

CHAPTER III

METHODOLOGY

3.1 Research Design

The design of this study is Research and Development (R & D). It is because the researcher developed Longtion Autorun application for interactive listening material. In design, researcher developed the product using Longtion Autorun application based on the syllabus, and the needs. It is implemented for the tenth grade of SMA Muhammadiyah 8 Morowudi, Cerme.

Research design in this study is to seek and to answer the question of the study, “How to make interactive listening material using Longtion Autorun application for Senior High School?” The purpose of developing research is to develop the research before because here, the researcher makes a product based on the research before. The research is intended to make the students more interest in listening subject and make the listening material more interactive. It is conducted by giving certain solutions to improve the variety of teaching practice in listening class.

The other goal of this study is to make the teacher more creative in developing interactive listening material so the students not only gain listening ability, especially in comprehension, but also the students can get speaking ability from this interactive listening material. In the end of the study, the product will be in the form of Longtion Autorun application which is the teacher can use it as media when they learn in the

class or in the outside, the students can also use it at home to train their listening ability because this media is portable.

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

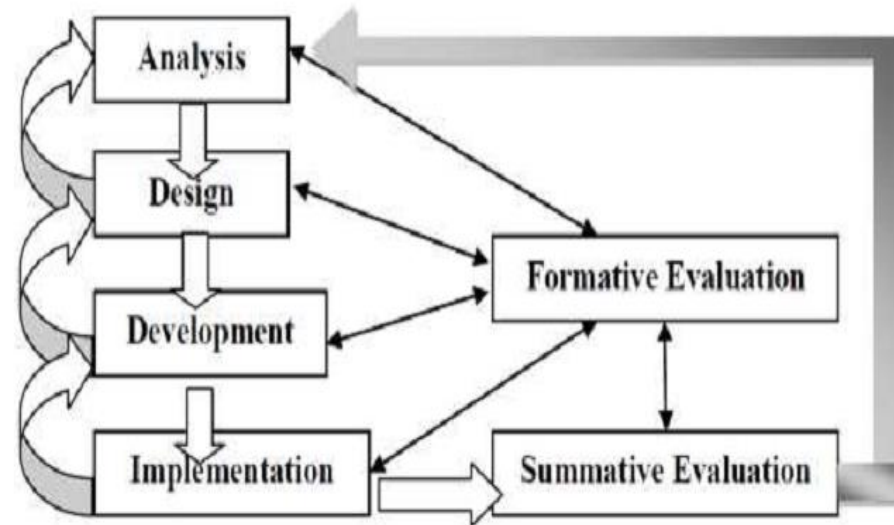


Figure of Steven J. McGriff's ADDIE model

From the flow steps of Steven J. McGriff's ADDIE model, the researcher tried to find the other ADDIE Model which has been modified by other researchers. That is modified Model in Candra Hadi Asmara (2011). The researcher modified the steps on that Model with adding an expert validation step. It is because the researcher is not expert, so the researcher needs to validate the product to the Expert. The modified steps that composed by the researcher are displayed in this following chart:

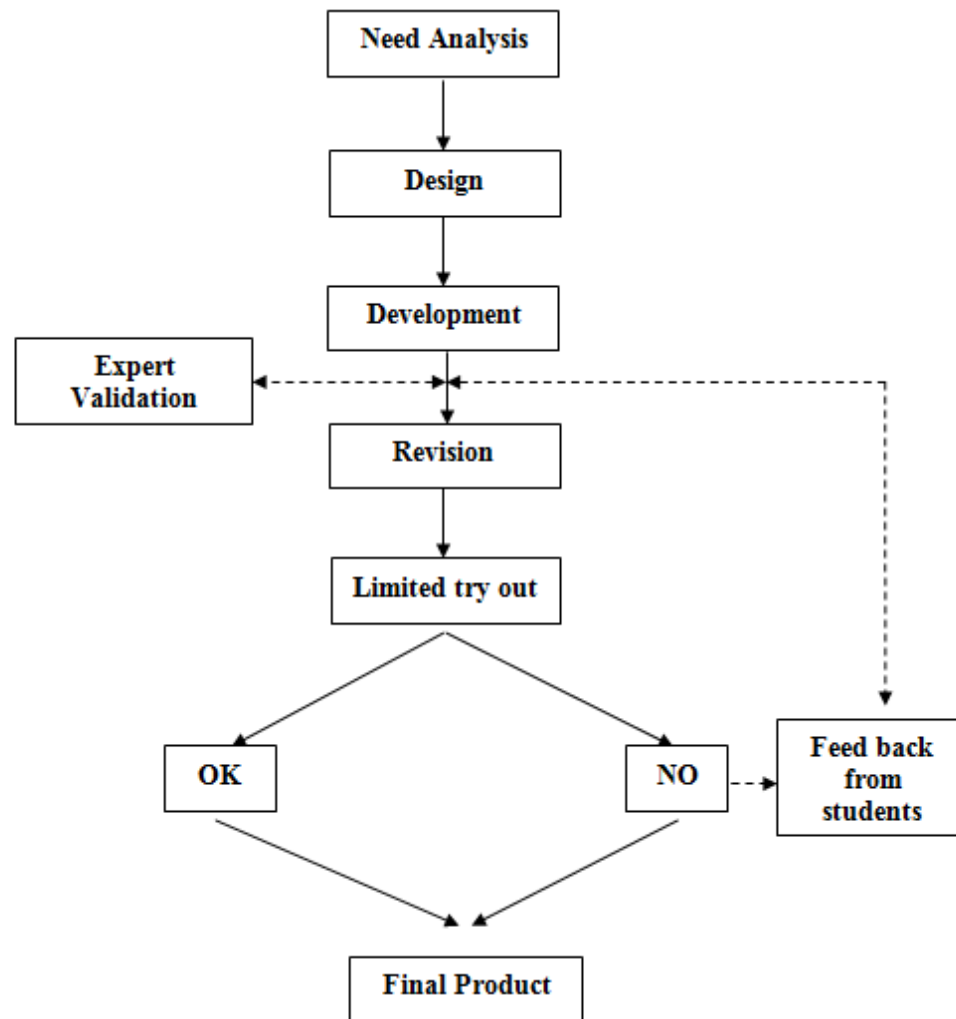


Figure of Candra Hadi Asmara's ADDIE model

This model of research will use in this development study, it will be explained in the procedure of developing interactive listening material for tenth grade at SMA Muhammadiyah 8 Morowudi.

3.2 Data Collection

The researcher uses some instruments in collecting the data. Those are interview sheet, questionnaire sheet, validity check list and document. There are divided into three parts of data collection. First, is the previous data before development the material, second is the data while the development is conducted, and the third is the data after try out of the material development.

The first instrument to gather data before the development are interview for the teacher and give questionnaire sheet for the students. The researcher also observed the authentic data from the teacher (students' record, syllabus, curriculum and book use). The researcher interview the English teacher to get valid information about the teaching setting in listening class and the questionnaire for the students to find out what they wanted and needed.

The second instrument is the checklist that given from the expert to measure the validity of the developing product. It is given when the development of the material is conducted. The last data collection is collect from the questionnaire sheet which is given to the students again after they get the material in the form of Longtion Autorun application to measure the interest of the development material.

3.3 The Procedure of Developing Listening Material

In procedure of developing listening material, the researcher necessary to analyze the need, it consists of target needs and learning needs. The learning needs and the target needs are having a relation in gathering the data to goal of this development.

3.3.1 Need Analysis

In the first step, the researcher did an analysis by give questionnaire for the students and interviewed the English teacher to investigate the needs of 10th grade students in SMA Muhammadiyah 8 Morowudi, Cerme. Researcher gives questionnaire to 36 students and interview to an English teacher and the place is in the B class of 10th grader. It is the important step before establish the appropriate material for them to be developed. There are 2 stages to gather need analysis; the first is to know the target needs and the second is learning needs to make the material suitable with the needs and aim of the study. The researcher put questionnaire and interview in appendix 1 and 2 and also put the syllabus in appendix 3.

3.3.1.1 Target needs

“Target needs are dealing with the necessity, lack and wants” (Hutchinson, 1987: 55). The researcher uses several questions to know the target need of this school in studying English as the compulsory subject. The question is adapted from English for Specific Purpose book by Hutchinson, 1987. The question is given to the teacher while the researchers do an interview and given to the students in a questionnaire form.

The researcher did an interview with the English teacher, Mrs. Ana Abidin S.Pd. The researcher asked 13 questions related with teaching method and media use also the condition of the students when join in listening class. The material on first

semester taught is asked to know the suitable material that will be developed in this study. After getting the information from the teacher, the researcher gave the questionnaire in one of the tenth grade class, it is B class. There are ten questions related to the target needs, they are about why they have to learn English? Is the listening skill important in learning English? How is the position or status of English in the school especially for listening skill? Are they happy or not join in listening class? What is the aim of learning English? Are they often using listening skill in daily life? How is their ability in listening class? With whom they usually learn English? Where is the place they usually learn English? What is the content liked by the students? Are they motivated in learning English?

In addition, the researcher also observes the syllabus; curriculum; Scaffolding book and LKS. From syllabus, the researcher could see what material taught. Based on the syllabus and the book use, the researcher knows what proper material to be developed. And for the curriculum the researcher can know about teaching strategy and the goal of teaching learning English in that school.

3.3.1.2 Learning needs

Learning need refers with what the learners needs to study, including learner style of study, learner motivation on study, etc. The researcher also gives questions for the teacher and learners to investigate the learning need. The questions are adapted from English for Specific Purpose book by Hutchinson, 1987.

According to Midwest Brain and Learning Institute Friday, problem identification is the ways to determine the area of teaching and learning that you want to explore. The focus should be on an area over which you have some control and you would like to change or improve. Describe the situation you want to change. This step exposes the learning situation and classroom condition which urgently needed to be improved and which material should be developed. Here the researcher gave fifteen questions in the questionnaire for the students to gather the learning need, those are about their attitude in joining listening class, the way to improve their listening skill, the concept in learning English, the method which is they are consider it is good or not in learning English, something that can make the students have motivation in listening class, the model of audio-visual and the game what they like in learning English, the source of learning English, the material which they like to study, the media in learning English, the frequency of using internet in learning English, their hobby that have relation with English, agreeing of the students that learning process isn't always in the class, the way to learn listening and speaking skill at the same time.

The material could be useful for the students' mastery in listening class. That is why the researcher tried to find the most coming up issue in Senior High School by interviewing the students. From those ways the researcher knows that recently students like to use personal computer to learn English especially in listening because it is more interesting, attractive and effective, It's also make them isn't bored in joining listening class.

3.3.2 Design Instruction

After getting the information about need analysis, the researcher tries to design the material suitable with the syllabus, curriculum and the needs. The researcher will develop interactive listening material using Longtion Autorun to help students learn better. This media is also completed with audio, video, text and animation which expect the students' interest in learning listening subject. The researcher only focuses on listening material for tenth grade in senior high school. The reason of using Longtion Autorun of development is because it can be used as the best media of teaching listening and we will not only learn in the class but everywhere because it is practice.

3.3.3 Developing Material

The definition of materials in material development is anything which is used to help teaching language learners. In this case, the researcher developed interactive listening material using Longtion Autorun application. Here, there are 2 parts it is consist of listening practices and exercises. Each practices and exercise must be different in the topic and contents. In early teaching, before giving material in the form of Longtion Autorun, the teacher explained to the students how to use the product of Longtion Autorun. When the students have already know about Longtion Autorun application, then the teacher can ask the students to use this application for learning interactive listening.

3.3.4 Expert Validation

The listening material should be validated to the expert. Here, the researcher has two experts to validate her developing product. There are Miss Via as the lecture of CALL and Mrs. Ana as the English teacher in SMA Muhammadiyah 8 Morowudi. The expert would get a checklist so that the expert could give scores, comment, and suggestion to the listening material itself. After the expert validation was finished, the researcher will see the score and comment suggestion for the expert, and then she tries to find the component that should be revised or might be developed more.

3.3.5 Try Out of the Material

In implementation of classroom procedure, the tryout of the instructional materials will be held to the 10th grader of B class at SMA Muhammadiyah 8 Morowudi. The researcher hopes that the valuable feedback is achieved. Some purposes of the try out are; to collect data to identify problems and to revise the instructional materials; to point the area of the learners' difficulty; to identify portions of materials needed to revise.

3.3.6 Revision of the Material

In developing this material the researcher should share the product with the expert. The researcher must revise if there were some advice to repair the display and exercise. If the expert considers that the project is good, it means that it was ready to

try out. For the last the researcher is ready to develop more the final product with Longtion Autorun application.

3.3.7 The Final Product of the Material

This is the last step or stage of developing the interactive listening material. After having the revision, the final product of interactive listening material was ready to be applied. There will be some dialogue on the material that supports the students to learn interactive listening. The researcher will combine Longtion Autorun application with Hot Potatoes and Adobe audition in developing the product. To get the audio, the researcher download it from Google translate and for the Video it gets from Youtube.

In developing the final product, the researcher is also considering the syllabus. Here the researcher develops the syllabus based on need analysis before develops the material. The researcher also considering students' worksheet and course book to develop it. After the syllabus already to use, the researcher can make the product.