## CHAPTER III

RESEARCH METHOD

3.1 Research Design

The researcher conducts the research in the school for special needs. When the researcher conducts in special education which focuses on hearing impaired learners at eleventh grade, researcher sees the syllabus and the textbook from the government, it can be concluded that the rules are the same as on normal school does. But, it is difficult to apply the syllabus for learners with special need, particularly learners with hearing loss. From those facts the researcher makes research with the development of teaching materials that is suitable with their needs. In this research, the researcher designs the study using Research and Development (R&D). The researcher chooses this research design because this study is designed to develop material, especially in vocabulary material for hearing impaired-eleventh grade learner at SLB Negeri Cerme. In this study, the researcher attempts to use ADDIE model. This is a chart of the ADDIE model From "Instructional System Design" by McGriff (2000).
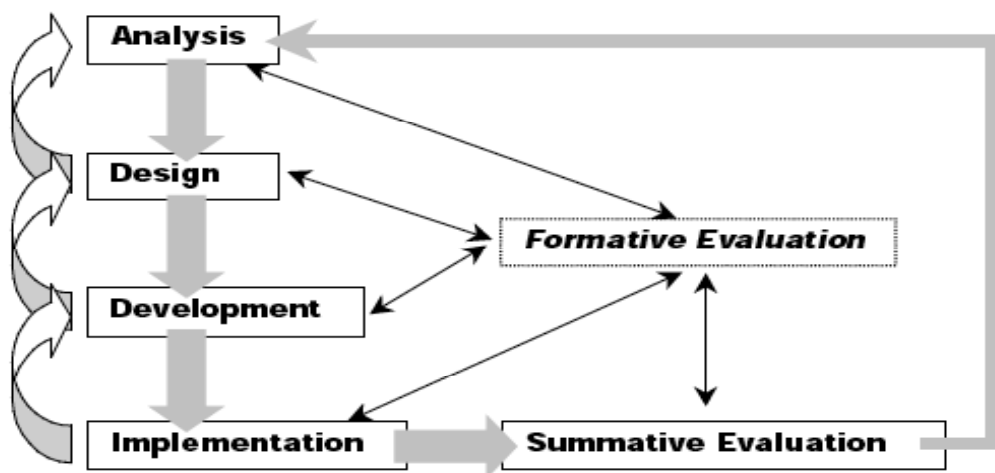
3.2 Procedure of Development

3.2.1 Analysis (Need Analysis)

In this part, the need analysis is divided into two, they are target needs and learning needs. Target needs are related to the content of the materials to be developed. Learning needs are related to the way the learners learn the vocabulary materials. The researcher conducts an interview for three learners at eleventh grade and English teacher at eleventh grade as well in SLB Negeri Cerme to get some informations about need analysis in order to develope vocabulary material.

First is interview the learners, the points for interview of learner can be broken down into target need and learning need. The main points of target needs of interview are:

1. The necessities of learner in learning vocabulary

2. The lacks that might be faced by learner in learning vocabulary

3. The wants of learner in vocabulary material

The main points of learning need interview are:

1. The learner's interested in media that used in learning vocabulary

2. The learner's interested in strategy that used in learning vocabulary

3. The learner's interested in the exercise that used in learning vocabulary

Second, conduct an interview to the English teacher, the points for this interview are as follows:

1. The curriculum that applied in English learning

2. The media that used in vocabulary teaching

3. The procedure of learning activity

4. The appropriate tasks for the material

In this phase, the researcher also analysis English curriculum as a reference to develop the material. The result of analyzing English curriculum and the interview will be a guidance for the researcher in designing instructional goals and some tasks for the learners.

3.2.2 Design

From the findings of previous analyses, the researcher needs to plan how to achieve the instructional goals, pays attention to the effectiveness of the vocabulary material elements and design criteria for assessment.

In this phase the researcher will make design of the prototype, create a prototype draft as a framework used in developing syllabus and application. The prototype is related to the general framework, and spesific draft for detail of task activities.

It is included the internal aspects and external aspects. Internal aspect of the program contains of material and interface of the software, while the external aspect will be the physical form of the software. The physical system for example can be in the form of Compact Disk.

After the prototype is finished, the researcher then try to find out what has been left in the design and improve it again for the development phase. The improvement in this phase will reduce the double work during development by catching small mistakes.

3.2.3 Development

After passing through the design phase, the next step is developing material. In this major step, researcher uses the technologies and media of computer that is longtion autorun application to deliver the lessons.

After the first prototype is developed in the design phase, the researcher develop a syllabus and the application that will support the teaching learning process. The application will be displayed and tested, for the things that aren't working in the software will be removed and the performance will be enhanced.

This phase will be done by the researcher, the software will be run and see the result whether it can run well or not and to check if there is something that doesn't work.

3.2.4 Implementation

In this step the researcher will try out the product which has been developed by the researcher. The product will be implemented in the classroom to find out how the software will work for the learners and to figure out what kind of support is needed to make it suitable for the learners.

The learner will learn the material by computer media using longtion autorun application which is the focus on the learning process. The teacher also gives a guidance.

At the end of the try out, the researcher will give questionnaire to the learners in order to know their comment about the material. It has the purpose to know whether the vocabulary is kind of interesting material and easy to learn or

not. In addition, it will also be used as feedback for the researcher to improve the vocabulary material which was created by the researcher before.

3.2.5 Evaluation

In this phase the researcher will evaluate the learning processes and its outcomes. The instruction will not be completed until it shows the learners' understanding about the instructional goals. The researcher will do evaluations include:

1. Formative Evaluation

The results of formative evaluation during the development of vocabulary material has the purpose in establishing the suitability of objectives, contents, learning methods, materials, and the delivery of the vocabulary course.

2. Summative Evaluation

Summative evaluation will be conducted at the end of the vocabulary instruction. It is to evaluate the effectiveness of the instruction.

3. Revision of Instruction

Revision is a continual process. Whenever an instructor finds parts in the instruction that is difficult or unclear for students, revision will immediately fix the material.