

CHAPTER III
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3.1 Research Design

The research design of this study was developmental study. The researcher used this design because it was to develop the English material which could be applied in real education. In the end of the study, the product will be in the form of multimedia CD-ROM which was used as the media to improve the students' ability to know and read the word. It could be used not only inside but also outside the school. The material was developed for the first grade of elementary school in Gresik.

In developing material, the researcher conducted some steps. He used ADDIE model which stand for Analysis, Design, Development, Implementation, and Evaluation. It was adopted from Steven J McGriff.

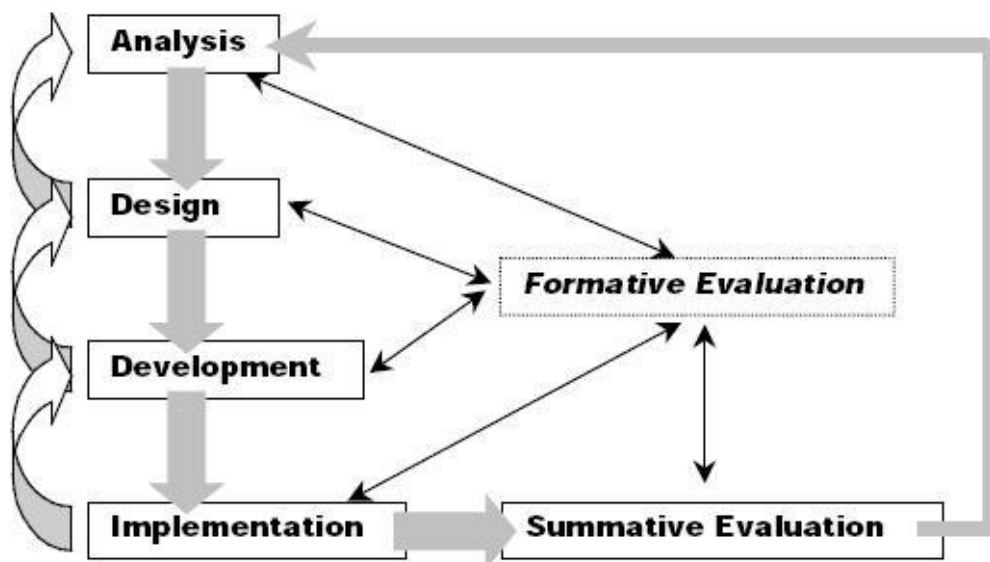


Figure 3.1 Seven J. McGriff's ADDIE Model

3.1.1 Analysis

The Analysis clarifies the instructional problems, objectives, and identifies learning environment. Such as; who were the learners? what were the learners want?, the problem and difficulty from the learners, and option material from the teacher. Complete the data would make the researcher could plan and develop material well.

3.1.2 Design

The designs included learning objectives, assessment instruments, content, lesson planning, and media selection. First, the learning objectives were introduced and make the leaners understood about alphabet and how to pronounce it. Second, researcher wanted to make a test with missing word with picture and sound. It could be used in autorun as media of assessment instruments. The content would be chosen from selecting student book in primary school first grade and continued to write the lesson plan. Finally, autorun was selecting media to create and process the material.

3.1.3 Development

The researcher designed alphabet material with CALL (autorun). In development, the researcher created the menu and design from opened program, how to choose menu, played sound, stop sound, and also exit from the program.

3.1.4 Implementation

Implementation was one of important step in developing material. In this step the researcher tried autorun product as facilitator for the learner. Training facilitators covered the course curriculum, learning outcomes, method of delivering material, and testing procedures.

3.1.5 Evaluation

The evaluation phase consisted of two parts: formative and summative. Formative was formal and informal assessment procedures employed by teachers during the learning process. It typically involved qualitative feedback, but it was different with summative assessments, which seek to monitor educational outcome.

Then, the researcher thought some modification of Steven's ADDIE Model. The researcher tried to find other ADDIE model which had been modified by other researchers and he found the appropriate one. That was modified Model in Ramadhani (2012). The researcher chose that model because he needed to validate the courseware to the expert and found it on modified model. This model of research would be used in this development study, it would be explained as the procedure of developing literacy instruction for student in first grade at elementary school.

3.2 Try Out the Subject

Try out was conducted by the researcher for students at first grade in SDN Muhammadiyah Manyar . The researcher gave the test in the format of CALL.

The tried out was the way to know the product was needed addition, deleted, revision or not.

3.3 Instrument of Data Collection

The researcher used three instruments to collect data. Those were interview, checklist, and test. Interview would be done with the English teacher of SD Muhammadiyah Manyar first grade firefly class. Checklist would be given to three experts. They were English teacher of SD Muhammadiyah Manyar first grade firefly class, English lecturer of Muhammadiyah University, and EAP lecturer of Muhammadiyah University of Gresik. The test would be given to first grade student in SD Muhammdiyah Manyar Firefly class.

3.4 Procedure of Developing Literacy Instruction Material

The researcher used eight steps in developing this study. They were: need analysis, design instruction, developmental material, expert validation, developmental of validation, try out of material, revision of material and final product. They would be explained in the next paragraph.

3.4.1 Need Analysis

Need analysis was really important to make good material for the students. There was a stage to gather need analysis, that was to know the target need to compose the material which was suitable with the need and aim of the study. In gathering need analysis the researcher conducted some interviews to the teacher and the students. It was aimed to know the target need and learning need.

3.4.1.1 Target Needs

The subject of this study was first grade in SD Muhammadiyah Manyar. First, the researcher visited to SD Muhammadiyah Manyar and met with Fitri Musrofihah as the English teacher of first grade in this school and interview about the student needed of first grade at elementary school. It was aimed to know the need of student, so that the material could be developed appropriately and useful for students. The teacher said that, materials in SD Muhammadiyah Manyar were alphabet, numbers, days, and months. Literacy instruction material especially alphabet had been taught in firefly class in first grade. In teaching learning process, the teacher used four skills (reading, listening, writing, and reading). Then, researcher also asked to the teacher about syllabus, student's book and material taught to adapt the material so it could be matched. The researcher listed vocabularies that were taught in first grade. After that, he began to make a draft.

3.4.1.2 Learning Needs

Analyzing learning need was important for the teacher to get information about the learners in order to facilitate them well in the teaching and learning process. (Hutchinson,1993). The important thing when doing observation and analysis was syllabus. Syllabus was a set of teaching tool; it consisted of the material used, resources, time needed, learning experience, etc. The researcher would develop the material based on the syllabus. The researcher used syllabus which had been already used by this school.

After knowing about the syllabus, researcher tried to find the student's need. According to the interview from the student, the problem was student still

confused and had a difficulty in reading alphabet. Several time students cannot spell every letter well. Here, the researcher tried to make some variations that can be done in the classroom. The variation was one of the major factors in teaching learning process that can motivate and interest the students to learn English especially reading. The teacher usually taught by using coursebook. One of the variations was by using computer to motivate the students, because they had never learned with this kind of media. It would be new thing for them in learning English.

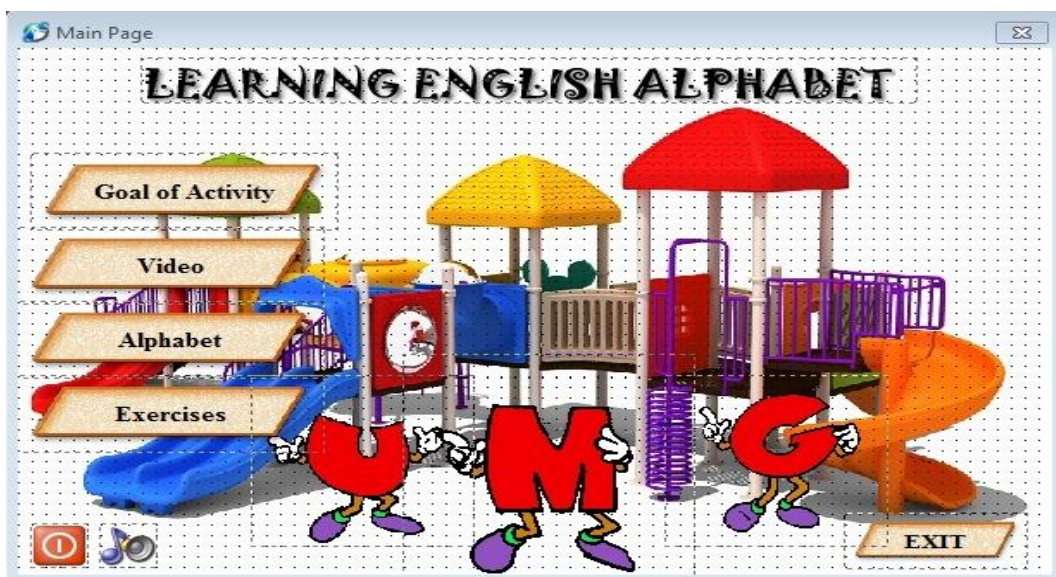
The researcher chose longtong autorun program as a media to teach English alphabet because it was interesting media and useful to design digital educational materials, especially presentation, exercises and tests.

3.4.2 Design Instruction

After identifying the need of the student in reading, the researcher designed the media by making a draft of multimedia CD-ROM. In designing, the researcher developed it based on the student's needs and interview from the English teacher in SD Muhammadiyah Manyar. The researcher only focused on literacy instruction especially alphabet because the researcher designed it specifically to help student in first grade to mastery how to pronoun alphabet. This media was also completed by audio, video, text and animation which was expected could make the students interest in learning English. Here, researcher created steps for design instruction such as;



First, before entering the material into autorun, students would see a splash screen with interesting images and colorful animations. It could make students interested in learning alphabet. This would appear automatically when the researcher clicked longtion autorun application.



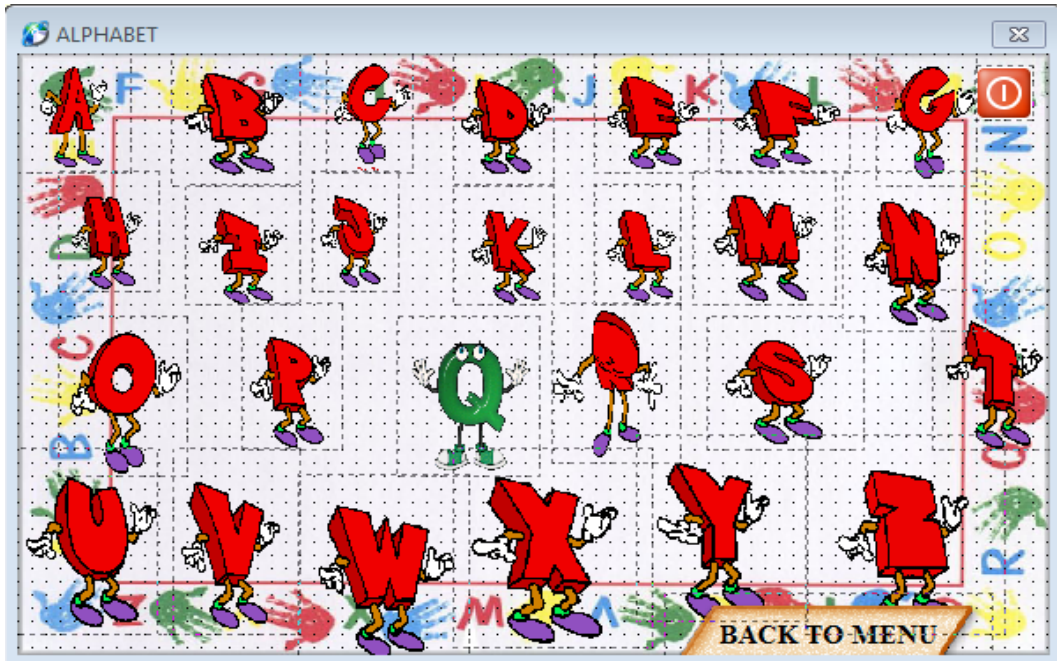
After the splash screen disappeared, students could see a main menu. On the main menu, there were several buttons and each button with a different function. There were goal of activity, video, alphabet, exercise, play sound button, stop sound button, and exit button.



The first menu was the goal of activity. This menu was very helpful for developer to know the purpose of material in autorun.



Second, there was a video menu. Researcher prepared a video about the alphabet that would be played for students as basic knowledge about learning alphabets.



Third, that was alphabet menu. The content of the menu was the letter from A to Z.

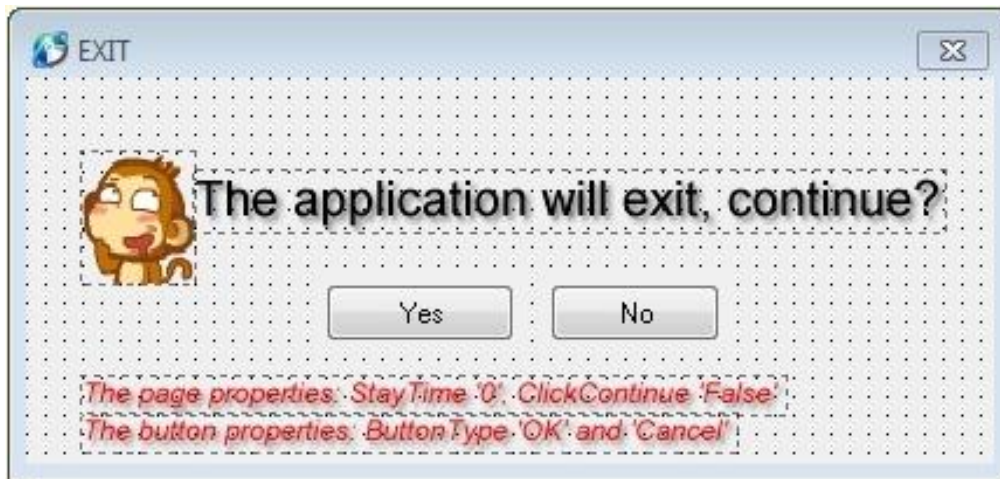


When developer clicked the letter, autorun screen was moved in the new page. New page would appear with images, sounds and animations based on the letter.



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This menu was an exercise. Researcher used this menu to see the progress of students. In this menu the students would imitate the sound of each letter and also filled in the missing words based image



The last, this was an exit menu. Researcher provided this menu to exit the application of autorun. If developers wanted to exit the application, there were two options buttons that will appear. There were yes and no button. If the

researcher clicked yes button, the application would stop, but if the researcher clicked no button, the screen would return to the main page.

3.4.3 Developmental Material

The researcher developed the material in a form of multimedia CD-ROM. This media consisted of several activities; in this part, students would see some interesting menu with animation and different topic. First menu was goal of activity from this product, it could gave information for researcher about aim of this product. The second, student could see a video to introducing alphabet, it was very important for their basic knowledge. After that, students could choose one of alphabets from A until Z, and every letter students would see picture and also animation which were completed by the way to pronounce it.

Second part, the students were invited to try out their ability in practicing to pronounce from each letter. It could be easy because every letter students could see picture and animation which were useful to students' understanding.

Third part was the last activity. It was such kind of test. In each test, students would find letter, and word under the picture with some letter which were missing. The aim from this test was students could spell and read the word correctly.

3.4.4 Expert Validation

After the courseware has done, it should be validated to the expert. Here, researcher collaborated with three experts who related with development of this

material. The experts were English teacher of SD Muhammadiyah Manyar first grade firefly class, English lecturer of Muhammadiyah University, and EAP lecturer of Muhammadiyah University of Gresik. The expert would get a checklist of courseware so that the experts gave score, comment, and also suggestion to the courseware it self. The checklist consisted of some components; attractiveness, requirement, mechanics, content, and originality.

3.4.5 Development of Validation

When the expert validation was done, the researcher could see the score, comment, and also suggestion. The next step, the researchers tried to find component that should be revised or developed more. Then, the researcher will begin to revise or develop more.

3.4.6 Try Out of Material

After finishing revision or development, the researcher could try the courseware out to the students. This test was in the form of multimedia CD-ROM. It was to know and check the result of the media whether it could be used as media of learning English for the first grade in SD Muhammadiyah Manyar students or not. The researcher took five students randomly and the teacher helped developer to do the try out.

3.4.7 Revision of Material

After try out the product, there would be revision that should be done to make this product completely proper for student in SD Muhammadiyah Manyar. The revision would be done based on the expert's suggestion.

3.4.8 Final Product

This was the last step of developing this courseware. After having the revision, the final product in the form of multimedia CD-ROOM was already to be applied.