

## **CHAPTER III**

### **METHODOLOGY**

This chapter describes how this study will be carried out. It covers the design of the study, the time, place, and participants of the study, data and data sources, data collection methods, and data analysis procedures.

#### **3.1 Justification of Using Case Study**

Denscombe (1998) points out one of the advantages of case study approach is that it is suitable for the needs of small-scale research by focusing on one research site or just a few sites. Therefore, there are two vocational schools holding tourism and hotel management field that are SMKN 57 Jakarta and SMK Jayawisata 2 to be studied. Furthermore, as pointed out by Yin (1994), a case study approach is preferable since it has the potential to illuminate the research questions ‘how’ and ‘why’. This is in line with the first and third research questions of this study concerning the ‘how’ question,

- How are learning activities implemented to develop the Hotel Management students’ speaking skill?
- How do the teachers assess the students’ speaking skill?

It is also because of the nature of case study that aimed at obtaining in-depth understanding about the subject; focusing on process rather than product, and discovery rather than confirmation (Burns, 2000). Besides, this study approach is chosen since the writer has a little control over the events, and the

focus of the study is on the contemporary phenomenon within a real life context (Burns, 2000).

### **3.2 Time and Place of Study**

This study were conducted in two vocational schools holding hotel and tourism field, namely SMKN 57 Jakarta and SMK Jayawisata 2, within two months; May-June 2012. These schools were chosen because of their relevance to the purposes of this study; the learning activities, learning materials implemented to develop the Hotel Management students' speaking skill, and assess the students' speaking skill in Hotel classrooms.

### **3.3 Participant of the Study**

The participants of this study were two English teachers and 65 students 10<sup>th</sup> grade in SMKN 57 Jakarta and SMK Jayawisata 2. This study observed 2 classes which are in the same field; Akomodasi Perhotelan (APH). The same department is selected because the researcher intends to find out if the two teachers observed have their own ways that are probably different from one another in promoting students' speaking skill in Hotel classrooms.

### **3.4 Data and Data Sources**

The data used in this study were the learning activities, learning materials implemented in Hotel classrooms, and the students' speaking skill assessment which were gained through observations, questionnaires, interviews, and documents. Meanwhile, the data sources used in this research were two English

teachers and the students of 10<sup>th</sup> grade in SMKN 57 Jakarta and SMK Jayawisata  
2.

### 3.5 Data Collection Methods

As proposed by Cresswell (1998) that in a case study the data were collected using extensive and multiple information sources to provide in-depth description of research objective. Moreover, Cresswell (1998) also points out that “observation, questionnaires, and interview can be implemented as instruments to gain factual empirical data about a case”. As for this research, there are four kinds of instruments that employed in data collection. They include classroom observation (using video camcorder, voice recorder, and modified TALOS), interview (for teachers and students), questionnaire, and document analysis as supporting data.

Table 3.1: Data Sources

	Observational data	Teacher interview	Student interview	Students' survey/ Questionnaire	Document analysis
RQ1	√	√	√	√	
RQ 2	√	√	√	√	√
RQ3	√	√	√	√	√

The type of mixed methods applied in this study is the triangulation design. It is used to obtain different but complementary data on the same topic (Morse, 1991 cited in Cresswell & Clark) by bringing together the differing strengths and non-overlapping weaknesses of quantitative methods (large sample

size, trends, generalization) with those of qualitative methods (small N, details, in depth) (Patton, 1990). The researcher uses this design since the goal in the design is to compare and contrast quantitative results with qualitative findings. Moreover, it is used to validate quantitative results with qualitative data. If the findings of those data correspond to each other, it enhances the validity of this study.

### 1) Interview

The researcher conducted in depth-interview in this study. She interviewed 2 English teachers and 6 students of the 10<sup>th</sup> grade. The researcher interviewed 3 students from each class. The teacher interview is intended to get in-depth understanding related to the types of activities that the teachers use to develop students' speaking skill, how the teachers implement those kinds of activities, the effectiveness of the activities, the materials, and the assessment methods implemented.

### 2) Classroom observation

The researcher employed non-participant observation which means the researcher is not directly involved in the situation observed (Gay, 1987). The researcher only watched what was happening and recorded events on the spot. Classroom observation were employed to collect the data dealing with the types of activities to promote students' speaking skill, how the speaking activities and learning materials are implemented in the classrooms, the overall students' performance during the activities, the language used, and the students' speaking assessment.

In gaining the data, the researcher used video camcorder, voice recorder, and modified TALOS. The video camcorder and voice recorder were used to record the learning processes and the verbal interactions in the classroom. They were also intended to measure the use of the target language while the students were involved in speaking activities. The researcher also used modified TALOS (Target Language Observation Sheet) by Ullman and Geva (1984) as the main observation tool while observing the classrooms.

In this study, the researcher used the low-inference section of TALOS. The low-inference section is on-the-spot coding of classroom observables taken every four minutes and thirty seconds to obtain a global impression of activities in the class, and the last thirty seconds used to put thick. It is concerned with the observable events involving the following aspects:

- *Grouping* deals with how the teacher designs the activities for students, ranging from whole class, group work, pair, and individual.
- *Type of activity* refers to classroom activities initiated by the teacher to achieve pedagogical goals. The list of activities are derived from Lazaraton (2001), Harmer (2001), Nunan (2003), Ur (2001), Brown (2001), and Kayi (2006). Besides the activity-types, there are two types of exercises; namely, focusing and shaping exercises.

Focusing exercises focus on elements of the communication process. These include exercises focusing on forms (e.g., vocabulary, structure, and pronunciation), skills (e.g., cognitive processing skills and learning how-to-learn), and strategies (e.g., seek confirmation; express lack of understanding; ask someone to explain what was just said; use mime,

gesture, and facial expression to convey meaning). Meanwhile, shaping exercises develop and structure language within an extended piece of discourse (e.g., matching exercises, cloze exercises, substitution exercises, dictation exercises, reading aloud with close attention to pronunciation, and substituting alternative sections of a dialogue) (Scarino et al., 1988).

Also, everyday classroom management in which the target language is used (for example, to explain an absence, requesting permission or information) is called ‘free communication’ in this study.

- *Skill focus* describes the listening, speaking, reading, and writing skills practised in each meeting.
- *Content focus* refers to formal properties of the target language, namely grammar, pronunciation, vocabulary, language functions, discourse, and also sociolinguistic aspects.
- *Teaching media* refers to resources used by the teacher during the teaching and learning processes. These include texts, audio-visual resources, and authentic materials. Texts refer to any written materials ranging from reference books, textbooks, to activity sheets. Audio-visual resources include films, videos, overhead projectors, pictures, etc. Authentic materials refer to the resources created by native speakers, both for classroom teaching and in the world outside the classroom.

### 3) Questionnaire

The questionnaire was intended to investigate types of activities that the teachers use to develop students’ speaking skill, how the teachers implement

those kinds of activities, the effectiveness of the activities, the materials, and the speaking assessment implemented.

The questionnaire is a structured form that the respondents have to circle the rating scales, ranging from strongly agree to strongly disagree.

(Table 3.2: Numbers of Questionnaire Respondents (N=65 )

Students of Teacher A	Students of Teacher B
31	34

#### 4) Document study

The teaching-learning materials of the activities in the classrooms are also collected as supportive evidence.

### 3.5 Data Analysis Procedures

In answering the research questions, the researcher used the data gained from observations, questionnaires, interviews, and documents. The steps in analyzing data were described below:

#### 1) Observations

The video-recording was explained descriptively while the TALOS observation sheet was counted for each category. The observations' result answered the learning activities, learning materials implemented in Hotel classrooms, and the students' speaking skill assessment. After explaining the result, it was compared to the result in the questionnaires, interviews, and documents to empower the observations' data.

## 2) Questionnaires

The result of questionnaires were analyzed by grouping each question and the responds into a table. The data from close ended questions were coded in number in order to make the data easy to read which is called Data Coding. As explained above, the scales of the answer in the questionnaires were *Sangat Setuju*, *Setuju*, *Ragu- Ragu*, *Tidak Setuju*, and *Sangat Tidak Setuju*. So the data can be coded as follow

Scales	Code
<i>Sangat Setuju</i>	5
<i>Setuju</i>	4
<i>Ragu-Ragu</i>	3
<i>Tidak Setuju</i>	2
<i>Sangat Tidak Setuju</i>	1

The next step was data entering where the data put in the computer through Microsoft Excel Program. After that, the data were checked in order to make sure that the data that had been proceeded were correct and complete. The next step was data output where the data were measured by using Microsoft Excel Program then the result of the processing data where shown in from of table in order to make them easy to read. The last step was analysing the data by showing the mean score of each item and interpreting the data. Then the writer described the result by generalizing the responds to empower the result and also the observations, interviews, and documents.



### 3) Interviews

The interviews' result from the six-randomly-selected students and the two English teachers were described. All the interviews were audio-taped and transcribed for further analysis in empowering the data gained in investigating the learning activities, learning materials implemented in Hotel classrooms, and the students' speaking skill assessment.

### 4) Documents Analysis

There were three kinds of documents had been analyzed: students' textbook and work of 10<sup>th</sup> grade students in SMKN 57 Jakarta and SMK Jayawisata 2, and speaking assessment forms. Then the researcher used the students' textbook and work to see the learning materials implemented by the teachers in English speaking classrooms of Hotel program. Meanwhile, the students' speaking assessment forms were used to see how the teachers assessed the students' speaking skill.