

CHAPTER III

METHODOLOGY

3.1. The Developmental Model

The design of this study is Developmental Study. It is because the study is designed to develop the English Reading Syllabus which can be applied in real education. In the end of the study, the product of this research is a set of syllabus which is implemented at SMK Semen Gresik. This syllabus is developed for the tenth grade of SMK Semen Gresik.

In developing the syllabus, the researcher must pass some steps. There are a lots of instructional development models. One of the models is ADDIE Model which stands for Analysis, Design, Development, Implementation, and Evaluation.

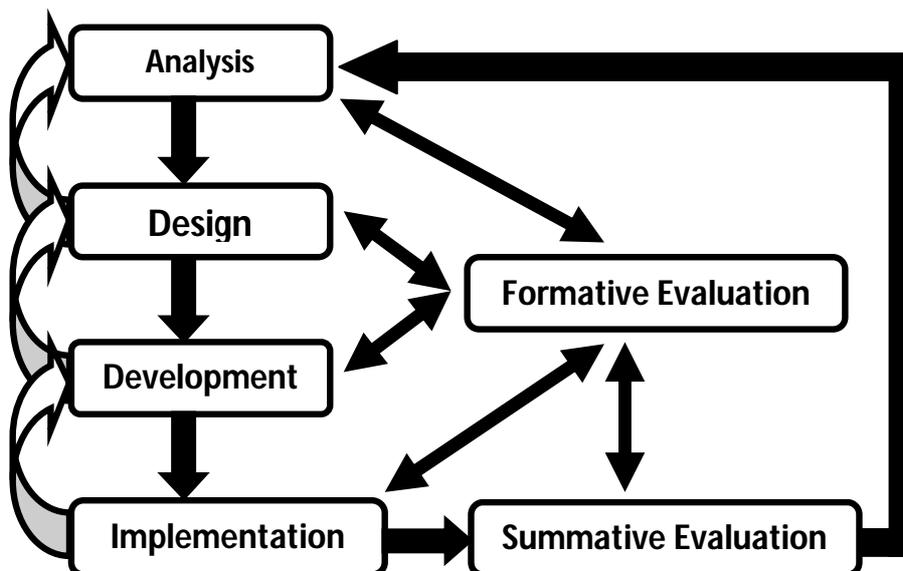


Figure 3.1 Stevens J. McGriff's ADDIE Model

Then writer tries to find other modified model of Steven J. McGriff's ADDIE model until he found the appropriate one. The modified model of research development design is in unpublished thesis by Candra HA (2012).

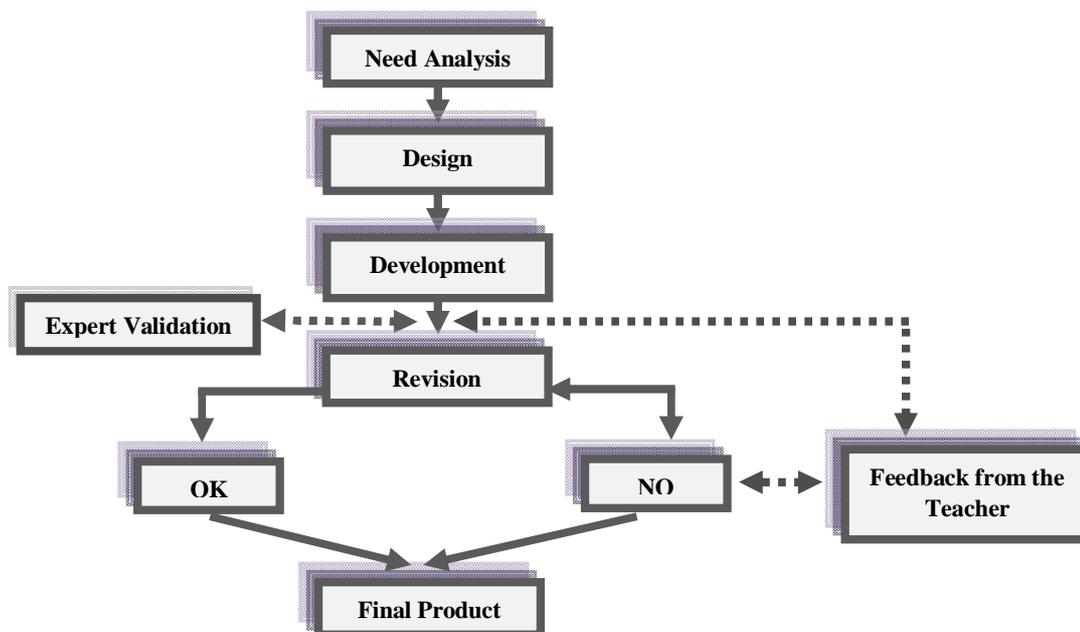


Figure 3.2. Modified ADDIE Model

3.2. The Syllabus Development

After the writer found the appropriate modified model of developing syllabus design, he should conduct the modified model to achieve comprehensive outcome of the syllabus product. Some steps should be passed for the researcher are (1) conducting need analysis,(2) Designing Instruction,(3) Developing the Syllabus,(4) Getting The Expert Validation,(5) Having Feedback from the Teacher,(6) Having The Revision of the Syllabus and (7) Producing The Final Product of the Syllabus.

3.2.1. Conducting Need Analysis

To accomplish this step, there are two important aspects that should be taken into consideration; (1) the informants and the instruments, (2) the procedures of needs survey.

3.2.1.1. Informants and Instruments

The information collected in the need analysis comes from students, English teacher, the academic staff of the school, alumni from SMK Semen Gresik, and other documents. The students of SMK Semen Gresik are the key informants with the hope that they will give information about estimation of the usefulness of specified English Language skills at several of formality in school, job, and social situation, attitudes to what aspect of English language and skill they feel should construct an English program, attitude to methods of learning, etc. The second informants are the teachers of English language. They are expected to give information about which language skills and study skills should have priority in an English course. The third informants are the school staffs in the school who are responsible to the institution expectations of the learner and, in particular, their expectation of the learner's English competence. The fourth is the documents dealing with the materials used during the implementation of the course.

The instruments used to collect information are questionnaire and interview. The questionnaires are given to the students at SMK Semen Gresik, and alumni of SMK Semen Gresik. Some interviews are given to English teacher, and the academic staff like the headmaster and the technical teachers.

3.2.1.1.1. Questionnaire for Students at SMK Semen Gresik

The important thing to design a questionnaire is to get the information covered because it determines the success of collecting data. According to Dudley – Evans (1983) in Farida, N (2006), the questionnaire should at least cover the following information: (1) the learner, his background and educational purpose, (2) the task that the learner has to perform in English, (3) the learner's entry competence in the language, and (4) the learner's expectation of the English program.

According to Licori et al (1983) in Anwar K (2000) that the information obtained to acquire the following aspects: (1) to determine the time and frequency, (2) to determine the course content, (3) to have the target skill, (4) to know the general or specific proficiency, and (5) to find the integration of teaching through actual activities.

The model of the student's and alumni's questionnaires that the researcher uses in this research is close form. Because it is easy to fill out, takes little time, keeps the respondent on the subject, relatively objective, and is fairly easy to tabulate and analyze.

The set of questionnaires provided for the students and alumni are made of the combination from Yalden (1983: 161-173) in Anwar K (2000) concerning the role sets and material coverage, McDonough (1984: 42-45) concerning the purpose, and Pocher (1983: 127) in Anwar K (2000) concerning the methods of teaching and teaching aids. Those three writers have developed questionnaires which can be used simply and easily to investigate data from informants.

3.2.1.1.2. Interview with the English Teacher

Teacher is the one who acknowledges the teaching process in the classroom in that she has information dealing with the attitudes of the students. Interview with the teacher can be relatively structured or unstructured. A structured interview is one which is organized around a set of predetermined questions, whereas an unstructured interview is more like a free-flowing conversation between the interviewer and interviewee (Nunan:1989) in Anwar, K (2000).

Interviews given to the teachers, according to Cooper (1983) have to cover the following: (a) The ways how reading should be taught and the relationship with other skills in an English program, (b) notions of student English problems, (c) which language skills and study skills should have priority in an English course, (d) attitudes to various methods of teaching different language skills, (e) notions concerning student's English language needs in terms of skills in University, job, and social situations, and (f) experience in and evaluation of the use of various aids in teaching different language skills.

The interviews with the teachers are, therefore, about the course design constraints including the numbers of teachers, attitudes of teachers to ESP, teachers' knowledge of and attitude to the subject content; materials; aids; opportunities for out of class activities, etc. those aspects are developed from Cooper (1983) in Anwar K because they are quite representative to cover data from English teacher.

3.2.1.1.3. Interview with the School Staff.

A set of questions used in the interview is developed from Cooper (1983) in Anwar K (2000) involving the following features: (a) the role of English in various learning situations in school, (b) attitudes to the role of reading in academic success, (c) estimates of how much students actually read in the subject area, (d) estimates of the significance of a list of potential reading problems, (e) estimates of the level of and nature of difficulty of a sample of required and recommended textbooks, (f) the level of importance and difficulty of a range of conceptual procedures for students in that school, (g) the importance of various kinds of reading for study purpose in the school, (h) likely job situations that students will enter, and estimates of the usefulness of listening and speaking and reading and writing in English in each situation.

3.2.1.2. Procedures of Conducting Needs Survey

The procedures used in this survey are divided into investigation and data analysis. Before the writer doing an investigation, a letter of permission is sent to the headmaster of SMK Semen Gresik to clarify the needs survey through distributing questionnaires for the students and interviews for the teacher and the academic staff. The questionnaires are distributed after the permission is given immediately, and the results must be collected on the agreed date. Meanwhile, the interviews with teachers and academic staffs are carried out (see figure 3.3)

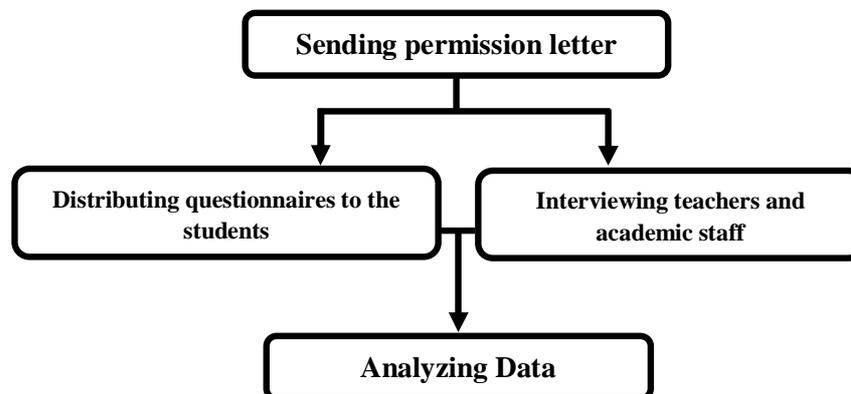


Figure:3.3 The Procedures of conducting need survey

After all data are collected, the researcher tries to analyze and classify the result to find the intended objectives.

3.2.2. Design Instruction

After identifying the student's needs, the researcher designed the syllabus based on the student's needs and the teacher's syllabus. In this step, the findings of the need analysis will contribute to make appropriate goals and objectives of the course, because the formulations of the goals and objectives fully find out the choice of syllabus type constituted in the next step. The description of the goals and objectives represents criteria in which materials are selected, content is outlined, instructional procedures are developed, test and examinations are prepared (Dubin and Olstain:1983) in Anwar, K (2000). The goals deal with the overall aims of the content, and the objectives concern with detailed and specific descriptions of the purpose.

Then the researcher selected the syllabus type. In this research, the researcher uses the proportional syllabus. It likely uses proportional syllabus when the formulated purposes do not suit with any of the syllabus type because as stated

by Yalden (1987) at Anwar, K (2000) there is no single model of syllabus design, which is universally agreed upon. Various combinations are possible and of course one type usually dominates, while other types may be combined with the dominant type.

3.2.3. Develop the Syllabus

The researcher develops the proto syllabus and the pedagogical syllabus. A proto-syllabus is a general description of language skill and language use in the syllabus. It is a set of checklist describing the specification of the syllabus content which covers all components of the communicative syllabus like communicative functions, discourse and rhetorical skills, role sets, communicative events, etc. the checklist is to make an initial definition of the content for they are projected program and to map out a syllabus already being used. After the specification of the syllabus content is formulated, then, the pedagogical syllabus must be realized in accordance with the relevant teaching and learning process. It must be developed by involving the methods or techniques of teaching, the exercise, and the schedules of teaching.

3.2.4. Expert Validation

The syllabus should be validated to the expert. The expert would get a checklist so that the expert could give score, comment, and suggestion to the syllabus itself. After the expert validation was finished, the researcher will see the score and comment suggestion, and then he tries to find the component that should be revised or might be developed more.

3.2.5. Having Feedback from the English Teacher

In the implementation of classroom procedure, the tryout of the syllabus will be done with the hope that the valuable feedback is achieved from the teacher. Some purpose of the feedback from the teacher are; to collect data to identify problems and to revise the instructional materials; to point the area of learner difficulties; to identify portions of instructional materials needed to revise.

3.2.6. Revision of the Syllabus

The instruments used to collect information about the instructional syllabus are interviews and questionnaire. Interviews will be conducted to gather suggestions and opinions from the instructors using the proposed instructional syllabus as well as from the experts and questionnaires will be used to collect information from the students at SMK Semen Gresik about their need. Based on the comment given, the researcher revised the proposed syllabus before it is used for teaching guidelines. In the developing syllabus, it is impossible to get the appropriate syllabus at once. If the syllabus is “Not OK” to be implemented in the classroom, of course, it should be revised. In contrary case, if the syllabus is having “OK”, it will be a final product of syllabus which is ready to be developed into lesson plan and instructional materials before it is implemented in the classroom.

3.2.7. The Final Product of Syllabus

This is the last step or stage of developing the syllabus. After having the revision, the final product of syllabus was ready to be applied.