

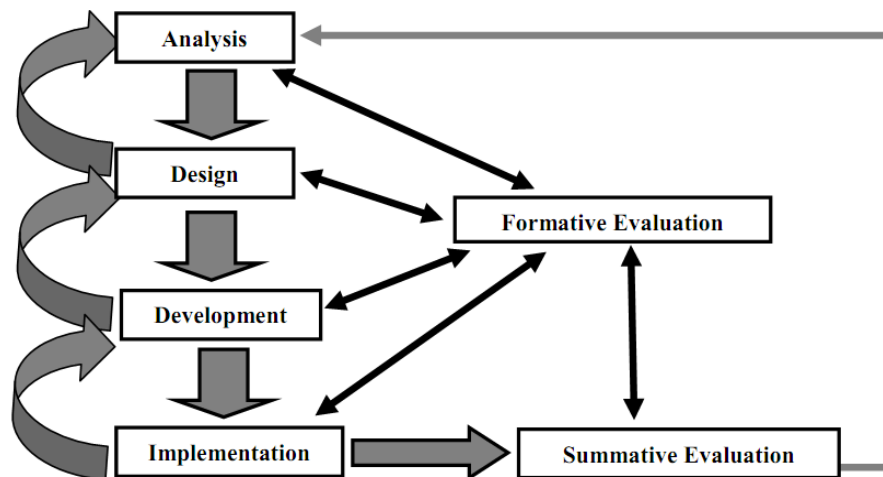
CHAPTER III

METHOD

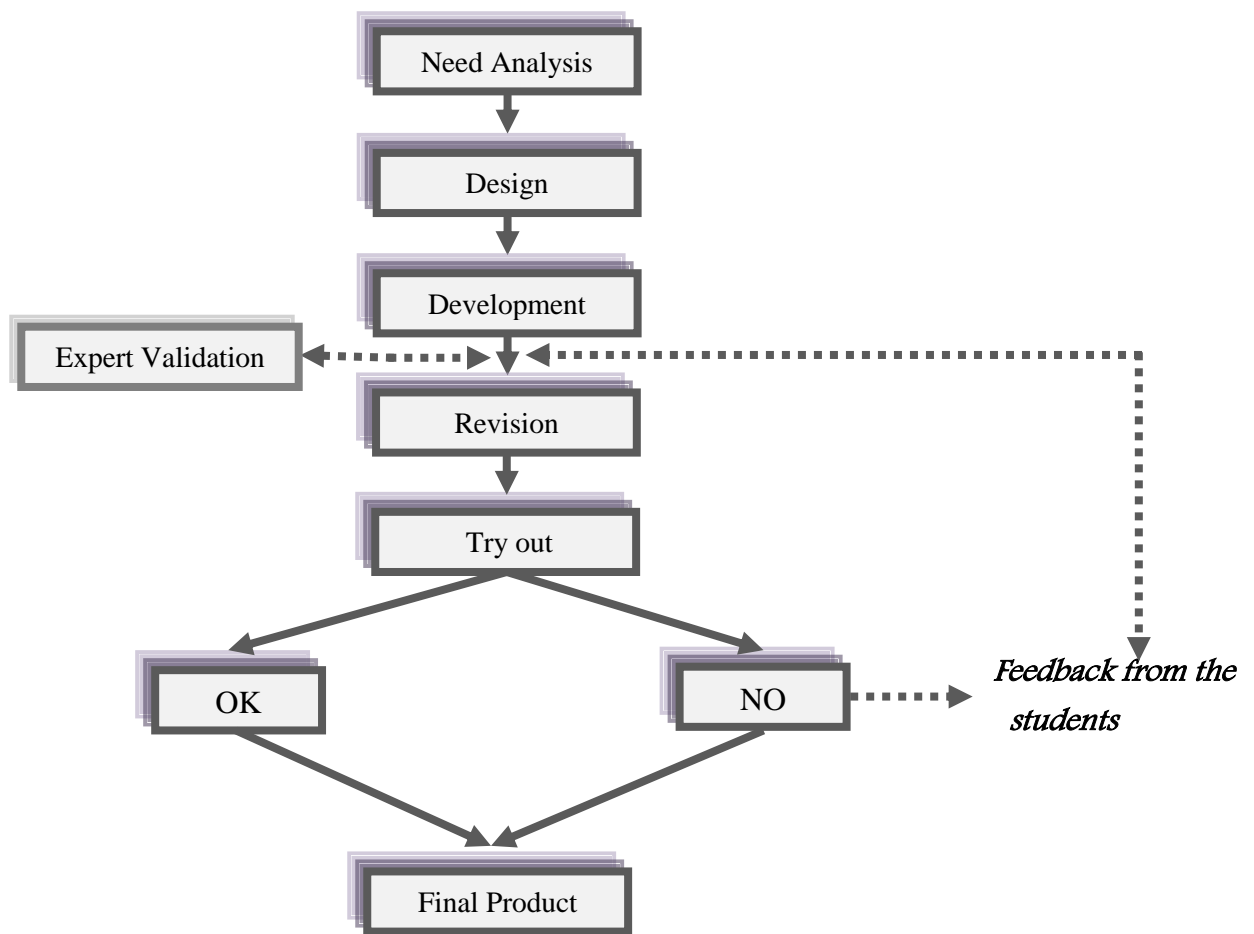
3.1. Research Design

The design of this study was Research and Development (R & D) Study, because the study was designed to develop the English material which could be applied in real education. In the end of the study, the product will be in form of teaching material (book) consists of some speaking activities that related to the five aspects of scientific approach such as observing, questioning, exploring, associating and communicating. It was used as the media to increase student's ability on speaking.

Research and Development had its own steps to be passed. There was ADDIE flow steps to conduct research and development (R & D) adapted from Steven J. McGriff's



The researcher needed to validate the product to the expert to make sure that final product was ready to be applied or not. So the researcher used the appropriate one, That was modified model by Candra Hadi Asmara. This was modified ADDIE Model.



3.2. Procedures of the Speaking Material Development

These were the procedures of development speaking material that the researcher should be conducted to achieve comprehensive outcome of the material product. According ADDIE model the researcher modified become Pre-development, Development, Evaluation. from the experts, Try out, Revision and Final Product.

3.2.1. Pre - Development

In this stage the researcher interviewed the teacher and gave questionnaire to the students to know the target need and learner need of the students in learning speaking, both of them belong to need analysis.

3.2.1.1. Target Need

The researcher asked several questions to the English teacher in form of interview to know the target need of this school in studying speaking. The researcher also gave questionnaire to the students. The researcher gave two questions to find out the target need. The first question was about the reason why English was needed for the students. The second question was about the use of English. After that, the researcher tried to observe in 7th grade to see the real situation to match the information. Then, the researcher should know and analyze the documents in the school such as; syllabus and students' book. The materials will be developed based on the syllabus.

3.2.1.2. Learning Need

The researcher gave an interview to the English teacher and the learners in questionnaire form. The questions that dealing with learning need were the reasons of the students to learn Speaking, how they learn speaking (teaching method) , the media and material which they prefer to speak, the topic was chosen for label and list ; asking and stating the characteristics of people, animal and thing; asking and stating the activity/function of people, animal and thing; instruction, short notice and warning/caution and descriptive text about people, animal and thing that they preferred, and the models of the activity for speaking that related to five aspects of scientific approach, student's style of study, and what pictures and questions were available to set speaking activity for the learner.

the researcher also conducted interview to the English teacher to find what they need in learning need . The first question was about the course book she

used, The second question was about the technique she used, The third question was about the media that could help the teacher for teaching. The last question was about speaking activity that was given to the students. After that, the researcher tried to observe in 7th grade to see the real situation to match the information. Then, the researcher should know and analyze the documents in the school such as; syllabus and students' book. The materials will be developed based on the syllabus and the learners' needs . From those instruments aim to: 1) create and developed an English speaking material in accordance with the condition of students and classroom situations, 2) encouraged and motivated effective learning and teaching students in class.

3.2.2. Development

After identified the students' needs, the researcher tried to develop the material which is suitable with the syllabus. In this stage the researcher had to do two stages, they were design instruction and developing speaking material.

3.2.2.1. Design Instruction

After getting the information about need analysis, the researcher tried to design the speaking material which is suitable with the syllabus, curriculum and needs. The researcher developed speaking material by using scientific approach to make students interested more in teaching and learning process especially in speaking. It could also make students more confidence to speak. It consist of observing activity, questioning activity , exploring activity, associating activity and communicating activity. The researcher only focused on five topics, they are label and list ; asking and stating the characteristics of people, animal and thing;

asking and stating the activity/function of people, animal and thing; instruction, short notice and warning/caution and descriptive text about people, animal and thing.

The material is designed in form of book, there will be some activities and also pictures, some explanations of label and list ; asking and stating the characteristics of people, animal and thing; asking and stating the activity/function of people, animal and thing; instruction, short notice and warning/caution and descriptive text about people, animal and thing. Besides, the writer also give some vocabularies that relate to the topics above.

3.2.2.2. Developing Material

The researcher will develop speaking material in form of some activities to make students interested more in teaching learning process. This study focuses on scientific approach's aspects such as; observing, questioning, exploring, associating and communicating. From those aspects the researcher will develop some activities that encourage the students to speak.

The researcher develops the speaking material closely related to the syllabus. the researcher expects by developing speaking material using scientific approach can make students more interesting to the learning process, make students more creative, independent, be a critical thinkers and make students understand more about the speaking material and finally students can speak fluently in correct language that relate in their real life. Even though just in short conversation. The researcher will use the curriculum 2013 and also the syllabus. The topics of the materials are closely related to the syllabus. They are label and list ; asking and

stating the characteristics of people, animal and thing; asking and stating the activity/function of people, animal and thing; instruction, short notice and warning/caution and descriptive text about people, animal and thing

For each topics the researcher developed material in form of activities that related to the five aspects of scientific approach. In observing the writer developed the material in form of text complete with the pictures. It is used to make the students understand the topics that will be learned. In questioning the writer developed the material in form of short dialogue to encourage the students to ask questions about the text or the picture that have been observed. In the exploring and associating activity the writer developed the material by providing some pictures and text in different situations then asked the students to analyze and discuss the text and the pictures then share to their friend in orally. In the last activity is communicating. In here the writer developed the material by giving activity in the outside. It can be in the school and house. The students did an observe what they saw then analyzed it and shared to their friends. To do all those activities the writer provided some vocabularies and pictures.

3.2.3. Evaluation

In developing material, it did not finish in development. The researcher had to evaluate her product so that the product will be good. In evaluation the researcher did not do by herself but the researcher needed the expert to give score, comments and suggestions . The researcher also did try out the project to the students, in here the students will give the score and their coment about the project. From those comments and suggestions the researcher will know the part which had to

revise or not. So in Evaluation there were some steps, they are; Expert Validation and Development of Validation.

3.2.3.1. Expert Validation

This was needed to know the project was good or not. The researcher choosed a teacher of SMPM 7 cerme and lecture of Muhammadiyah University of Gresik as the evaluator that took the validation. The researcher will give checklist to them. Then they score it, so the writer will get comments and suggestions to improve the project well. The checklist consists of two aspects, they were aspect of material and aspect of learning.

The function of the first expert validation (English teacher of the school) is checking material with the curriculum and syllabus. The function of the second expert validation (from University of Muhammadiyah Gresik) is checking the instructional of the material.

3.2.3.2. Development of Validation

Development of validation is conducted after the expert validations give scores, comments and suggestions. It is to improve the product to be better. From those scores and comments the researcher knew whether the material needs to improve, revise, add, or delete.

3.2.4. Try Out of the Product

The researcher tried out the project to the students. It was done to check the result of the project development wether it could be used as media to promote students to speak for the 7th grade students of SMPM 7 cerme or not. The

researcher took class VII A of SMPM 7 Cerme. It related to the recommendation of the English teacher in SMPM 7 Cerme, because the competence of the students was heterogeneous in this class. The researcher gave questionnaire to the students to know the students' respons or feeling about the product.

To try out the material, of course the researcher needed strategy in teaching learning process in order to be received easily by the students. The researcher used scientific approach to explore the speaking material because scientific approach is one of approach that encourage the students to think critically, creative, capable to solve the problem and active that is related to the real-life. So, it matched in speaking class because most of students learned speaking but they could not use the language in their real life. The researcher combined four teaching technique to deliver the material. They were presentation, game, coversation and performance in orally.

3.2.5. Revision of the Product

Revise of the material would be seen from the result of the experts' suggestions and their comment and after the researcher tried the material to the students. First the writer saw the weaknesses from the material instruction and the excercise in form of activities of the material after developing material. Second, by seeing lacking of the developing material, the writer will consider to make it better. The last revision will be seen from the appropriateness topic with the learner need whether the topic included on five components of scientific approach.

3.2.6. Final Product

The final product was speaking material in form of book and also soft copy in CD . The book consist of some speaking activities such as; telling, interviewing, and presenting that related to the aspects of scientific approach . They are observing, questioning, exploring, associating and communicating. To do all the activities the researcher provided some pictures text and some vocabularies. This book consists of five topics that related to the syllabus. They are; label and list; asking and stating the characteristics of people, animal and thing; asking and stating the activity/function of people, animal and things; instruction, short notice and warning/caution text; descriptive text about people, animal and thing.