CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

The researcher used a case study method. According to Stake on Creswell (2007) Case study is not a methodological choice, but an object to be studied. On the other side, Creswell (2007) noted that case study research is a qualitative approach in which the investigator explores a case or multiple cases over time, through detailed, in-depth data collection involving multiple sources of information (observations, interviews, audio-visual material, documentations, etc.). This study aimed to explore the teachers' views on speaking materials on the English textbook used in XI grade vocational school based on Cunningsworth' textbook evaluation criteria.

3.2. Focus of the study

This study focused on teachers' views on English textbook entitled from Yudhistira publisher for XI grade through its speaking materials. The researcher used an interview to collect the data. The participants were two teachers from one of Vocational school in Tasikmalaya, West Java, Indonesia. The question items were developed from Cunningsworth' textbook evaluation criteria Cunningsworth (1995) focusing on teachers' perceptions toward speaking materials provided in that book.

3.3 Setting and Participants

The participants were two teachers from one of vocational high school in Tasikmalaya, West Java, Indonesia. Both of participants were chosen by the reason they used the textbook which is researched in this research. Besides, both of participants have different teaching experiences, one participant had more than seven years of experience in teaching English, while the other less than seven years of teaching. Those criteria influenced the researcher to choose them as the participants for this research.

3.4. Technique of Collecting the Data

Data collection technique is a sequence of ways that researcher took to collect data empirically and objectively. In this research, the data was obtained through a semi-structure interview. Semi structured interview method as the media or a tool in collecting the data. Moreover, the questions items for this interview were developed from the Cunningsworth' textbook evaluation criteria Cunningsworth (1995) Since the research focused on English speaking materials on the textbook not the entire textbook, the researcher decided to choose 4 criteria out of 8 criteria proposed by Cunningsworth, they are: 1) Aims and approaches, 2) Design and organization, 3) Language features, 4) Skills, 5) Topics, 6) Methodology, 7) Teachers' book, 8) Practical consideration. However, the researcher decided to eliminated a half of criteria above and selected only 1) Aims and approaches, 2) Design and organization, 3) Language features, 4) Topics. The reason why the researcher selected only four out of eight criteria proposed by Cunningsworth as the reference to composed the questions interview was because the researcher wanted the research to be more focus in examining those indicators.

The researcher collected the data through following procedures: 1) Drawing up the list of questions, 2) Setting up the interview; Deciding who, where, when, how the interview will be conducted, 3) Do an interview, 4) Transcribing the data, 5) Do an analysis on data gathered from the interview based on Miles, Huberman (2014). The process of interview was recorded and each interview lasted for around 20 to 60 minutes. The researcher considered the availability of the participants to determine the time and place of the interview.

3.5. Technique of Analyzing the Data

The data was collected through semi-structured interviews, and they were analyzed using Qualitative Data Analysis from Miles, Huberman (2014) This data analysis method was chosen to focus the data on the research question and to emerge the tighter framework. The data analysis included following activities:

3.5.1. Data Condensation

The researcher selects the data chunks from the interview transcripts to made data stronger, by used conceptual framework and research questions, in order to sharpened, focus, and organized the data.

Table 3.1 Data Condensation

Original data	Condensation data
For narrative material, maybe if in the dialogue section. Not dialogue, if in the story they are interested. They are happy, especially the story is funny, right.	For narrative material, if in the story they are interested. They are happy, especially if the story is funny.
They are happy if for example they have entered the core of the narrative like the purpose of what is the narrative? It must be explained to students, not only do we give text for narrative while students do not know what narrative is like. Now if you have entered the material, sometimes there are students who give good feedback, some are "I am so good?" right.. There is such a thing. Just suppose we go back to the text story, yes they are happy. If it has entered "how is the narrative text formed?" well.. Usually, children need effort to really understand how the narrative text is formed.	Just suppose we go back to the text story. Yes, they are happy. If it has entered "how is the narrative text formed?" Usually, students need effort to really understand how the narrative text is formed.

3.5.2. Data Display

The researcher created the table display to present full data set in the same location and arranged systematically to answer the research question.

Table 3.2 Data display

Indicator	Sub Indicator	Data	Findings
Aims and approaches	The aims of the English textbook	**P1**. Of course, *according to the syllabus of the material given in the textbook, as for if the material is not in accordance with the syllabus, teachers adjust to the material to each major.* **P2**. *"In fact, the curriculum is just the same, it does not lead to each department. At most for ESP, the teacher creates the syllabus that refer to respective departments, for example in the paragraph or in the vocab they use."*	The participants claimed their school is using general curriculum which does not lead into ESP on each department. Further, the teachers create lesson plan that refer to the respective departments.
Design and Organizations	The organization of speaking materials	**P1.** *"I think less. Because this book only provides examples of very short conversations, and also*	The participants assume with the short and less variation of vocabularies the speaking materials

		the lack of pictures / illustrations to support the discussion material. Audio QR code is not very supportive, students prefer if the teacher reads / tells examples of a narrative or other text."	on this book is least attracted students. Further, the QR code within the books is not really effective, the students prefer the text red by the teacher herself.
		P2.	
		"Maybe in this book there is a lack of special interest for students, but with pictures / illustrations that support the explanation of the material can more or less attract students by helping their imagination."	P2 mentioned the speaking materials may least attractive but with some pictures and illustrations can help the students on their imagination.
		P1.	
Language features	The language use of the English textbook	*"Actually, for today's students/children, there is a little difficulty about vocabulary, it makes students reluctant to speak. Another challenge that makes students reluctant to speak is*	P1 find out that majority of students have speaking anxiety. Further, as P2 mentioned, that

		pronunciation, so a teacher must read what will be said by students. At least it can give them an idea of how it is pronounced."	this book less accordance with the major study, this problem influenced vocabulary mastery and pronunciation skill issues that cause students speaking anxiety.
		P2. *"Less in accordance with the major because this book is for the public."*	In ESP context P2 find out that this book is not really fits/helping the students because, the book mentioned is for public. It is not providing vocabularies or topics related with the major they choose.
Topics	The topics from the English textbook	**P1.** • *"For narrative material, students are quite interested in their topics, because*	The students are quite interested by some topics offered by

many stories can trigger their critical thinking and imagination, such as: legend, folklore, myth, fable etc."

speaking materials in the book mentioned, but when it comes to the main ideas it needs effort for them to understand.

- *"They are quite interested in the variety of stories (examples) that exist in this book, but when we start to discuss the core of the narrative such as: structure, etc. This requires more effort from the teacher to deliver the material."*

- *"For students' response to this book, it can be said to be quite good. But with a note not every time students give a positive response. Like during sessions that require them to speak speaking, they are still hesitant because of*

vocabulary and pronunciation problems. So when speaking / speaking sometimes they mix English and Bahasa."

P2.

- *"I think it is lacking, so teachers have to use other media in teaching. For example, using video conversations to explain the difference between past tense and present perfect tense. The video will be shown later after that students can distinguish which sentence used 'has' and which does not, then look for verb2, the verb in the text. After that students are instructed to speak from the*

The topics offered in speaking materials in the book mentioned is lacking. Teachers have to use other media in teaching, and students often shown a better respond When teachers use other media such as video conversations.

	sentences that the teacher gives."
	• *"For students' response to this book, it can be said to be ordinary. When teachers use other media such as video conversations from YouTube, students seem to respond more (better)"*

3.5.3. Drawing and verifying conclusion

Interpreting the findings to make a final conclusion.

3.6. Steps of the Research

The data gathering procedure consists of three steps. First, determined the research participants. Second, developed some questions from Cunningsworth' textbook evaluation criteria for the interview as well as the interview protocol. Third, gathered the data from the participants, and analyzed the data, and finally made a conclusion. To be more effective and efficient in conducting the research, the writer composed the research schedule as follows:

Table 3.3 Research Schedule

No	Activities	Oct 2021	Dec 2021	Jan 2022	Aug 2023	Nov 2023	Des 2023	Jan 2024	June 2024
1	Research proposal writing	■							
2	Research proposal examination			■					
3	Data collection				■				
4	Data analysis					■	■		
5	Report							■	
6	Thesis examination								■