

CHAPTER III

RESEARCH METHOD

Research design of this research belongs to Research and Development (R&D) study. In this case, the researcher refers to material development model of Passerini and Gragner (1999). Basically, in Passerini and Gragner (1999) design, there are several stages that should be done for developing the material. Those stages consist of: (1) Need Analysis, (2) Design, (3) Development, (4) Expert Validation, (5) Try out, (6) Revision of Material, and (7) Final Product. It can be seen in the figure as follows:

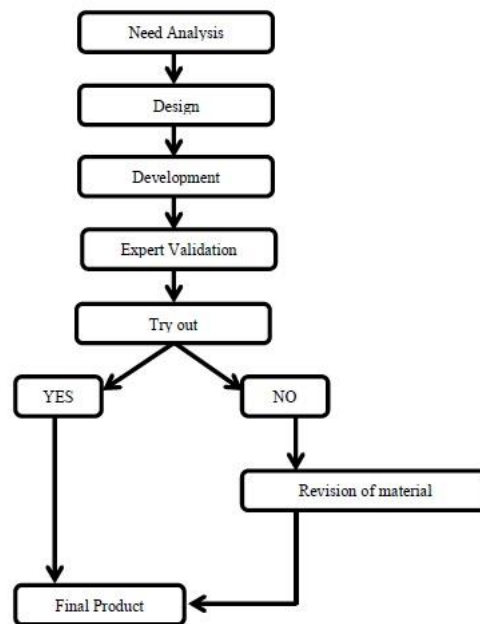


Figure 2.1 The Design of Material Development Adapted from Passerini and Gragner (1999)

Each stage of developing the material by using Passerini and Gragner (1999) design will be explained below.

3.1 Need Analysis

This stage is the early stage of gaining the data of research. In need analysis stage, the researcher uses depth interview and need analysis questionnaire. Depth interview instrument will be distributed to English teacher and patisserie teacher to obtain the information about the students' needs. The need analysis questionnaire will be distributed to the students to know their needs. Thus, the subject are English teacher, patisserie teacher, and students.

a. Collecting data from English teacher.

Interview will be used by researcher to gather the information from English teacher. Point of questions asked by researcher to the English teacher is related to students' learning needs. Points of interview include: English teaching learning activity, aspect in teaching learning (media, textbook, methods, curriculum, time allocation), students' necessities, and teacher perceptions.

b. Collecting data from patisserie teacher

Interview will be used by researcher to gather the information from patisserie teacher. Point of questions asked by researcher to the patisserie teacher is related to students' target needs. The question covers point of students' necessities.

c. Collecting data from students

Questionnaire will be used by researcher to collect the data from the students. The first questionnaire is used to investigate student's learning need and target need. All questions are in the form of multiple choices. The distribution of the questionnaire is presented as follow:

Aspect Analysis	Item Analysis	Number in Questionnaire	Source
Target Situation	Necessities	3,12	Hutchinson and Waters (1987)
	Lacks	5	
	Wants	4	
Task Components	Goals	1,2	Nunan (1990)
	Input	6,7,8,9	
	Activities	10,11,13	
	Teacher Role	19	
	Students Role	20	
	Setting	18	
General opinions and views about learning materials framework	Variety of learning activities	17	Tomlinson (1998)
	Presentation of material	14,15,16	
	Content of material	10,11	

Table 3.1 : The distribution of need analysis questionnaire

The results of need analysis are used to gather the information as a basis for the development of material related to the students' need in learning English.

3.2 Design

After conducting need analysis, the data gained from the need analysis will be analysed and reported. The results of need analysis will be used by researcher to develop a course grid. Then, the course grid will be written based on the result of data. Course grid will be used as a reference for the researcher to develop the material. The course gride will be developed according to X students of Patisserie Class at SMK Dharma Wanita Gresik's needs.

The course grid will be narrowed to the concept of English for Specific Purpose suits to patisseri students' needs. Approach which will be used in developing this material is content-based instruction approach, where the main focus is on the content and language as a support. This material will take some vocational subject being taught in class X patiserie, such as: ingredients, tools, etc.

Form of exercise that will be dominant on this contextual vocabulary material is defining the image. Later, there will be a lot of pictures provided, so the material is not only attractive but also can help students identify the name of the object based on the pictures provided. In addition, there will be some other alternative tasks that will be put in this material.

The results of the first material development will be developed using CALL, specially web. Thus, the concept of learning that will be carried is a web-based learning concept. This web-based contextual vocabulary material will be developed into 4 units, such as; making Indonesian cake from serealia and flours, making indonesian cake from tubers and nuts, making indonesian cake from yeast dough, and using tools for making indonesian cake. Each unit will be divided into 5 phases such as: introduction, main lesson, reinforcement, evaluation, and fun part.

3.3 Development

After passing through design phase, the reseacher will go to the next phase, that is development phase. For the first step, the researcher develops the course grid. After writing the course grid, the first draft of materials will be developed. They are developed based on the course grid. In developing first draft of materials, the materials will be conformed with the objective of learning. Then, the material will be developed into web feature. This web-based material comes with word and picture which is expected to make the students interested in learning English.

3.4 Expert Validation

After the first draft of material is created, researcher will do some review on the contextual vocabulary material which has been developed. It also known as expert validation phase. The first draft of material will be evaluated by the expert. The materials evaluation is done by asking the expert to answer the questionnaire which contains the valuation criteria to evaluate the first draft of material. The process of validiting the content of the contextual vocabulary material will be done by the experts, in this case is the expert of material development and the expert of CALL. The purpose of the validation here is to decide whether it is appropriate or not for being tried out to the students in the class. The first questionnaire will be given to the expert of material development. Expert judgment questionnaire that will be used is based on standard of BSNP (National Education Standards Agency) in 2011 formulated from the following points:

Aspect	Component	Item Number	Number of The Item
Content	The conformity of materials	4	1,2,3,4
	The depth of materials	2	5,6
	The accuracy of materials	4	7,8,9,10
Language	The conformity of language with the developmental level of students	3	11,12,13
	The communicative of language	1	14
	The accuracy of language	1	15
Presentation	The presentation technique of materials	5	16,17,18,19,20
	The materials presentation of learning	7	21,22,23,24,25,26
Lay out	Content lay out	4	27,28,29
	Typography	2	30,31,32

Table 3.2 : Expert judgment questionnaire framework

The second questionnaire will be given to the expert of CALL. The point puts on validation sheet covers the point of; attractiveness, concept, mechanics,

content, and originality. The revisions or suggestions from the expert are expected to help the researcher in developing a good quality of material.

In analysing data from expert judgement questionnaire, the researcher uses descriptive statistics. Brown (2001) define that descriptive statistics is a set of procedures that are used to describe or characterize the answers of a respondents to numerically coded questions. The central tendency measure which used in the research is mean. Suharto (2006) proposed five classifications of mean as the following tables :

Scales	Categorized	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	2.60 – 3.39
1	Strongly Disagree	1.00 – 1.79

Table 3.3 The classifications of mean by Suharto (2006)

After the evaluation process, the first draft will be revised based on the expert judgement and teachers' recommendations.

3.5 Try out

Tryout is the next step after conducting expet validation stage. In try out activity, the contextual vocabulary material will be implemented at tenth grade of patisseri class of SMK Dharma Wanita Gresik. The number of students of this class is 30. The researcher will try the product out after the product is revised. Try out aims to figure out the extent of the contextual vocabulary material works. Also, by doing tryout, the researcher will get the valuable feedback towards the contextual vocabulary material which will be developed.

3.6 Revision of Material

After pre-testing the test, the researcher will try to analyze the feedback. This is done because the possibility of materials that still need to be revised to make this product really well. Researcher will revise the material after try-out. Revisions will be made based on the comments or suggestions from the experts.

3.7 Final Product

This is the final step of this research. The feedbacks get from tryout activity will be analyzed and revised. After doing some revisions towards that product, the first draft of material will be turn into the final draft. A revised contextual vocabulary material will be tried out to tenth grade students of patisserie class of SMK Dharma Wanita Gresik again. By considering the expert suggestion, the final product is ready to apply at classroom teaching.

3.8 Questionnaire

The researcher uses questionnaire in analyzing the students' perception toward contextual vocabulary material. The questionnaire is given to students. The items put on the questionnaire are about the evaluation of the product, the memory by using the product, and the impression of using the contextual vocabulary material product. The data are treated in a table using a formula:

$$P = \frac{F}{N} \times 100 \%$$

Annotation:

P = Percentage

F = Frequency

N = Total of participants