

CHAPTER III

RESEARCH PROCEDURES

3.1. Method of The Research

The research design in this study conducted a narrative inquiry. This study is based on the ESP teacher of a vocational high school's experience of designing teaching English materials for vocational high school. As claimed by Barkhuizen (2014a) narrative inquiry in language teaching and learning (LTL) is research that focuses on the experiences of research participants. Due to the form of narrative inquiry used in this study, this study portrayed an individual experience focusing on the challenges of developing an ESP material and this methodology allowed the researcher to analyze the participants' challenges in developing ESP material through their lived experiences as an English teacher in vocational high school.

3.2. Focus of The Research

This study examines the challenges that are faced and the solutions offered by teachers in developing teaching materials for English for Specific Purposes (ESP) at the Vocational High School of Agriculture in Tasikmalaya.

3.3. Setting and Participants

The participants in this study were two English teachers who teach at the Vocational High School of Agriculture in Tasikmalaya. The first participant is HF who has been teaching English courses as an honorary teacher for five years. HF teaches English to 10th graders at the Vocational High School of Agriculture in Tasikmalaya. HF states that teaching English courses in vocational high schools using the ESP approach is a must. Because it can help the student understand their major in the English language. Moreover, HF gave the researcher one of his lesson plans, in that lesson plans show that the materials are integrated with the content of the major which is agriculture. The second participant is LD who has been teaching English since 2004 in this vocational high school of agriculture. This year she teaches 11th and 12th graders. With her 19 years of experience teaching a vocational high school she knows that in vocational high school, English materials must integrate with the major of the students, so that can help

the students to be more focused on the major that they are studying. From the lesson plan the participants integrate the English language with the major content, this study focuses on the *Agribisnis Tanaman Pangan dan Hortikultura* (ATPH) major.

3.4. Technique of Collecting the Data

Data were collected from the participants' stories, which were retold using a narrative frame. This narrative frame, developed by Barkhuizen (2014), is a written story template that includes a series of incomplete sentences and blank spaces of varying lengths. Additionally, data was gathered through semi-structured interviews. The participants' experiences serve as a narrative frame for comprehending the process of developing ESP material to gather data on the challenges encountered by the participants (Barkhuizen et al., 2014). This narrative frame is greatly helpful as an initial starter. It provides explicit direction on the structure and content, thereby helping participants to know what they have to say (Fatimah et al., 2021). Using this narrative frame helps participants to communicate their experiences when developing ESP material. Furthermore, semi-structured interviews are employed to elicit complete responses from the individuals about the challenges faced by the teachers and the solutions that are offered in developing an ESP material of Agriculture in Vocational High School. The narrative frame and interview questions were utilized in Bahasa Indonesia to facilitate the participants in effectively expressing their personal experiences in generating ESP material for vocational high schools of agriculture.

3.5. Technique of Analyzing the Data

Braun and Clarke's (2006) thematic analysis was implemented for data analysis in this study. Thematic analysis is a systematic approach used to find, analyze, and report recurring patterns or themes present in qualitative data. The focal point of this analysis is to highlight the importance of being flexible and adaptable, enabling researchers to customize the process according to their particular research setting and objectives (Braun & Clarke, 2006). Braun and Clarke (2006) outline a six-step process for conducting thematic analysis:

1.4.4. Familiarizing with the data

The data was in the form of an audio recording of the interview. The researcher attentively listened to the audio and transcribed it in its entirety. The researcher made the data transcript and data translation into English for the interview.

Table 3.5.1. Interview Transcript

	Interview	Transcript
R	Assalamualaikum, selamat siang pak	Assalamualaikum, good afternoon, sir
HF	Walaikumsalam, selamat siang	Walaikumsalam, good afternoon
R	Terima kasih bapak sudah meluangkan waktunya untuk wawancara hari ini, apakah bapak sudah siap?	Thank you for taking the time for today's interview, are you ready?
HF	Iya, sudah siap	Yes, I am ready.
R	Baik bapak, Seperti yang bapak tulis di frame naratif “membaca karakter masing – masing murid” Apakah bapak melakukan analisis kebutuhan skill Bahasa Inggris yang mereka butuhkan sebelum membuat material di smk pertanian ini?	Well sir, as you wrote in the narrative frame “reading the character of each student” did you analyze the needs of the English skills they need before making materials at this agricultural school?
HF	Kalau untuk analisisnya lebih di pada saat pertemuan pertama, kebetulan pada tahun ini saya membuat initial test terlebih dahulu dipertemuan pertama terhadap masing masing murid	As for the analysis, it is more at the time of the first meeting, by chance this year I made an initial test at the first meeting for each student.

1.4.5. Generating initial codes

During this phase, the codes have been established about the theory employed. The researcher emphasized the codes by applying color to the data that were identified as the codes relevant to the objective of this investigation.

Table 3.5.2. Generating Initial Codes

<p>HF Tentunya di sekolah ini tentu saja ada siswa yang kesulitan dalam mengidentifikasi kosa kata, saya biasanya ada strategi yang memudahkan untuk di ingat seperti saya menyiapkan bahan ajar berupa gambar atau berupa lirik lagu, menunjukkan scene video yang merujuk ke kosa kata atau materi jurusan.</p>	<p>Selecting the materials with the agricultural content</p>
<p>Nah ini yang menjadi sebuah tantangan untuk saya, bagaimana cara saya memutar otak atau menyesuaikan dan juga menyusun strategi bagaimana anak yang kesulitan menghadapi kosa kata baru.</p>	<p>The difficulties of selecting materials topic</p>

1.4.6. Searching for themes

The researcher moved from code to theme. To make analysis easier, the researcher classified the codes that related to the themes. We might utilize graphic aids to assist you in organizing the many codes into themes at this stage. Tables and mind maps or write down the name of each code and a brief explanation on a separate sheet of paper and experiment with arranging them into theme categories.

Table 3.5.3. Grouping the codes

CODES	HF	LD	Total
Need Analysis	1	1	2
Vocabulary Building	1	1	2
Material Selection	1	2	3
Utilization of teaching media	2	0	2
Adapting the ESP material	2	1	3
Adjusting teaching method	1	2	3
Finding relevant resources	1	2	3
Collaboration with another teacher	2	1	3
Facility limitations	1	1	2
Suitable material with learning objectives	1	1	2
Teachers' time management	1	2	3
Internet sources	1	1	2
Student coursebooks by the government	0	2	2
Understanding the ability of the student	0	1	1

1.4.7. Reviewing potential themes

During this stage, the researcher examined the identified topics to verify that the codes were correctly assigned to the corresponding themes, resulting in the creation of a thematic map for the study.

Table 3.5.4. Searching for themes

Initial Codes	Sub-themes	Themes
Material Selection Adapting the ESP material	Material Selection Material Adaptation	The Challenges in Developing an ESP Teaching Material
Adjusting teaching method Teachers' Time Management	Adjusting teaching method	
Need Analysis Finding relevant resources on the internet	Need Analysis Collaboration with Other Teachers	The Solution in Developing an ESP Teaching Material
Collaboration with the other teacher Internet sources	Searching relevant internet sources	

1.4.8. Defining and naming themes

Continual analysis is being conducted to enhance the details of each theme and the overarching narrative it conveys, resulting in the production of precise information and designations for each theme.

Table 3.5.5. Defining and naming themes

Sub-themes	Themes
1. Material Selection	The Challenges Faced by English Teachers During Developing an ESP Teaching Material for The Vocational School of Agriculture
2. Material Adaptation	
3. Adjusting teaching method	
1. Need Analysis	The Solutions Offered by English Teachers in Developing an ESP Teaching Material for The Vocational School of Agriculture
2. Collaboration with Other Teachers	
3. Searching relevant internet sources	

1.4.9. Producing the report.

The ultimate chance for examination. This encompasses the selection of vibrant and captivating extract samples, the thorough examination of the chosen extracts, the connection of the analysis to the research question and existing literature, and the creation of a scholarly report summarizing the study.

3.6. Time and Place of The Research

This research was carried out at one of the Vocational Schools of Agriculture in Tasikmalaya which is located at Jalan Mulyasari, Tamansari, Tasikmalaya.

Table 3.6.1 Time of The Research

Steps	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Research Proposal Writing										
Research Proposal Examination										
Data Collection										
Data Analysis										
Report										
Thesis Examination										