to find the students' reading needs, it had the function to find what reading materials and reading activities given by the teachers. The results were then compared to the reading needs of the students. The questionnaires used likert scale in order to be easier to administer. It is also suitable for gathering descriptive data.

In the questionnaires, there are three parts that have different specification of the questions. In part I, there are thirty four questions for students and teachers questionnaire which ask about the reading materials, reading materials related grammar and vocabulary given by the English teachers and the resources which used as the learning materials in learning reading. The questions in part II, there are fifteen questions for students and teachers that ask the reading activities, vocabulary

activities and kinds of assessment in learning reading. In part III, it is about the difficulties of learning reading and vocabulary. And for the practitioners, In part I, there are thirty four questions which ask about the reading materials, reading materials related grammar and vocabulary and the resources which used as the learning materials in their workplace. The questions in part II, there are fifteen that ask the reading activities, vocabulary activities and kinds assessment in learning reading. In part III, it is about the difficulties of learning reading and vocabulary.

The writer also distributed the vocabulary list to students and the practitioners in order to gain the data of vocabulary needs of the students. The writer took the vocabulary list of fashion from the internet (<http://www.myvocabulary.com/word-list/fashion-vocabulary/> retrieved on 26th March 2014).

3.4.2. Interview

The interviews were conducted to three students from each school, one teacher from each school, and also to fifteen practitioners such as fashion designer, the owner of clothing store and tailor. It has the function to support the data gained from the questionnaires. Another function is that, it can make the writer gets clearer answers about why and how questions that cannot be measured through questionnaires. The total of all interviews conducted were to fifteen fashion students, to five English teachers and to fifteen practitioners. The interviews were recorded and

then it was transcribed. They were reported descriptively in order to support the data which were got from the questionnaires. Twelve open-ended questions were asked to the fashion students, meanwhile ten open-ended questions were asked to the teachers and five open-ended questions were asked to the practitioners. It was done in order to gain more information to be analyzed.

3.4.3. Observation

Observation was done in this study. It was done in order to check whether what was answered in the questionnaires matched with the real reading learning situation. It was also done with the purpose of investigating all components when the teachers were teaching reading. Due to the limitation of time and the permission to conduct the observation in those schools, the observation was conducted for five times during the period of the study. It was conducted in appropriate time when reading activity was being conducted. The observation was conducted with the purpose of being analyzed by referring to the following questions mentioned in *Lembar Observasi Kegiatan Pembelajaran*.

LEMBAR OBSERVASI KEGIATAN PEMBELAJARAN

Nama Sekolah :

A. Kegiatan Pembuka

1. Apakah guru melakukan review terhadap materi sebelumnya?
2. Bagaimanakah cara guru membuka pelajaran?
3. Apakah guru menyebutkan tujuan pembelajaran kepada siswa?

B. Kegiatan Inti

1. Materi apa yang digunakan guru?
2. Apakah materi itu dibuat oleh guru sendiri atau dari sumber lain?
3. Bagaimanakah cara guru menyampaikan materi tersebut?
4. Adakah kosakata atau istilah baru yang dipelajari? Jika ada, apakah itu istilah kejuruan?
5. Latihan seperti apa yang diberikan oleh guru?
6. Apakah guru berinteraksi baik dengan siswa sebagai wujud komunikasi pembelajaran yang aktif?
7. Apakah guru memberikan kesempatan untuk siswa bertanya?
8. Apakah ada siswa yang bertanya?

C. Kegiatan Penutup

1. Bagaimana cara guru menyimpulkan pelajaran?
2. Adakah tugas yang diberikan kepada siswa sebagai latihan?
3. Bagaimana cara guru menutup pelajaran?

3.4.4. Materials Evaluation Checklist by Using Objective Analysis Adapted from Hutchinson & Waters (1987)

The writer evaluated the textbooks that were used the most in five vocational schools in the eleventh grade. It was then analyzed by using objective analysis. As Hutchinson & Waters (1987) defined before that objective analysis means evaluating materials used in the classroom. They divided five parts as bases for conducting the analysis. They are audience, aims, content, methodology, and other (price and availability). Audience is focused on the learners. Aims are focused on the purpose of the course. Content deals with what materials that are given to the students. Methodology is related to how the learning is conducted. Price and availability are related to the price needed and the time of the materials can be available and obtained.

3.5. Piloting Study

Piloting study was conducted before the writer started the study. The writer tried out the questionnaires to ten of fashion students in the eleventh grade. The students were chosen randomly. Piloting instruments is used to check whether the students have difficulties in filling the questionnaires or not. It is also used to check whether the questions provided in questionnaires are effective to be used to collect the data and answer the research questions. When it had been distributed, the writer found that eight of ten students could understand and answer the questions properly. The writer then also tried the interview questions by interviewing four eleventh grade

students majoring in fashion. The students had no difficulties in answering the interview questions since it used *Bahasa Indonesia*. In addition, the interviews results are also used to answers how and why question which those cannot be measured through the questionnaires.

3.5.1 Validity

In order to make this study valid, the instruments used in this study should be valid. Hence to make sure that all items on questionnaires are valid, the writer applied the Pearson Product Moment formula to analyze the validity of the items on questionnaires. The following is the formula used to check the validity of the items on questionnaires.

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

r : questionnaire validity

N : number of respondent

X : score of per items

Y : total score of all items

$\sum X$: total number in X distribution

$\sum Y$: total number in Y distribution

$\sum X^2$: total number in the squared in X distribution

$\sum Y^2$: total number in the squared in Y distribution

The results of all items in the questionnaire should reach at least 0.632 to be accepted as valid. By the result of analysis, there are fifty six items of the questionnaire have averagely or more than 0.632, it could be said that all of the items on the questionnaires are valid. Then, as a result, the writer will use all of the questions in the questionnaires.

3.5.2 Reliability

In order to make this study reliable, the instruments used in this study should be reliable. Hence to make sure that all items on questionnaires are reliable, the writer applied the alpha Cronbach formula to analyze the reliability of the items on questionnaires. The following is the formula used to check the reliability of the items on questionnaires:

$$r_{kk} = \frac{k}{k - 1} \left(1 - \frac{\sum s_i^2}{S^2} \right)$$

r_{kk} : instrument reliability

K : total of the item

$\sum s_i^2$: total of the variants

S^2 : number of the instrument variant

After finding the reliability, the writer used the standard of reliability to decide the reliability of the questionnaire, as stated by Arikunto (2006: 276) below:

r points	Interpretation
0,800 – 1,000	High
0,600 – 0,800	Fairly high
0,400 – 0,600	Fairly Low
0,200 – 0,400	Low

Based on the calculation, the result of r11 (reliability) was 0,81 and showing that the reliability of the instrument was high.

3.6. Trustworthiness

The aim of trustworthiness in a qualitative inquiry is to support the argument that the inquiry's findings are "worth paying attention to" (Lincoln & Guba, 1985, p.290). In this research, there are four parts of trustworthiness: credibility, transferability, dependability, and confirmability.

3.6.1. Credibility

According to Lincoln and Guba (1985) credibility is an evaluation of whether or not the research findings represent a "credible" conceptual interpretation of the data drawn from the participants' original data. To make the data credible, the writer extended three times for conducting classroom observation in each school becomes five times during the period of the study. It was conducted in appropriate time when

reading activity was being conducted. It was done in order to check whether what was answered in the questionnaires matched with the real reading learning situation. It was also done with the purpose of investigating all components when the teachers were teaching reading.

3.6.2. Transferability

Lincoln & Guba (1985) explain that transferability is the degree to which the findings of this inquiry can apply or transfer beyond the bounds of the research. To make the data transferable, the writer explained the data in detail. The first was the data which were gained through the questionnaires and vocabulary list. The questionnaires were calculated by using Microsoft Excel. It was presented in form of table. In the questionnaires and vocabulary list, the writer got the answers of what the reading needs of fashion students such as they want to be able to understand memo, SOP, texts related to the major, short messages, application letter, and job vacancy and what reading materials given by the teachers such as memo, short messages, announcement, advertisement, job vacancy, application letter, instructions. The result was then compared and analyzed in order to find out the relevance based on the theories of English for Specific Purposes and English for fashion students. The writer also analyzed micro and macro skills of reading as stated by Brown (2004). After that, the writer transcribed and analyzed the data gained from the interviews. It was transcribed in order to support the data gained from questionnaires. It found that there is relevancy between the questionnaire's answer and interview's answer. The fashion

students want to be able to understand memo, SOP, texts related to the major, application letter, job vacancy and short messages.

The writer also evaluated the textbooks that were used the most as the reading materials sources used in English classes of fashion students in the eleventh grade. It has the function to be matched in order to find out the relevance of reading materials to the reading needs of fashion students. Before analyzing whether the textbook was appropriate for fashion students' reading needs, the writer first analyzed the textbook by referring to English basic competences in vocational high school for eleventh grade students. After that, the writer used objective analysis adapted from Hutchinson and Waters (1987) in evaluating the materials used. Hutchinson and Waters (1987) divide five parts as bases for conducting objective analysis. They are audience, aims, content, methodology, and other (price and availability). Audience is focused on the learners. Aims are focused on the purpose of the course. Content is what materials that are given to the students. Methodology is related to how the learning is conducted. Price and availability are related to the price needed and the time of the materials can be available and obtained.

3.6.3. Dependability

Based on Lincoln & Guba (1985) dependability is an assessment of the quality of the integrated processes of data collection, data analysis, and theory generation. To make the data dependable, the writer analyzed the fluctuated context which happened in each school. The writer found that the same context in each

school, for example at SMK Negeri 38 Jakarta the students' need in reading materials are about memo, short messages, announcement, advertisement, job vacancy, application letter, instructions and this findings also found in SMK Negeri 32 Jakarta, SMK Negeri 27 Jakarta, SMK Negeri 37 Jakarta and SMK Negeri 1 Bekasi. Because all of the findings are same it could be done to generalize the students' need in reading materials.

3.6.7 Confirmability

According to Lincoln & Guba (1985) confirmability is a measure how well the inquiry's findings are supported by the data collected. To make the data confirmable, the writer confirmed to her thesis advisor, English teachers in five vocational school, practitioners and fashion students in five vocational schools that in the vocational school doesn't provide the text that contains specific text about fashion whereas the fashion students need to learn specific texts in fashion in order to can compete and survive in their future workplace.

3.7. Data Analysis Procedures

In data analysis procedures, the first was the data which were gained through the questionnaires and vocabulary list. The questionnaires were calculated by using Microsoft Excel. It was presented in form of table. In the questionnaires and vocabulary list, the writer got the answers of what the reading needs of fashion students and what reading materials given by the teachers. The result was then

compared and analyzed in order to find out the relevance based on the theories of English for Specific Purposes and English for fashion students. The writer also analyzed micro and macro skills of reading as stated by Brown (2004). After that, the writer transcribed and analyzed the data gained from the interviews. It was transcribed in order to support the data gained from questionnaires.

The writer also evaluated the textbooks that were used the most as the reading materials sources used in English classes of fashion students in the eleventh grade. It has the function to be matched in order to find out the relevance of reading materials to the reading needs of fashion students. Before analyzing whether the textbook was appropriate for fashion students' reading needs, the writer first analyzed the textbook by referring to English basic competences in vocational high school for eleventh grade students. After that, the writer used objective analysis adapted from Hutchinson and Waters (1987) in evaluating the materials used. Hutchinson and Waters (1987) divide five parts as bases for conducting objective analysis. They are audience, aims, content, methodology, and other (price and availability). Audience is focused on the learners. Aims are focused on the purpose of the course. Content is what materials that are given to the students. Methodology is related to how the learning is conducted. Price and availability are related to the price needed and the time of the materials can be available and obtained.

3.8. Research Procedures

The writer took several steps in conducting the study with the purpose of answering the research questions. The steps she took were:

1. Defining the problems
2. Proposing the research questions
3. Preparing the instruments to collect the data, such as questionnaires and interview questions
4. Piloting instruments. Questionnaires were distributed and interviews were conducted to ten fashion students in order to find out students' difficulties in filling the questionnaires and also to check whether the questionnaires and interviews were effective to gather the data or not
5. Analyzing the data gained from the pilot instruments
6. Checking the validity and the reliability using Microsoft Excel
7. Revising the instruments
8. Distributing questionnaires and vocabulary list to the schools that have fashion major and the practitioners
9. Interviewing the students, the teachers and the practitioners
10. Conducting observations when teachers were teaching reading
11. Analyzing the data. This is when the writer counted the data gained from questionnaires, vocabulary list, and transcribed the recorded interview.
12. Evaluating reading materials based on English basic competences of vocational school for eleventh grade students

13. Evaluating reading materials by using objective analysis adapted from

Hutchinson and Waters (1987)

14. Concluding the results in form of words to be presented in front of *Penguji*

Skripsi