CHAPTER III

RESEARCH METHODS

In this chapter, there are discussions about the methodological steps which underlie this study. Therefore, the research design, research subject, research setting, research instrument, data collection techniques, and research procedure will be presented.

3.1 Research Design

The objective of this research is to design appropriate model of English learning materials for students of APK programme. Therefore, this research is classified as Research and Development since its purpose is to develop a finished product that can be used appropriately in an educational programme (Borg, 2003).

3.2 Research Setting

The research will be conducted from June 2017 at SMK Sunan Giri Menganti which is located at Jln. Raya Sunan Giri No.16 Menganti Gresik. There are four study programmes in this Vocational High School: *Administrasi Perkantoran (APK), Teknik Komputer dan Jaringan (TKJ), Akuntansi (AK), and Teknik Sepeda Motor (TSM)* study programme.

3.3 Research Subject

The subject of this research is the first grade students of APK programme at SMK Sunan Giri Menganti. There were 35 students and all of them are women.

3.4 Data Collecting Techniques

In this study, the data are collected through questionnaires, checklist and interview. Firstly, the needs analysis questionnaire is used to gather the data of the target and learning needs in English. The learners are asked to answer several questions related to their characteristics and needs in learning English by choosing one or more options from several options provided. However, they are also allow to give other answers related to the questions. The English teachers are interviewed to support the data from the questionnaire.

Secondly, opinions and suggestions from the experts are asked through the expert judgements checklist to find the appropriateness of the designed materials. Last, after try out the materials, the researcher asks the students who have already join try out to fill the checklist. It is to know the students' feedback for the materials.

3.5 Data Analysis Techniques

A. Data from Questionnaires

There are two kinds of data in this research, i.e. quantitative data and qualitative data. Both data were collected through questionnaires, checklist and interview. The data of needs analysis questionnaire were analyzed using percentages.

B. Data from Checklist

The expert judgement and students' response checklist used quantitative data conversion. In this case, central tendency measure was used to analyze the data. The central tendency measure which was used in the research is the mean. In classifying the category of the mean, theory proposed by Suharto (2006) about quantitative data conversion was used. The conversion was presented in Table 3.1 below.

Scales	Categories	Interval of Mean
5	Strongly agree	4.20-5.00
4	Agree	3.40-4.19
3	Neither agree or disagree	2.60-3.39
2	Disagree	1.80-2.59
1	Strongly disagree	1.00-1.79

Table 3.1: Quantitative Data Conversion (Suharto, 2006)

C. Data from Interviews

The qualitative data obtained from the interviews were recorded and then transcripted. The qualitative data were analyzed in four steps. The first step was collecting the data. The second step was data reduction. In this step, the researcher selected limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts. The next step was data display. The last step was drawing the conclusions.

3.6 Research Instruments

In collecting the data, questionnaires will be distributed to all of the students of first grade of APK students and checklist to the materials experts and students who joined the try out of materials. There are two types of instruments used in this research. Those are the needs analysis questionnaire and expert judgement and students' checklist. The need analysis questionnaire will be distributed to find out the target needs and the learning needs of the students at SMK Sunan Giri Menganti Gresik. Finally, the expert judgement checklist is proposed to the materials experts to know their opinion about the materials. And for students' checklist to know students' feedback for the materials.
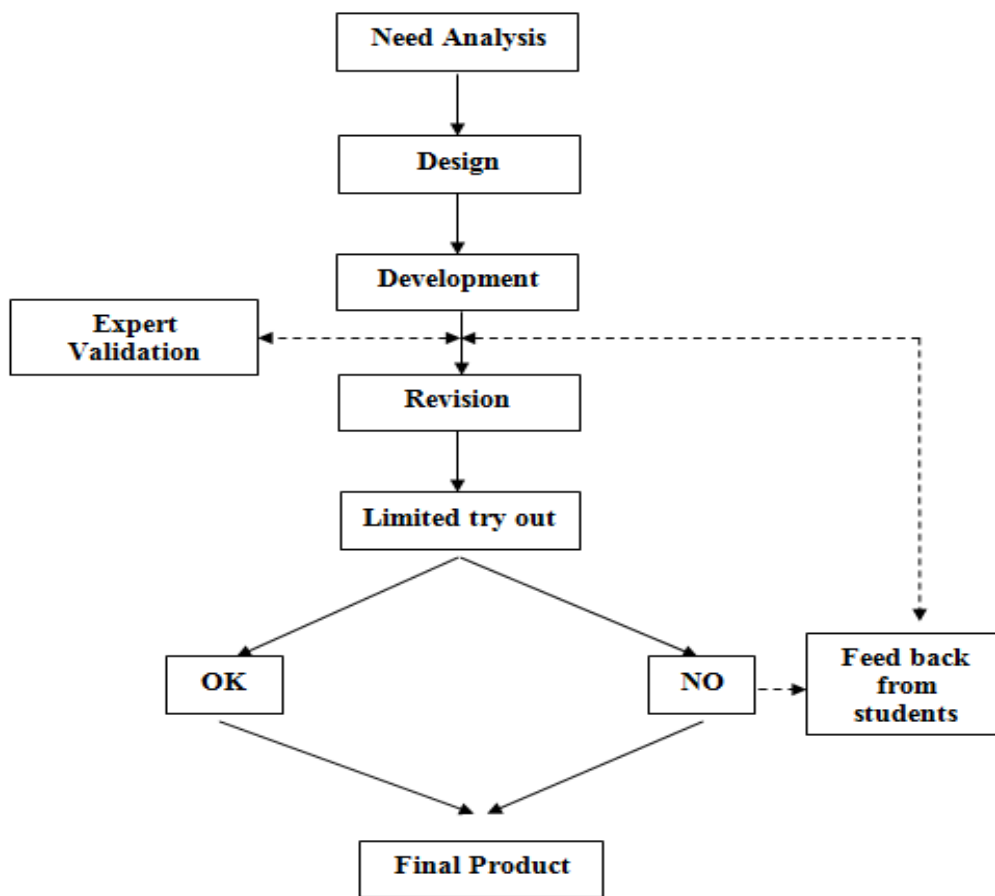
3.7 Research Procedure

In developing the material, the researcher must do some steps. There are many kinds of instructional development models. One of the models is ADDIE Model which originally proposed by Steven J. McGriff which stands for Analysis, Design, Development, Implementation, and Evaluation (Davis: 2013).
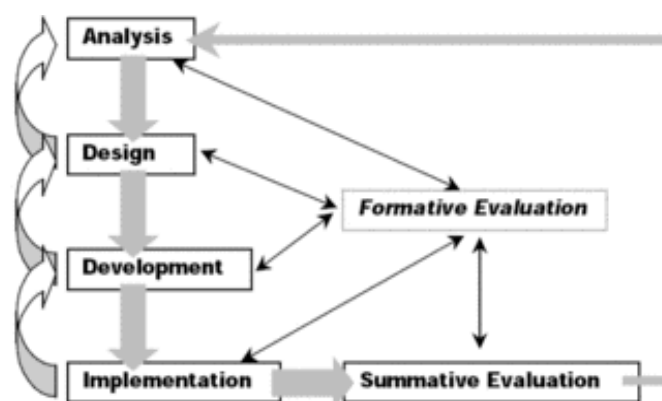
3.2 Figure of Steven J. McGriff's ADDIE model

Source: http://www.instructionaldesigncentral.com/htm/IDC_instructionaldesignmodels.htm

From the diagram of Steven J. McGriff's ADDIE model, the researcher tries to find the other ADDIE Model which has been modified by other researchers. In this research, the researcher uses the ADDIE model which is adapted by Asmara (2011), stated in Apriliana (2014). The diagram of the ADDIE model is as the following:

3.3 Figure of Asmara's ADDIE model

The figure above is the model used in this research. The procedures of the research will be described as follows:

1. **Needs analysis**

    The needs analysis will be administered on June, 2017. Its purpose is to gather the information of target needs and learning needs. The data will be analyzed as the basis of developing English learning materials for first grade students of APK programme at SMK Sunan Giri Menganti Gresik.

2. **Design**

    In this stage, the course grid will be developed based on the students' needs which are previously assessed through needs analysis questionnaire. There is also consideration about standards of competence and basic competences which underlay the English teaching at Vocational High School. The course grid consisted of topics, unit titles, language functions, input text, language focus that covered vocabulary and grammar, and learning procedure/ activities.

3. **Development**

    The English materials will be developed based on the course grid. These are consist of three units and the materials will be covered the four English skills, those are listening, speaking, reading, and writing.

4. **Expert Judgments**

    The materials will be evaluated by the experts who are the English teachers of SMK Sunan Giri Menganti who teach in APK class and also have knowledge in APK to assess the appropriateness of the materials. The process of assessment is using expert judgement checklist. The experts are also provided some spaces to write their opinion or suggestion.

5. Revising

The results of the expert judgment checklist will be analyzed and used to revise the draft of the materials. The revisions are based on some categories such as the content, the language, the presentation, and the layout.

6. Try Out of Materials

In implementation of classroom procedure, the tryout of the materials will be held to the first grade of APK students at SMK Sunan Giri Menganti. After that, the researcher will ask the students who joined the try out to fill out the evaluation checklist. The checklist is used to know their feedback about the material. Their feedbacks will be used as the basis to modify the material.

After the try out, the researcher will modify the revised material. The modification is according to the feedbacks given by the students who have done the try out. So, it is expected that the final product of this study will fulfil the students need well.

7. Final Product

The last step is final product. After being revised twice, the materials are considered as appropriate English learning materials for first grade students of APK programme at SMK Sunan Giri Menganti.