

CHAPTER III

METHODOLOGY

This chapter discusses the research method, data sources, instruments, and data analysis techniques that will be used in this research.

3.1 Research Method

The purpose of this study is to find the answer of the research question. This research uses qualitative approach in its application. Qualitative research is a research in which it requires discovery in its process. Cresswell (1994) described qualitative research as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences.

Qualitative research involves describing, explaining, and interpreting collected data. Leedy and Ormrod (2001) stated that qualitative research is less structured in description because it formulates and builds new theories.

Qualitative research has some methods. In this research, the writer will use content-analysis study. Leedy and Ormrod (2001) described this method as “a detailed and systematic examination of the contents of a particular body of materials for the purpose of identifying patterns, themes, or biases”. Content-analysis review several creations of human including books, news, films, and newspapers. Furthermore, they explained that the function of content-analysis research is to achieve the highest possible objective analysis and involves identifying the body material to be learned and defining the qualities to be

examined. The data collection of this research is considered a two-step process. Firstly the researcher analyzes the materials and put them on a table of frequency as each characteristic or quality is mentioned. Secondly the researcher must do statistical analysis and presents the data in a quantitative format.

3.2 Time and Place of the Study

This research is conducted at English Department of State University of Jakarta by involving two tests which are related to the receptive skill taken by 1st year students of SMK.

3.3 Data and Data Sources

The data of this research are the *Ulangan Umum Bersama* dan *Ulangan Tengah Semester* in the first semester test of English subject in SMK. These data were collected from one source.

3.4 Instrument of the Study

According to Hughes (1989), a test must measure what is intended to measure. Thus, the instrument of this study is using syllabus of SMK as a reference of appropriateness in the tests, because the syllabus contains Indicators and basic competences.

3.4.1 Syllabus

To measure the consistency of the tests, this research used content appropriateness. Then, the data were analyzed by using Indicators and basic competences written in the SMK syllabus.

3.4.2 Table of Classification

The table is used to classify the items in the tests. The table which is used in this research is the modified form of the previous research's study. The study was conducted by Anisa in 2012. The analysis example can be seen below.

Item no.	21	
Material Learning	Introducing yourself	
Topic	Introducing yourself to others	
Language	Vocabulary	activities-related vocabulary on-going activities
	Grammar	Simple present tense
Standard Competence	Berkomunikasi dengan Bahasa Inggris setara <i>Level Novice</i> .	
Basic Competence	1. 1 Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan	
Stem	Andi: Hi, ... ? My name's Andi. Nice to meet you. Budi: Hi. Nice to meet you, too. I'm Budi.	
Answer :	B. May I introduce myself	
Options	A. Can I help you.? C.. Let me introduce myself D. Have we ever met before?	
Hint	- The students can only know the answer if they know the appropriate expression above/	
Genre inclusion	Determining phrase to complete the dialogue based on the context	

The table consists of: Number of the item test, the material learning, topic, language and grammar, standard competence, basic competence, stem, answer, options, hint, and the genre inclusions of the item test.

3.5 Data Collection and Data Analysis Technique

To collect the needed data, the writer took samples of tests from one SMK in Jakarta. Since the research is the one which deals with the appropriateness of the test and the lesson and materials that has been taught, the writer will use syllabus of SMK as a reference for the data analysis technique to find whether the test was contently appropriate or not, the writer analyzed the test with the achievement indicators and the basic competences for Level Novice of Vocational High School in school based curriculum After that, the data was classified by using the table as an instrument.

After classifying the data, the writer decide whether the items tests of *Ulangan Umum Bersama* and *Ulangan Tengah Semester* are appropriate with the written Basic competences and achievement indicators.

Then, the panel judgments were used to ask comments and inputs from an expert. The expert who participated in this judgment was Ibu Sri Sumarni. The reason was that she is a CMD course lecturer. The example is as follow:

Standard Competence: Berkomunikasi dalam Bahasa Inggris pada Level Novice							
Basic competence	Indicator	Number of item test	Stem	Genre Inclusion	Comments		
					Writer	Peer	Expert
1.4 Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar	1.4.3 Menggunakan berbagai bentuk ungkapan dengan tepat mengungkapkan perasaan dalam berbagai konteks.	1	A. The lady is angry B. The lady feels upset C. She's interested in music D. She's happy with her wedding clothes	Choose one sentence that best describes the picture.	This item is appropriate because it represents achievement indicators stated in a syllabus		

