

CHAPTER III

METHODOLOGY

3.1 Research Design

This research uses research and development as the research design. The researcher chooses this design since she would like to develop English module for midwifery at Academy Delima Persada of Gresik.

There are some kinds of designing module that developed by some experts, but the researcher chooses ADDIE model as the design of developing English module for midwifery at Academy Delima Persada of Gresik. Refers to Aldoobie (2015) said that ADDIE model is the common instructional design model in designing product or guidance of creating strategy to teach the students. Based on Forest (2014) there are five steps of this design, those are analyze, design, development, implementation, and evaluation. The chart likes:

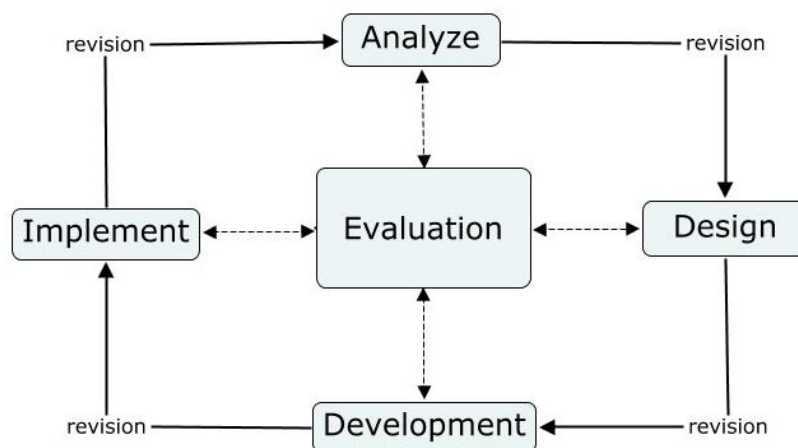


Table 3.1. ADDIE Model Based on Forest (2014)

The researcher uses the design above because it is complete enough to use in developing module. Then, she tries to modify the design by giving two steps

because the researcher wants the module can correct and good. Besides, the modify has some steps such as:

1. Analyze
2. Design
3. Development
 - Expert validation
4. Implementation
5. Evaluation
6. Final product

3.2 Source of Data

The data would take from midwifery students at Academy of Delima Persada Gresik. Developing English module here does for the third semester with thirty three students in the class at Academy of Delima Persada of Gresik. The researcher chooses the semester since English for Specific Purpose at this Academy only in the third semester. The other participants are midwifery lecturer and English lecturer that will be asked as the expert validation by the researcher and also alumnus of Academy Delima Persada of Gresik, and the last is a midwife who has experienced in handling women especially her pregnancy.

3.3 Instrument of Data

To develop this module the researcher chooses three instruments which explained as follow:

1. Questionnaire

This questionnaire will distribute to thirty three students in need analysis step and three students after conducting try out which does to know the retort of the students about the English module that has provided by their lecturer, and English module that has the researcher developed based on the need analysis. Then, the questionnaire also distributes to the English and midwifery lecturer. Except that, the researcher will distribute the questionnaire to the alumnus of Academy of Delima Persada Gresik too, because as the lecturers and alumnus, so they will know well about the appropriate content of the module that will make the midwifery students' ability better.

2. Interview

This interview does to get deeper information about the students' need in teaching learning English. This interview conducts for the students as the first part. The students that will get interview choose randomly. The researcher chooses three kinds of students include of high, middle, and low in the achievement. Thus, continue to the lecturers which will give more information about the students' need. The lecturers that will be interviewed are the English lecturer and the midwifery lecturer in this Academy. Besides, the researcher also asks alumnus from the Academy Delima Persada of Gresik, and the last is a midwife who has many experiences in giving care to the women, pregnancy and family.

3. Validity checklist

Except those instruments, the researcher also would like to distribute validity checklist to the experts to give correction and validation and also to the

students to get response for the English module that has developed by the researcher. The experts here are the midwifery lecturer and the English lecturer at Academy Delima Persada of Gresik. To check the validation of the module the researcher makes some characteristics of checking module within the goal of teaching learning, the content of module, the characteristic design, the learning activities, and the way of assessing ability based on each skill in English.

3.4 Data Analysis Technique

This study uses two kind of data analysis, such as qualitative and quantitative. Quantitative data analysis is gotten from questionnaires that distributes to the students, English lecturer, midwifery lecturer and alumnus of Midwifery at Academy of Delima Persada Gresik which is analyzed uses percentage by the researcher. Besides, there is qualitative data obtained from interview to the students, English lecturer, midwifery lecturer and alumnus of Midwifery at Academy of Delima Persada Gresik, and also a midwife whom has many experience in giving care to the women. This data analysis technique uses some stages to collect the data, like: doing coding, data displays and drawing conclusions.

3.4.1 Quantitative Data Analysis

Quantitative data analysis here is gotten from questionnaires that has distributed to the students, English lecturer, midwifery lecturer and alumnus of Midwifery at Academy of Delima Persada Gresik. To analyze the data, the

researcher uses percentage to the total of the students whom answer the questionnaires to each number.

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

Note:

P: Percentage

F: Frequency (the number of the subject whom answers the questionnaire)

N: The total of respondent

3.4.2 Qualitative Data Analysis

Qualitative data analysis is obtained from interview to the students, English lecturer, midwifery lecturer and alumnus of Midwifery at Academy of Delima Persada Gresik, and also a midwife. There are some stages in collect the data interview (Azd Isik: 2009), such as:

a. Coding

The researcher interviews the students as the first part, then the researcher continue to interview an English lecturer. After interviewed the English lecturer, the researcher goes to midwifery lecturer as the third part of interview. Next, the researcher interviews the alumnus of Midwifery at Academy of Delima Persada Gresik and also a midwife whom has worked along in a hospital. This step is done by record the result of interview.

b. Data displays

In this step, the researcher analyzes the data by paraphrase the result of interview.

c. Drawing conclusions

The last is drawing conclusion. The researcher does conclusion to the result of the interview.

3.5 Procedure of Developing English Module

3.5.1 Analyze

Analyze or need analysis is an important step in developing module.

Analyze is a phase of collecting data to get information about the students' need (Richards : 2001). Within this step the researcher will get information about whether they need to develop the module. The information that the researcher gets will change to be ideas to her which will make the easier one of step in developing module.

The researcher will do this step for about two weeks since she has to find information those are target need and learning need.

3.5.1.1 Target Need

According to Hutchinson, T., & Waters, A. (1987) said that target need is something that appears to know the target of students' need in learning English. Based on the expert above, the target need conducted by looking at three aspects which follows as:

a. Necessities

This part explains about whether the learners' need and have to learn which are about pregnancy, newborn, children, and postpartum. These necessities include of four skills which are speaking as the way to share midwife information, listening as the tool to know the information that delivered from the speaker,

reading as the tool of getting information in the form text, and writing as the tool to give knowledge about midwife to the patients.

b. Lacks

As the learners, certainly they will learn whether they need in target situation likes speaking English. The researcher will be developed their speaking by developing their exercises which connect to their speaking ability.

c. Wants

This aspect discuss about what the students want in teaching learning process to fulfill the target situation. Actually in midwifery department, they want to develop their speaking as the tool of delivering the information about pregnancy, newborn, children, and postpartum to the patients.

From the aspects that has explained above, there are some points which have to put in creating a questionnaire, those are: the reason of English needed, the using of English, the content area and the subject that use English.

3.5.1.2 Learning Need

Based on Hutchinson and Waters (1987) learning need called as something that students need and do not need to do to make the students can achieve the goal of teaching learning. To know the learning need, so the researcher has to do interview to the students by giving questionnaire based on the target situation that the researcher wants to develop (Robinson : 1991). By knowing the learning need, so the researcher hopes that the students can achieve their goal of learning.

As like the experts above learning need can be done by giving questionnaire, so the researcher gives questionnaire to the students which include of some questions about things that connect to the students need. The researcher

will give questions about the students need in their teaching learning process, their need in mastering English especially in their profession, their hopes in learning English, and so on. Related to Hutchinson and Waters (1987) mentioned that the contents of questionnaire are interesting material, learning activity, resource available and subject. The researcher also gives questionnaire to the lecturers and alumnus of midwifery at Academy of Delima Persada Gresik.

3.5.2 Design

After getting information from need analysis which include of target need and learning need, the researcher begins to make the syllabus based on curriculum base competence as the curriculum that is used by the Academy.

Then, she designs of the module related to the syllabus that has developed. The design started by building the draft of the module. The module consists of explaining about English for midwifery as they need in their study. As like the other module, this module certainly has preface of the module, table of content and introduction.

In this module the researcher would like to develop four chapters which include of four skills, those are speaking, listening, reading and writing like the students' need with different composition in each material. The materials that will develop are medical equipment, menstruation, childbirth and breastfeeding.

Except those parts above, the researcher also will put the goal of teaching learning. The goal of teaching learning itself decides from the students' need that is the students as a midwife can tell to the lecturer about the procedures of giving care to the women especially in carrying the women's pregnancy. Besides, the

researcher writes learning activity for each material and skill to make the students more understand about how to give care to the women.

Further, the researcher provides answer key that will give explanation about the questions, so that the learner will more comprehend the material.

3.5.3 Development

After conducting design of the module, the researcher continuous to the next step, that is development. In this step she develops the module based on the draft that has arranged previously. She would like to develop four materials with three components such as: giving first example and exercise, giving explanation and giving exercise. The first is providing example and exercise as the brain storming. Before the students begin into the material they will face the example of the material that they will learn. The example is that makes the students to think the material. Thus, the researcher continues with the simple exercise to make easier the students to comprehend the material. The second is giving explanation based on the indicator that has made in syllabus. The explanation of the material will be completed by the researcher. This explanation head for making the students understand about the material. So, the researcher will make each material of the module easier to comprehend. Then, the last component is about giving exercise. This exercise will be made by the researcher related to the learning outcome which has developed in syllabus. This last component will make the students practice their ability based on the topic of the material. The exercise here would make the students be more independent in learning the material.

As a module, this English module consists of preface of the module, table of content that arrange the material from easiest to the most difficult, introduction

as the part of the module that the researcher builds to tell the important of the module for midwifery students and answer key to make the students more understand about the material after doing the exercises.

3.5.3.1 Expert Validation

To know the validity of the module, so the researcher does expert validation. The experts that the researcher chooses are midwifery lecturer at Academy of Delima Persada Gresik and English lecturer of midwifery at Academy of Delima Persada Gresik.

There are qualifications of the experts who validate the module. For the first is midwifery lecturer at Academy of Delima Persada Gresik. She has been nine years taught in the academy until now. She also had joined many workshops about teaching midwifery students. She knows well about the curriculum of the midwifery students' materials. So, she knows all about midwifery in this Academy.

The second is English lecturer of midwifery at Academy of Delima Persada of Gresik. The lecturer here has been taught to this academy for nine years until now, so she knows well about the materials that she has to teach to the midwifery students. She has joined some workshops about teaching ESP especially for midwifery students. She has created and develop English module for midwifery students.

After the module checked by the experts, the researcher divides the comments and the score of the validity checklist. The comments and the score from the experts will guide the researcher to revise the module before continuing to the next step.

3.5.4 Implementation

Then, after doing validity checklist by the expert validation, the researcher does try out as the implementation of this step. The try out will be implemented to the three students of the third semester of midwifery at Academy of Delima Persada Gresik. It conducts when this module has distributed to the students. The researcher will ask three students of the third semester to learn one of the materials from the module at their house and try to do the exercises. Then, the researcher gives exercise based on the material that has studied by the students.

As the last implementation, the researcher will distribute questionnaire in validity checklist format to the students to check their response of the module that has developed. The questionnaire include of 4 design and layout, 2 criterias in vocabulary and grammar, 3 criterias in learning activity and 2 criterias in context. This questionnaire also will give the researcher more information about the module whether it has been good or not. In order that, she can correct it again if there is correction for the module.

3.5.5 Evaluation

This step conducts after doing try out and fulfilling the questionnaire. Evaluation here did by the researcher while seeing the students' exercise result and the response of the questionnaire. The result of doing exercise from the lecturer and the questionnaire will make the researcher easier to do evaluation.

When there are some comments from the students about the module, based on they want and they need, so the researcher has to correct it better. The evaluation here certainly does if there is material which is not appropriate with their major.

3.5.6 Final Product

The last step of developing English module for midwifery at Academy of Delima Persada Gresik after doing evaluation is final product. The module include of some materials about midwifery.

The materials are chapter 1 which discusses about medical equipment. This chapter will explain about kind of medical equipment, the medical equipment's name, the material of made the medical equipment and the medical equipment's function. Chapter 2 is menstruation material that will explain about the definition and the indication of women whom are getting menstruation. Going to the chapter 3, the researcher gives women pregnancy material. The material will be completed by definition of childbirth, symptom of childbirth and the way of giving care to the women whom are getting labor. Chapter 4 will explain about breastfeeding which includes of definition, factors and the way of giving breast milk to baby.

Before putting the materials, the researcher writes preface which explains about the module, table of content that include of some materials which arranges from easiest to the most difficult and introduction about the important of the module for midwifery students and the way to use the module. For the end of the module there are answer keys as the explanation about the exercises' answer and some references that the researcher takes to explain the materials.