

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer would present about research design, instrument of data collection, and procedure of developing English reading material. In procedure of developing English reading material will peel about need analysis, design instruction, development of material, expert validation, development of validation, try out of application, revision of application, and final product. Those all will be presented as follows:

3.1. Research Design

The writer in this study used research and development (R & D) as a research design. Research and development is chosen because the researcher developed reading material that suitable for the seventh grade students of Muhammadiyah 1 Junior High School in Gresik. As stated by OECD (2002), the definition of Research and Development is the creative work which is created systematically in order to raise the supply of scientific and technical knowledge. From the definition of Research and Development study above, the researcher decides to use this kind of research design.

There are several models in developing materials which have been developed by some experts. In this study, the researcher attempts to use ADDIE model. There are five steps in this model, they are: analyze, design, develop, implement, and evaluate. From the ADDIE development model, the researcher tries to modify in order to make more suitable to this study.

Here is the chart of the ADDIE model.

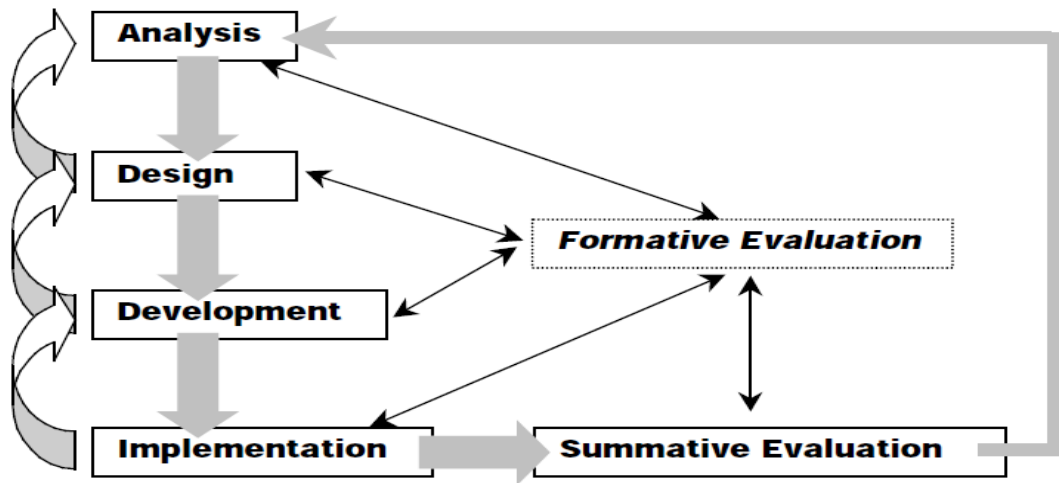
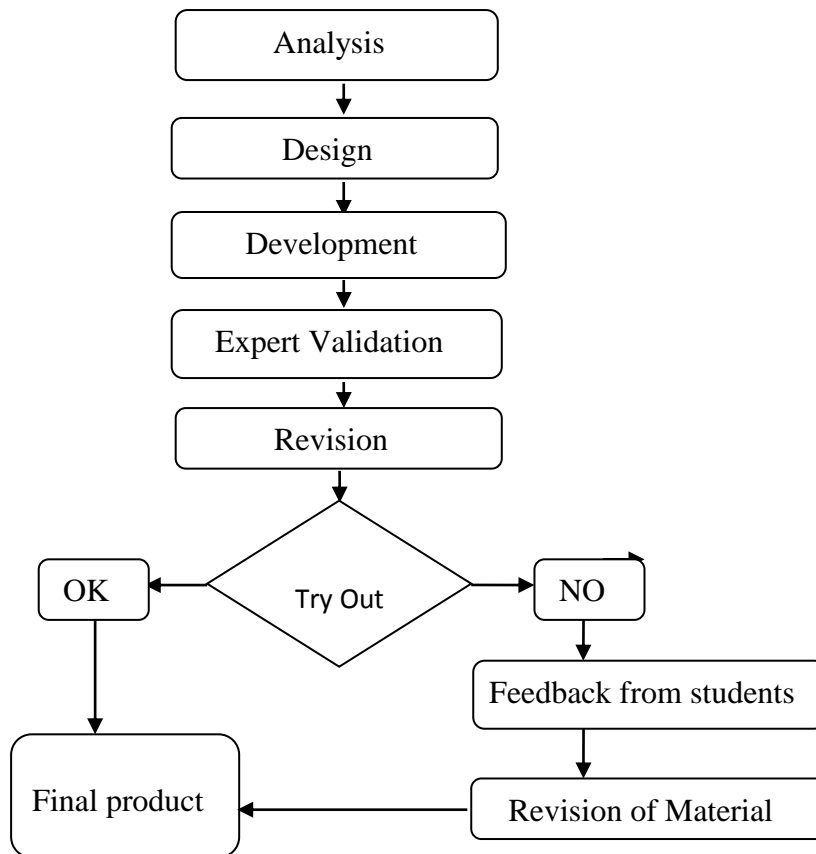


Figure 3.1 Steven J. McGriff's ADDIE Model
Instructional Systems, College of Education, Penn State University

Here is the modified ADDIE model:



3.2. Instrument of the Study

In this study the researcher used several instrument to collect the data, these are the instruments:

1. Interview

The researcher will conduct an interview toward the English teacher of SMP Muhammadiyah 1 Gresik. The purpose of this interview is to get the information about the students' target needs and learning needs in learning English, what is the method, strategy, or media that have been used in teaching English language.

2. Questionnaire (before conducting try out)

Further, the researcher will give questionnaire toward the 28 of the eighth grade students of Muhammadiyah 1 Junior High School in Gresik. Its purpose is to get the information about the student's need in learning English lesson, such as: what kind of media that they like, and what strategy that they need in learning English especially when they learn about story in the form of recount text. So, from this questionnaire, the writer can design the course that suitable with the student's expectation.

3. Questionnaire (after conducting try out)

After conducting try out, the researcher will conduct a questionnaire toward the 28 of the eighth grade students of Muhammadiyah 1 Junior High School in Gresik. The purpose of this questionnaire is to know the student's comment about the storybook. Moreover, It is also to know whether or not they interest with the material, the topic of the story, the game, and the activity in it.

4. Validity Checklist

The validity checklist will be given to the expert. Its purpose is to get the scores, comment and suggestion about the English storybook. There will two experts in this study, first is Desi Tri Cahyaningati, SS., M.Pd. that will check about the content of the stories and the language in storybook. Second expert is M. Taufiqur Rohman, S.Pd. that will check about the material, whether the material is suitable or not for the eighth grade students of Muhammadiyah 1 Junior High School in Gresik.

3.3. Procedure of Developing English Storybook at the Eighth Grade students of Muhammadiyah 1 Junior High School in Gresik.

3.3.1 Need Analysis

Need analysis is an important thing that should be done in language course as it will give ideas on how to design the language teaching and learning. Needs analysis refers to the systematic process of identifying the standards of skills, knowledge and attitudes. It is very crucial steps in planning any instructional program. It can be identified as the first step in most instructional design models.

Before starting to develop English reading materials, the researcher will conduct an analysis toward the 28 of the eighth grade students of Muhammadiyah 1 Junior High School in Gresik and the English teacher who will be the subject in this study. This is done, to find out what is expected by the students so that the material will be developed in accordance with their need.

1) Questionnaire for the Students

In analyzing the student's needs, the researcher conduct questionnaire to the 28 of the eighth grade students of Muhammadiyah 1 Junior High School in Gresik. The purpose of this questionnaire is to determine the characteristics of the students, knowing what the students' likes, interest and needs in order to improve their English reading ability.

2) Interview to the Teacher

Next, the researcher conduct an interview to the English teacher of SMP Muhammadiyah 1 Gresik in order to know the material that should be taught to young learners, what resources are available, why English lesson is needed, how English lesson will be used, and why are learners taking English lesson.

3) Interview to the Experts

After that, the researcher conducts an interview toward the two experts. For the first expert, it is to discuss about the topic of the story. For the second expert, it is to discuss the material, activity, and exercise that suitable for the eighth grade students of Muhammadiyah 1 Junior High School in Gresik.

In the last, the researcher makes a line toward those needs from the 28 of the eighth grade students of Muhammadiyah 1 Junior High School in Gresik, the English teacher, and experts of storybook

to determine the reading material that should be taught to the students.

1.3.2 Design Instruction

After identifying the students' learning needs and target needs about reading, the researcher will start to do the design instruction. The storybook consists of four units in which each unit have different theme. Each unit consists of two stories with the different topic. The story will be completed with some interesting pictures that related to the topic of the story. Moreover, there will be some key vocabularies which are completed with its meaning.

Besides, there will be some activity such as; story discussion and fun game in each part of story. The next part is exercise, in exercise, there are two parts of questions, in first part, the questions are related to the student's literal comprehension. In second part, the questions are related to the student's evaluative comprehension. There are fifteen questions for those two parts. In which, in part 1 there are ten questions, those are number 1 until number 10 and in part 2 there are five questions, those are number 1 until number 5. In the next part there will be answer key for all exercises.

3.3.3 Developing Material

After designing the instruction, the researcher will start to build up the English storybook like the design that has been made. For the first, the researcher makes syllabus that consists of standard competences, basic

competences, and the indicators of the storybook that can be seen in the **appendix 3**.

Then, the researcher tries to create storybook by the guidelines from the standard competences, basic competences, and indicators which have been design previously. At the first page of storybook there is a cover, second page is preface, third page is table of content, and the next is the rule of story- based lesson.

In unit 1, the theme is travel. At the preparation stage, there is a learning objective. The next page is some pictures that related to the topic. Then, in activity 1, there are some questions that is used to activate the students background knowledge. In activity 2, there is a game, that is guessing game. At core activity stage, there is a story with the title of “Trip to Bali Island”. After that, there is a list of vocabularies. At Follow-up stage, there are some activity such as; story discussion in activity 1, true false question in activity 2, find the meaning of words in activity 3, short answer question in activity 4. For the second story, that is the story with the title of “Visiting Bandung City”, the researcher provided the same game and activity with the first story.

In unit 2, the theme is friendship. At the preparation stage, there is a learning objective. The next page is some pictures that related to the topic. Then, in activity 1 there are some questions that is used to activate the students background knowledge, In activity 2, there is a game, that is guessing game. At core activity stage, there is a story with the title of “In Lita’s Home”. After that, there is a list of vocabularies. At Follow-up stage,

there are some activities such as; story discussion in activity 1, matching question in activity 2 and short answer question in activity 3. For the second story, that is the story with the title of “Shopping with Nania”, the researcher provided the same game and activity with the first story. But in follow-up stage, in activity 2, it is different with the activity in story 1. In which, in story 2, the activity 2 is about finding the meaning of words.

In unit 3, the theme is flora. At the preparation stage, there is a learning objective. The next page is some pictures that related to the topic. Then, in activity 1 there are some questions that is used to activate the students background knowledge, In activity 2, there is a game, that is guessing game. At core activity stage, there is a story with the title of “Gardening”. After that, there is a list of vocabularies. At Follow-up stage, there are some activities such as; story discussion in activity 1, true false question in activity 2, matching question in activity 3, and short answer question in activity 4. For the second story, that is the story with the title of “Mita’s Village”, the researcher provided the same game and activity with the the first story.

In unit 4, the theme is “Recreation” At the preparation stage, there is a learning objective. The next page is some pictures that related to the topic. Then, in activity 1 there are some questions that is used to activate the students background knowledge, In activity 2, there is a game, that is guessing game. At core activity stage, there is a story with the title of “Visiting Yogyakarta”. After that, there is a list of vocabularies. At Follow-up stage, there are some activity such as; story discussion in activity 1, true

false question in activity 2, find the meaning of word in activity 3, and short answer question in activity 4. For the second story, that is the story with the title of “Vacation in Surabaya Zoo”, the researcher provided the same game and activity with the first story. At the last of storybook, there is answer key and references.

3.3.4 Expert validation of Storybook

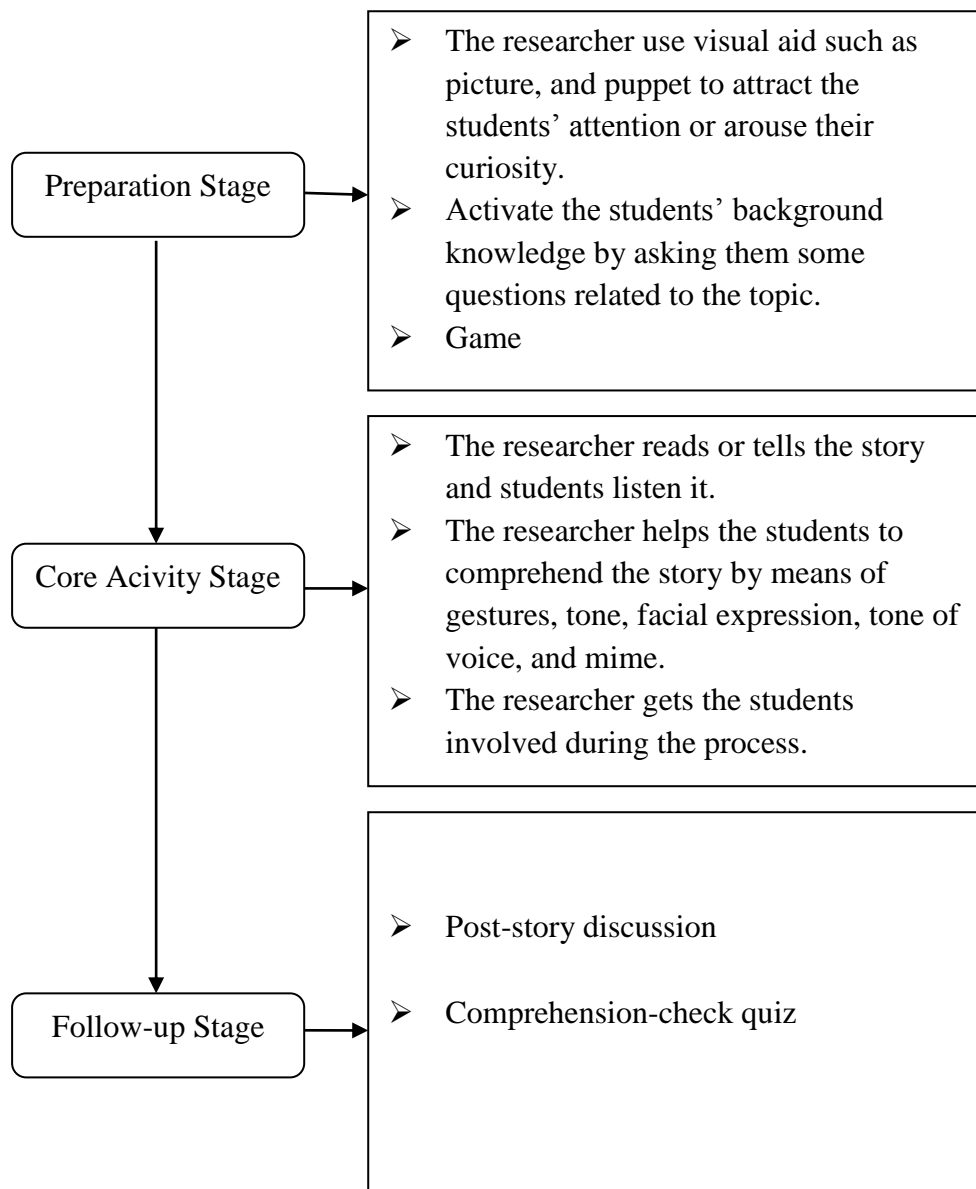
After the researcher finished the development of storybook, she will give it to the expert to do the expert validation. First expert is Desi Tri Cahyaningati, SS., M.Pd. She will check about the content of the story and the language (grammatical structures, vocabularies, spelling, mechanics and the arrangement of the storybook as well). Second expert is M. Taufiqur Rohman, S.Pd. will check about the language and the activity whether the material suitable or not for the eighth grade students of Muhammadiyah 1 Junior High School in Gresik.

After the English storybook has been checked by the expert, then the researcher will try to originate a list of the deficiency of the English storybook from the comment given by the experts. Its purpose is to know which part that needs a revision. Then, the researcher tries to adjust the parts of storybook that need more improvement.

3.3.6. Try Out of Storybook

After the English storybook has been checked for its validity by the expert and revised by the writer, then the researcher will conduct a try out toward the 28 of the eighth grade students of Muhammadiyah 1 Junior High School in Gresik. The researcher will conduct try out four times. In which, in each meeting the researcher will give the same procedure to the students.

Here is the procedure of the try out:



In the last meeting, that is fourth meeting, after conducting the try out, the researcher conduct a questionnaire toward the 28 of the eighth grade students of Muhammadiyah 1 Junior High School in Gresik in order to know their comment about the storybook. The questionnaire is also taken as feedback for more improvement of the storybook.

3.3.6 Revision

After conducting the try out, then the researcher will do revision if there are some lacks inside her English storybook to make the storybook improved. The revision will consider the suggestion from the expert. The parts that might be revised are the content material, language development, and behavior change. For the content material, it is concerning with the all stories in storybook. Whether the stories suitable or not for the students. Then, for language development, it is concerning with the grammatical structure, vocabularies, and spelling. For the behavior change, it is concerning with the activity inside the storybook. Whether the activity can increase the student's reading ability or not.

3.3.7 Final Product

The final product of this study is storybook in the form of written book for the eighth grade students of Muhammadiyah 1 Junior High School in Gresik. In which, at the first page of storybook will be the cover which is followed by preface and list content. Then, the next part there will be the

rule of story based- lesson. Then, the next page is the definition of recount text.

Further, there are some interesting and interesting pictures that related to the topic of the story. After that, there are some key vocabularies which are completed with the correct pronouncing and the meaning. Then, the next part is the story which is created by the writer. There are eight stories which are divided into four units. In each unit there are two stories with the different topic. In each stories there is an instruction and activity for the students. Moreover, there is an exercise that consist of two parts In part one, the there are ten questions which are required the students to have literal comprehension. In which, the students are asked to answer those all question directly and explicitly stated in the text. In part two, there are five questions which are required the students to have evaluative comprehension, that is the students are asked to answer those all questions used their critical thinking that based on their knowledge and experience. Then, in the last part of this storybook there will be answer key for all the exercise in each unit and the next, there is references from all the sources.