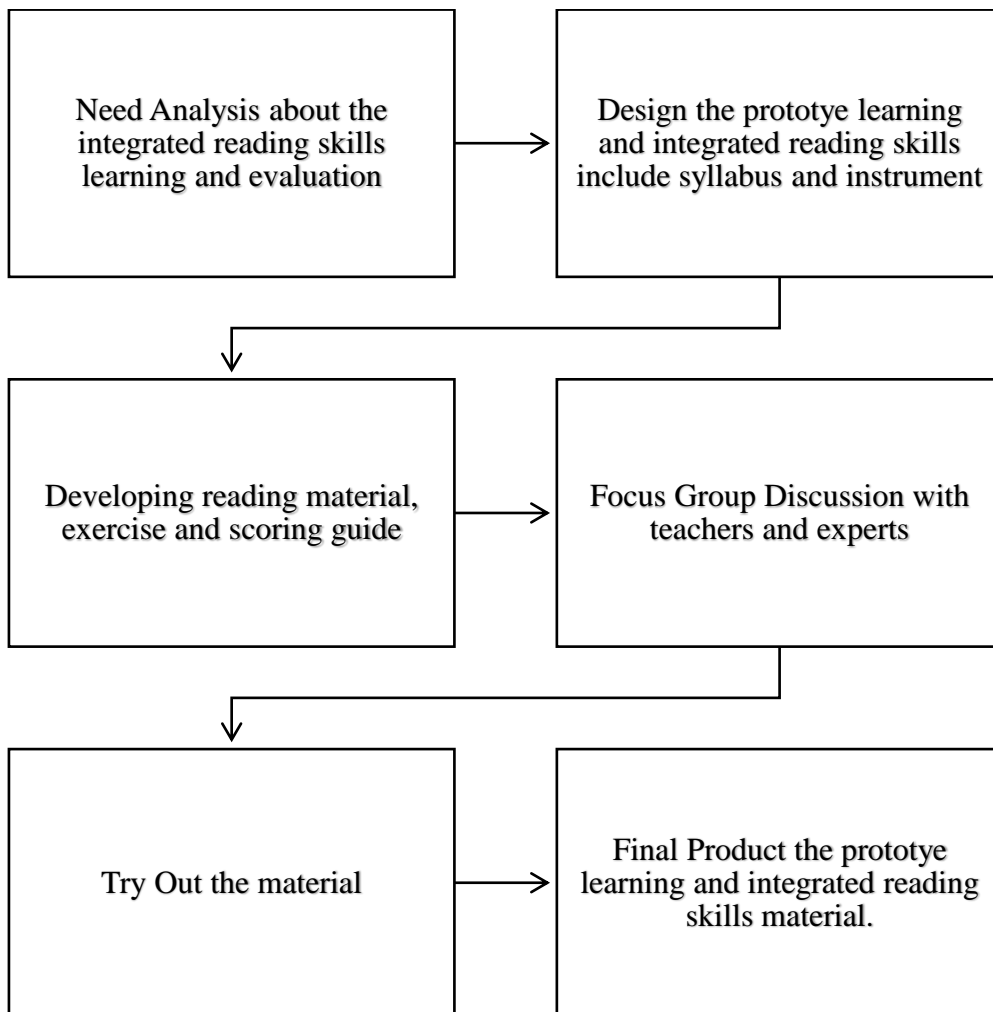


CHAPTER III
RESEARCH METHOD

3.1 Research Design

In particular, this study utilizes a Research and Development to release prototype material product and integrated reading skills learning evaluation through Computer Assisted Language Learning named *PamanPinters-CALLS* for teachers and students in foreign language learning.

This study was steps' development combination which developed by McGriff (2000) namely the modified ADDIE model.



3.2 Development Procedure

3.2.1 Need Analysis

In this phase, the researcher did need analysis focused in students in SMP Ma'arif NU Benjeng and MTs An Nuriyah Ngepung. The researcher chose those schools for the lowness reading interest and skill there. Indeed, junior high school is considered as suitable object for this study because the short period of learning in a week. The researcher gave questionnaire to students and deep interview to English teacher, and to know the need of prototype material model and English learning evaluation in each school.

3.2.1.1 Questionnaire for Students

Generally, this questionnaire will analyze two essential needs. Firstly, target needs or the objective of integrated reading skills and also learning needs or the needs of learning activity which written in this need analysis. These will be given to all of tenth grade students from SMP Ma'arif NU Benjeng and MTs An Nuriyah Ngepung by random sampling technique.

This need analysis consisted of a) background and objective learning of integrated reading skills of students, b) the activities of integrated reading skills, c) evaluation forms of integrated reading skills, d) manual implementation of integrated reading skills.

3.2.1.2 Interview

In this study, interviews were openly conducted with English teachers both in SMP Ma'arif NU Benjeng and MTs AN Nuriyah Ngepung where researchers

are not only focused on questions that have been prepared but also on the things that emerged during the interview run out. Some of the important things in question are related to teachers' attitudes and knowledge about integrated reading skills learning materials even related with CALL, the contents of material is integrated reading skills in the media CALL, teaching aids, reading integrated learning activities that have been held in CALL, structuring models the difficulty level. Because the number of teachers are clear and limited, then the sampling model is purposive. On the same occasion the researchers also collected information relating to required documentation such as syllabus, lesson plans, as well as reading text books that had been used. So at this stage the researchers not only do the data collection in the form of answers to the teachers but also collect other data which are primarily document.

Furthermore, the collected data was analyzed descriptively for later, then mix it with the obtained data from students. This is expected to carried complete information needs of students and teachers element.

3.2.2 Design Instruction

After the analysis result collected, the researcher draft the design integrated reading skills learning. Collected information included standard competence, basic competence, the themes and topics of learning, degree of difficulty, the media, and learning activities and learning evaluation model, all of which will be mapped very clearly in draft form.

In accordance with the aims and objectives at the beginning of this research, the end of result at this stage is complete drafts of the English teaching

model which is clearly sequenced from Pre-reading activity, Whilst reading activity, and Post reading activity and evaluation activities Reading skills. All are intended to help facilitating teachers and students in learning integrated reading skills and be able to help improve the students' English skills

3.2.3 Development of Prototype Material

At this stage, the researchers developed the prototype integrated learning reading skills based on the draft that has been developed in the previous stages. Integrated learning model reading skills, materials, learning activities, and evaluation of learning will be integrated in CALL form (named after the prototype PamanPinters-Calls). Therefore, the three process of course is described in detail of prototype.

Pre reading activity contains learning activities integrated reading skills in order to prepare students to understand the activities of early learning reading, it also helps students to stimulate their response to the reading activity. Such as from words bank, pictures, or clues.

Whilst reading activity provides learning reading activities such as the reading comprehension and various evaluation form. Post reading activity oriented in emphasis on understanding the material and the preparation of the next follow-up activities to strengthen the core material.

Prototype learning task based also comes with a media CALL named (PamanPinters-CALLS) and evaluation tools automatically in various formats English skills of the activities integrated reading skills that have been granted

previously required to facilitate the learning process both inside and outside the classroom.

3.2.4 Focus Group Discussion

After the prototype is completed and developed based on the approaches to integrated reading skills, the researcher conducted an analysis of the material integrated reading skills, learning evaluation along with auto integrated reading skills feedback, as well as the manual for the use of a prototype that has been developed in the form of focus group discussion followed by all the English teachers who came from SMP Maarif NU Benjeng and MTs An Nuriyah Ngepung, and practitioners of English of the University of Muhammadiyah Gresik.

The purpose of this focus group is looking for suggestions for improvement that related with the materials, procedures, activities, and formats, manuals, evaluation already developed before the material is tested in the classroom and outside the classroom. This stage is often called the validation process.

3.2.5 Prototype Try Out

Prototype try out in this study conducted by applying these materials in Class 8 in SMP Ma'arif NU Benjeng and MTs An Nuriyah Ngepung. As a choice sample of this trial, researcher chose on class from each school. Trial material will be divided into two parts. So each part will be spreaded in those different schools. In every class, researcher and teacher collaborate to form group discussion.

Students analyze the prototype material in detail with their group. They will consider the material regarding to the difficulties and effectiveness of the material.

The concept of the test application is used to see how the prototype integrated learning reading skills material which will be applied in media CALL (PamaPinters-Calls) can be effectively be used properly and can improve student achievement.

In the end of try out, the researcher also gives the questionnaire for the participants to know what the missing part of the material is. The important purpose of giving the questionnaire is to get the feedback from the participants toward the material and for the better improvement.

3.2.6 Revised Final Prototype Product

After the test completed, the researchers tried to see the prototype integrated reading skills material that has been developed based on the findings and the input that comes from the results of a prototype test. All sorts of feedback and improvement is needed before a final product prototype was launched. Therefore, researchers are trying to test prototype products with extreme caution regarding to the observance of students' group discussion implementation procedures comprehensively. After going through this stage the final product can be used and published as well for students and teachers interactive reading software for teaching learning reading.