

CHAPTER III

RESEARCH METHOD

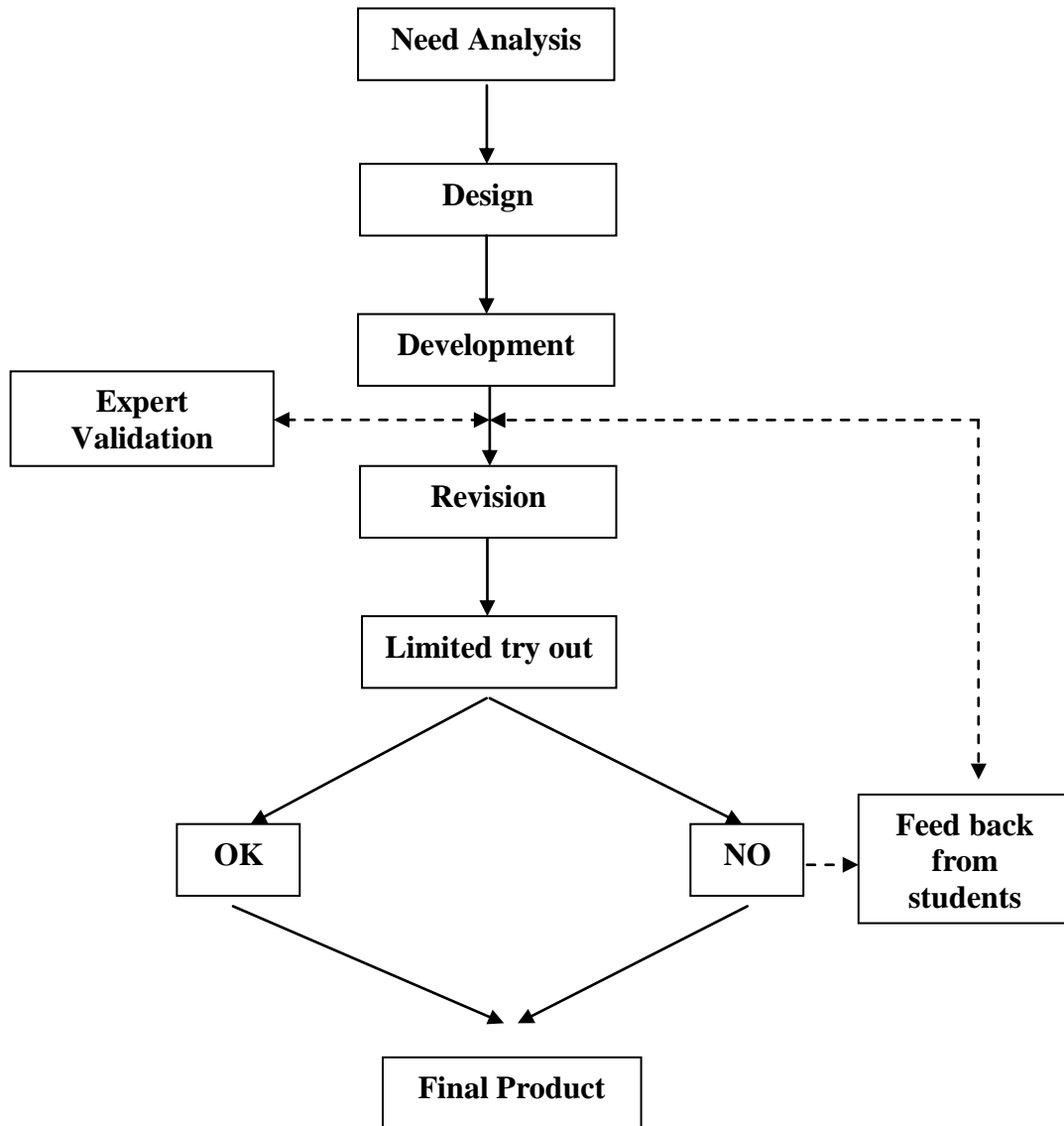
This chapter discusses several things such as research design, and steps of applied Research (Developing Research). Those things are very important for the researcher in conducting the study and obtaining the empirical results of the study.

3.1 Development Model

According Thomas Kinnear (2009), definition of research design it is a basic plan, which the data collection and analysis phases of the project. It is a frame work, which specifies the type of information to be collected, the resources of data collection procedure. A research design is the strategy for a study and the plan by which the strategy is to be carried out. It specifies the methods and procedures for the collection, measurement and analysis of data. Unfortunately, there is no simple classification of research design that covers the variation found in practice.

This research, the researcher uses the R & D Design. The R & D design is discovering new knowledge about products, processes, and services and then applying that knowledge to create new and improve product, processes and services that fill markets needs. And the researchers choose R & D Design using Interactive dreamwaver for teaching vocabulary in elementary school. The design of this study is Research and Development (R and D) Study. It is because the study is designed to develop the English material especially in vocabulary which can be applied in real education. In the end of the study, the product will be in the form of Interactive dreamwaver which is used as the media to improve the students' vocabulary. For instance in School, the teacher can use it as media when they teach and in outside the students parents can use it also at home to train their child's vocabulary. The material is develop for the fifth grade of SDN 2 Randuagung in Gresik.

For developing material, the researcher must pass some steps. There are a lots of instructional development models. It is Asmara (2011) model. The researcher chooses that model because she thought that she is not expert so she needs to validate the courseware to the Expert and she found it on modified model.



Asmara Model (2011)

3.2 Procedure of Developing Vocabulary Material

The procedure of developing vocabulary material consists of two

procedures, there are need analysis and design instruction. More details, we can see as follow.

3.2.1 Need Analysis

Need analysis is a set of tools, technique, and procedure for determining the language content and learning process for specified groups and learners; Nunan (1999). Need analysis refer to one of the activities in gathering information that will serve as the basic for developing a curriculum. Kuter (1999). In this study, the researcher uses a reference of Hutchinson and Waters (1987: 53) they stated that there are two types of need that should be analyzing what the learner needs to do in the target situation and learning need is analyzing what the learners need to do in order to learn.

3.2.1.1 Target Need

Target need is one of analysis that should be investigated to understand what the learners need to do in target situation. The analysis of target need involves identifying the linguistic features of target situation included necessities, lack and wants. (Hutchinson and Waters: 1987 p.55-58). Necessities represent the knowledge that the learners have to obtain in order to perform well in the target situation (Hutchinson and Waters: 1987) in which it has the question what the learners need English for. This investigation focuses on the need learners. It is a matter of observing what the situation the learners will be used to function in.

The researcher uses several questions to know the target need of this school in studying English especially in depth in vocabularies skills. Then, the researcher interviewed the teacher. According to the result of interview, the problem faced is the students get difficulties in memorizing some vocabularies.

3.2.1.2 Learning Need

To understand what is meant by learning needs. We should know what happens in the analysis of target situation needs. The researcher usually asks about the expert communicator needed to know the function of effectively the situation. This information maybe recorded in terms of language items, skills, strategies, subject knowledge etc.

Hutchinson and Waters (1989:90-94) propose four approaches of course design process:a language-centered approach,a skills-centered approach, a

learning-centered approach, and the post hoc approach.

In this research, the researcher chooses learning centered-approach, in learning centered approach there are three chains of procedures: (1) analyzing learning situation, creating interesting and enjoyable materials, and checking language and skills content of materials and making necessary adjustments; (2) analyzing target situations, establishing general syllabus of topics and tasks, creating interesting and enjoyable materials, and checking language and skills content of materials and making necessary adjustments; (3) analyzing target situations, establishing general syllabus of topics and tasks, producing detailed language/skills syllabus, and checking language and skills content of materials and making necessary adjustments.

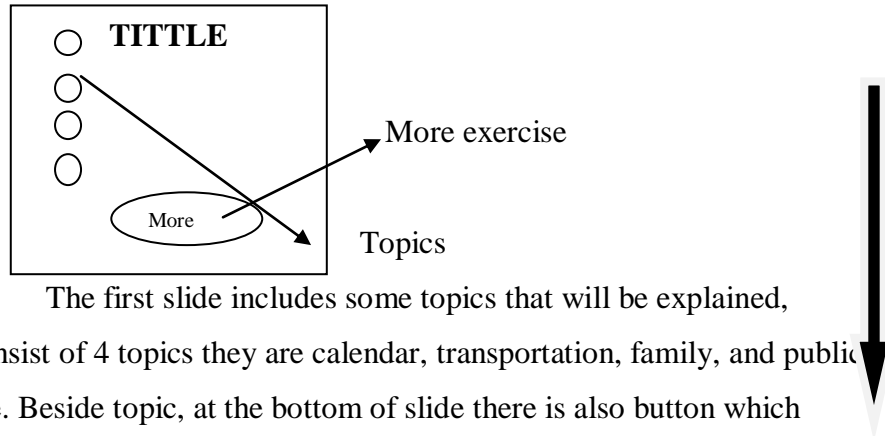
Researcher conducted interviews with students to find out what is wanted and needed by students. After conducting interviews, the researcher found that students wanted to use learning media in the form of pictures or games. Students were bored and uninterested to the lesson especially if the teacher gives task. They just listen to the teacher explanation to the class. Students wanted a new way to learn English. In addition, the teacher also never uses media as a learning tool. Teacher only explained and clarified in the classroom. The teacher wrote the difficult vocabulary and asked the students to memorize it. So students were unexcited and bored. Previous teacher used strategies peer activity, in a group there were two students became a group. So in this study researchers used the interactive media Dreamwaver to studying in 5th grades.

The researcher also uses strategy to implement the material. The strategy is interactive. The term interactivity in the context of CALL has traditionally been associated with human-computer interaction - the stimulus / response / feedback paradigm - involving the use of a range of stimuli (text, images, audio or video), learner responses using a range of input devices (keyboard, mouse, touch screen or speech) and various types of feedback (text, images, audio or video). More recently the term interactivity has been "trivialised to simple menu selection, clickable objects or linear sequencing".

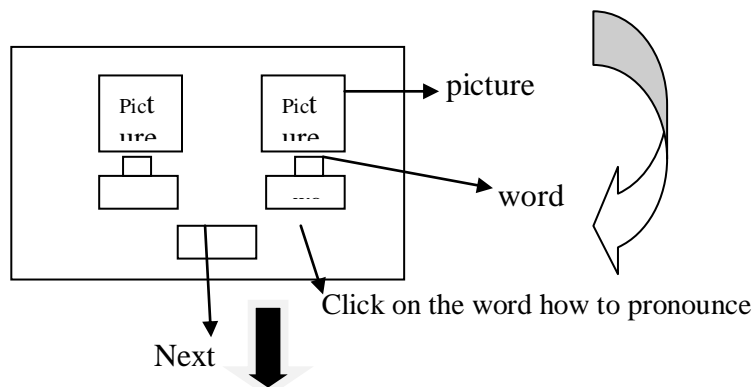
3.2.2 Design Instruction

After identifying the need of the students in vocabulary, the researcher designs the media by making a draft or flow chart of dreamwaver. In designing,

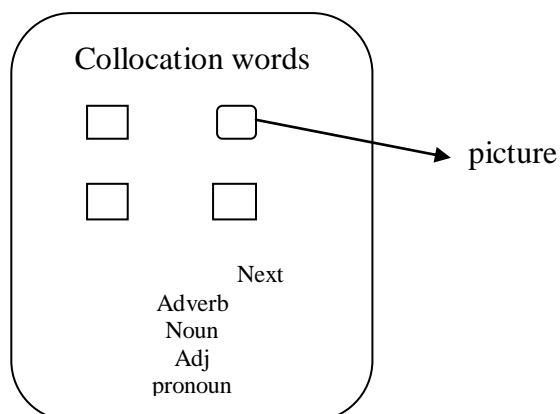
the researcher develops it based on the students need and syllabus. The researcher does not make the syllabus because the school has made it. The researcher only tries to apply the syllabus and teaching material into dreamwaver. The researcher only focuses on vocabulary because the design is specially to help the 5th grade students in mastery vocabulary. This media is also completed with audio, video; text and animation which expect the students' interest in learning English. Here was the sample of draft or flow chart.



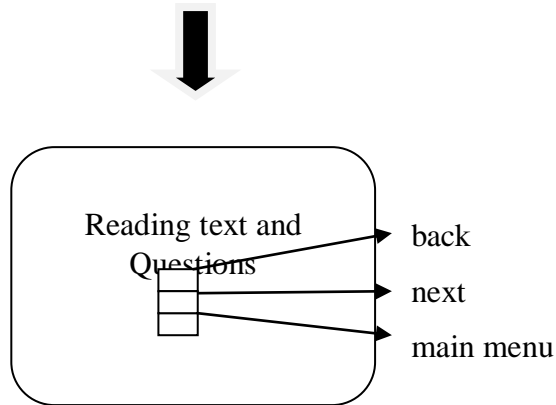
The first slide includes some topics that will be explained, is consist of 4 topics they are calendar, transportation, family, and public Place. Beside topic, at the bottom of slide there is also button which contains exercises for the students.



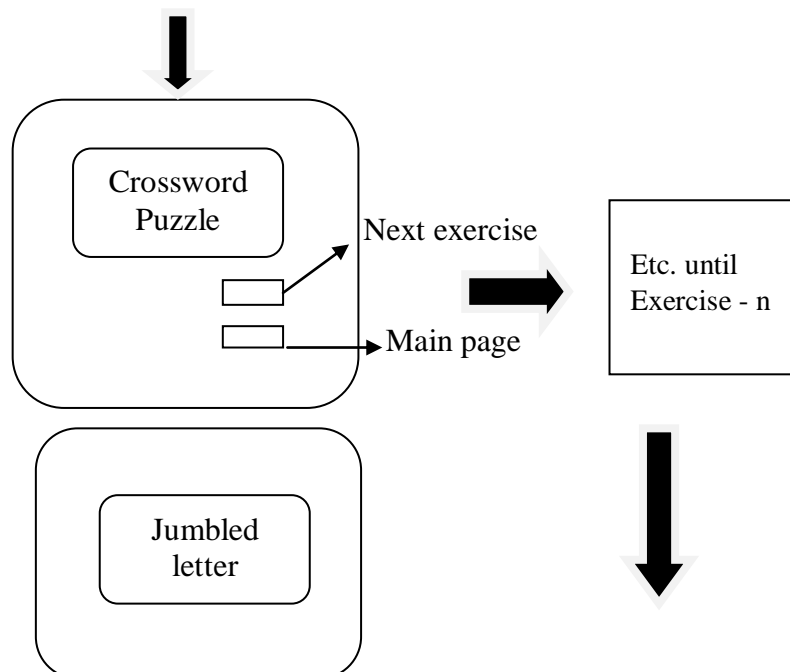
The second slide consists of pictures completed with words at below and explanation on how to pronounce the word in the bottom of slide there is “next” button to go to the next slide.

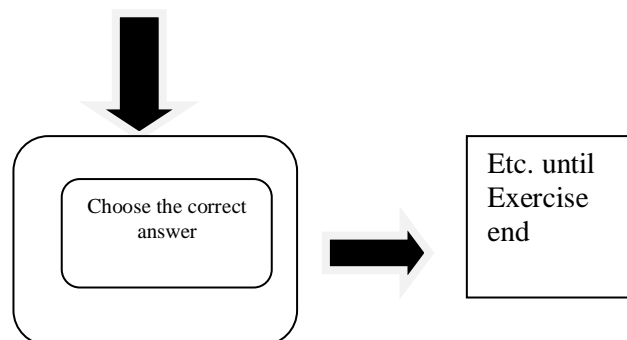


The third slide includes of collocation words related to the topics consists of picture and explanation from each collocation words itself. In the bottom of slide there is “next” button to go to the next slide.



The fourth slide consist of text related to the topic, after the student read the text, then they must answer the questions related to the passage in the bottom of slide there is “back” button to back to the previous slide, next button to the following slide and “main page” button to go to the first slide





The fifth slide consists of crossword puzzle which is showed in the form of hot potatoes. In the bottom of slide there is “next exercise” button to move to the next slide and “main page” button to back to the first slide. Similar with crossword puzzle, jumbled letter and choose the correct answer also included by similar explanation.

3.2.3 Developing Material

The researcher develops the material in a form of interactive presentation by using dreamwaver. This media consists of several activities; First, the students will be introduced with several vocabularies which divided into some different topics. In each topic, the students will see some pictures which are completed by the way to pronounce it. For pictures and sounds, it will be taken from the authentic material, after that, students find collocation words with picture and explanation in each word. Second part, students read the text and answer the questions.

Third part is the students are invited doing an exercises to measuring their ability in recognizing certain vocabularies which they have learned some vocabularies in part one. It could be in some ways there are Crossword puzzle, jumbled letter, and choose the correct answer.

forth part is more exercises, It is such kind of many exercises, and the question will be randomly from four topics and the form of question same with previous “exercises” there are crossword puzzle , jumbled letter, and choose the correct answer.

3.2.4 Expert Validation

After the courseware has been finished, it should be validated to the expert. The expert would get a checklist of courseware. There are three expert validations; the English teacher of the school and the lecturer of Developing Material in University of Muhammadiyah Gresik and the last is lecturer of Developing material in University of Muhammadiyah Gresik..

The function of the first expert validation is checking the similarity with the curriculum and syllabus. The first validation is expert teachers, teachers who teach English classes in five specifically examine whether the syllabus and materials and also the vocabulary used are compatible with the class for the example if the syllabus and materials used on the day so that should also be discussed on the day. The second expert validation correct about the gramatical of exercises, shape one by one in the slides, the content of the images used, the sound, and the button layout. The third expert validation checking the need analysis and also design instruction are same with the product or not.

3.2.5 Development of Validation

When the expert validation was finished, the researcher will see the score and also comment suggestion, from those score and comment the researcher can try to list the shortages and advantages of the media of Interactive dreamwaver and try to find which component that should be revised or might be develop more.

3.2.6 Try out of Material

After finishing or development, the researcher will try out the material or product to the students. This test was in the classroom in the form of interactive dreamwaver. It is to know and check the implementation of the media whether it can be used as the media of learning vocabulary for the 5th grade students of Elementary School or not. The researcher takes six students randomly and the teacher helps the researcher to do the try out.

3.2.7 Revision of Material

After having the try out, there will be any revision about the material and the exercise that should be doing in order to make this product completely can be used for the 5th grade students. The revision will be doing based on the expert's suggestion. So, if the program has shortaged in the composition of the material or

product validation expert will give an example of composition in the revised program, the layout of the buttons, sounds, images and material there in.

3.2.8 Final Product

After having the revision product in the form CALL was ready to be applied. So, the material and try out can be used. The form of the material is certain vocabularies which they have learned some vocabularies in part one and then for try out students doing an exercise. It is such kind of final test, and the question will be randomly from four topics and the form of question same with “exercise” there are matching, jumbled letter, and choose the correct answer. This is the step by step explanation of dreamwaver product made by researchers :

First, researcher selects a list of vocabulary used in class 5. In finding the vocabularies, the researcher gets from students handouts which have been composed by the English teacher. Finally, the researcher got several words in each topic. For activities topic, the researcher got around 10 – 15 words. After researcher found a list of vocabulary which have been learning by the students during the fourth topic then, describing from all the topic, like one of the topic is Calendar, which one include Calendar, such as : Sunday Monday, Tuesday, Wednesday,, etc. the researcher developed a list of vocabulary using the program Dreamwaver and Hot potatoes.

Second, the researcher made a presentation slide that contains material the buttons and display images, text, and how to pronounce it using a CALL programs in the slide display of the introduction of vocabularies which were completed the written, picture, and the sound how the pronouncing. Students pressing one by one the buttons topics, sound and image. And the researcher give collocation words related the topic. Third, Researcher also gives reading text to know the students comprehension.

Third, Researcher created an exercises to measure the student's ability in practice there are 3 levels easy medium and hard. Exercise program is created using hot potatoes. In easy level is crossword puzzle. In this activity, there are ten words related the topic and the students try to complete the words into correct answer. In medium level is jumbled letter. This activity given ten letters in jumbled letter condition and then the students try to answer to correct letters. In difficult level is choosing the correct answer. This activity gives ten questions

with four choices answer that one choice of them is the correct answer. All of the exercises are supported by Hot Potatoes. Both of them can hyperlink one to another.

3.3 Instrument of Data Collection

The researcher uses some instruments in collecting the data. Those are interview sheet, validity check list and questionnaire sheet. Interview will do with the English teacher of the 5th grade about teaching technique. For the check list has been given to the expert, which is given advise, suggestion and revision. The last instrument is questionnaire sheet which is given to the student after they get the material using the product, to measuring how they were enjoyed or bored.