

CHAPTER 3

METHODOLOGY

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

3.1 Research Design

The design of this study was descriptive research. Ariola (2006, p.47) defined that descriptive design purposed to describe current conditions of object, people, and events; and to answer question by using ‘what is’. Furthermore, Heppner, Kivlighan, and Wampold (2008, p.224) stated that descriptive designs used to help to define the existence and delineate characteristics of a particular phenomenon. In this study, the current phenomenon which is investigated is related to the needs of *Jasa Boga* major to the reading materials taught. So that, the descriptive design was suitable used since this study conducted to get the information of the main research question which the relevance of English reading materials to the reading needs of *Jasa Boga* students that the data were interpreted descriptively.

In collecting the data, survey was used in this study. According to Salant and Dillman (1994), survey is useful and suitable for assessing needs and evaluating demand. By using survey, the analysis of what needs that the students

needed based on the industries required can be found. Furthermore, Nunan (1992, p.140) stated that the purpose of a survey is generally to obtain a snapshot of conditions, attitudes, and/or events at a single point in time. In this study, survey is used to find out the relevant of reading materials taught by the teachers with the reading needs. Moreover, it can be used to see the real condition of teaching and learning process in the classroom: what topics taught, what activities conducted, and how relevant them with the major.

This study was conducted since in the previous study, the reading materials taught to the fashion students were not suitable with the real needs of fashion major. Every major should have different textbook since vocational school students have different needs which are based on the demand in each target situation. This study is conducted to find out the relevance of reading materials taught to *Jasa Boga* students with the reading needs of *Jasa Boga* students in their real work place. The *Jasa Boga* students need to be able to understand the written texts, such as written instruction, standard operational procedure, message, ingredients, menu, recipe, etc. It is because they are prepared to be a chef or waiter who deals with handling customers, measuring, cooking, storing the food ingredients, etc.

3.2 Population of the Study

Populations of this study were about 960 eleventh grade of *Jasa Boga* students, 48 English teachers, and all practitioners who work as chefs and waiters.

There were sixteen vocational schools which have *Jasa Boga* major in Jakarta; *SMKN 24, SMKN 27, SMKN 30, SMKN 32, SMKN 33, SMKN 37, SMKN 38, SMKN 57, SMKN 60, SMK Ibu Pertiwi 1, SMK Jaya Wisata 2, SMK Keluarga Widuri, SMK Patria Wisata, SMK Sahid, SMK Santa Maria, and SMK Wisata Indonesia.*

3.3 Sample of the Study

Sample of this study were 359 eleventh grade students and 14 English teachers of *Jasa Boga* major of fourteen vocational high schools in Jakarta. The data were gained only from fourteen vocational high schools since the headmasters of the two vocational high schools stated that they wanted the students to focus in the learning process. The fourteen vocational high schools were *SMKN 24, SMKN 27, SMKN 30, SMKN 32, SMKN 33, SMKN 37, SMKN 57, SMKN 60, SMK Ibu Pertiwi 1, SMK Jaya Wisata 2, SMK Keluarga Widuri, SMK Patria Wisata, SMK Santa Maria, and SMK Wisata Indonesia.*

The writer took one class from each school and then distributed the questionnaire to the students. After that, the writer interviewed a student chosen randomly selected from each school. One English teacher of each school also asked to fill the questionnaire and also interview. Other samples were two chefs and three waiters chosen randomly as practitioners. They also asked to fill the questionnaire and interview.

3.4 Data and Data Sources

Data of this study were result of the questionnaires and interviews given to the students, the teachers, and the practitioners. The data sources in this study were 359 of XI grade students majoring in *Jasa Boga*, 14 English teachers of fourteen vocational schools in Jakarta, and also 5 practitioners.

3.5 Time and Place of the Study

This study was conducted from February 2015 to June 2015. There were fourteen vocational high schools conducted in this study; they were *SMKN 24*, *SMKN 27*, *SMKN 30*, *SMKN 32*, *SMKN 33*, *SMKN 37*, *SMKN 57*, *SMKN 60*, *SMK Ibu Pertiwi 1*, *SMK Jaya Wisata 2*, *SMK Keluarga Widuri*, *SMK Patria Wisata*, *SMK Santa Maria*, and *SMK Wisata Indonesia*.

3.6 Instruments

To gather the data needed, the writer used two instruments; questionnaire and interview list. The questionnaire and interview list were made in *Bahasa Indonesia* to avoid misunderstanding for the participants. The questionnaire and the interview list were used in order to get the data of students' reading needs and reading materials taught.

3.6.1 Questionnaire

Questionnaire was used to obtain the primary data in this study of the students' reading needs and the reading materials taught. The topics and the activities in the questionnaire were taken from the references related to *Jasa Boga* textbook entitled *English in Professional Job Situation – Developing Competences in English* by Sundayana, Zuraida, Heryani, and Abdurrahman (2013); *Elementary English for the Restaurant Industry – Ready to Order* by Baude, Iglesias, and Inesta (2002); and SKKNI for *Jasa Boga*.

The questionnaire was divided into two parts; topics and activities. Each part consisted of three points; reading, grammar and vocabulary. The questionnaire was made in *Bahasa Indonesia* in order to make it understandable easily by the respondents. The questionnaire required the respondents to put on tick (✓) and strip (-) on each statement given. In the topics part, the respondents may put on tick and strip in "*dibutuhkan*", "*diberikan*", or both of them, while in the activities part, the respondents may put on tick and strip in "*dibutuhkan*", "*dilakukan*" or both of them. In the topics needed, the respondents were practitioners and students, while in the topics taught, the teachers were asked to answer. For activities needed, the respondents were students and teachers, while for the activities conducted, only the teachers were asked to answer. There was blank space for the respondents to write their own answer if they felt the response choices did not fit with them.

The tables below were the examples of the questionnaire.

No.	Pernyataan	Dibutuhkan	Diberikan
1.	Reading Topik yang diberikan adalah:		
	a. Menu Contoh: Daftar makanan dan minuman di suatu restoran.		

No.	Pernyataan	Dibutuhkan	Dilakukan
1.	Reading Aktivitas yang dilakukan adalah:		
	a. Membaca untuk menentukan informasi umum/ <i>general information</i> suatu teks (<i>skimming</i>). Contoh: Menjawab pertanyaan, “ <i>What is the text about?</i> ”		

The questionnaires were distributed to eleventh grade of *Jasa Boga* students in fourteen vocational schools, the English teachers, and the practitioners. Most of the vice principals in vocational high school suggested to not doing the study to the students in the twelfth grade since they were focusing on preparing themselves for National Examination.

3.6.2 Interview List

The interviewees were 14 students, 14 English teachers, and also 5 practitioners. The interview used to support the data from the questionnaire and to get deeper data by asking why and how questions that cannot be used in the questionnaire. The interview was recorded and then transcribed. There were ten questions for the students, ten questions for the teachers, and seven questions for the practitioners.

The questions below were the example of the interview lists for the students, the teachers, and the practitioners.

Student

1. Apakah tujuan kamu belajar bahasa Inggris?
2. Apakah materi bahasa Inggris yang diberikan selama ini sudah memenuhi dalam membantu kamu mencapai tujuan tersebut?
3. Bagaimana dengan topik reading yang diberikan oleh guru mata pelajaran bahasa Inggris?

Teacher

1. Menurut bapak/ibu, apakah tujuan pembelajaran bahasa Inggris untuk siswa/i SMK?
2. Apakah materi yang diberikan selama ini sudah dapat membantu untuk mencapai tujuan tersebut?
3. Sudahkah topik membaca yang diberikan sesuai dengan jurusan Jasa Boga?

Practitioner

1. Menurut Anda, seberapa penting peran bahasa Inggris dalam pekerjaan Anda?
2. Apakah Anda menggunakan bahasa Inggris dalam pekerjaan Anda? Jika iya, seberapa sering Anda menggunakan bahasa Inggris? (Berapa persen?)
3. Mengenai vocabulary (kosakata) yang telah dipelajari selama sekolah dulu, apakah cukup sebagai bekal ketika kamu masuk dunia kerja? Jika iya, vocabulary apa saja itu? (Misal: *ingredients, kitchen utensils, cooking methods*)

3.7 Piloting Study

Piloting study was done before conducting this study. The writer tried to find out the questionnaire to fifteen of *Jasa Boga* students of SMKN 27 in order to check the effectiveness of the instrument used in getting data needed for this study. It also used to check whether the respondents have difficulties in filling the

questionnaires or not, and also to check whether the questions in the questionnaire represent the data needed to answer the research questions or not. The writer found that there were three students that had difficulties in filling the questionnaire. Then, the interview conducted to one student chosen randomly. It seen that the student had no difficulties when answering the questions since the writer asked in *Bahasa Indonesia*.

3.8 Data Analysis Procedure

In conducting this study, the questionnaires were distributed directly to the respondents of one class of each school and one English teacher of each school. The interview also directly conducted to the interviewees of one student chosen randomly and one teacher of each school after they filled the questionnaires. After completing the data in the schools, the data of the practitioners were gained. The practitioners were asked to fill the questionnaire and also asked to be interviewed.

In analyzing the data, the first step was calculated the questionnaires by using Ms. Excels. Then, the percentage of the questionnaires' result presented in form of chart that showed the answers of the reading needs of *Jasa Boga* students and the reading materials taught. Then, the result was analyzed to find out the relevance of reading materials taught to the reading needs. The next step was transcribed the interview result which recorded by using voice recorder. It was transcribed in order to support the data gained from the questionnaires. The interview results were analyzed based on each category of the questions.