# CHAPTER III

RESEARCH METHOD

This chapter discusses several things such as research design, and steps of applied Research (Developing Research). Those things are very important for the researcher in conducting the study and obtaining the empirical results of the study.

3.1 Research Design

The research design of this study was Research and Development study. The researcher selected this research design since he would like to develop reading material which was good but it was not contextual with learning situation. In SD Muhammadiyah 2 Gresik, The researcher used this design because it was to develop the English material which could be applied in real education. In the end of the study, the product would be in the form of multimedia CD-ROM which was used as the media to improve the students' ability to know and read the word. It could be used only inside the school. The material was developed for the fifth grade of SD MUHAMMADIYAH 2 Gresik.

In developing material, the researcher conducted some steps. He used ADDIE model which stood for Analysis, Design, Development, Implementation, and Evaluation. It was adopted from Steven J Mcgriff.
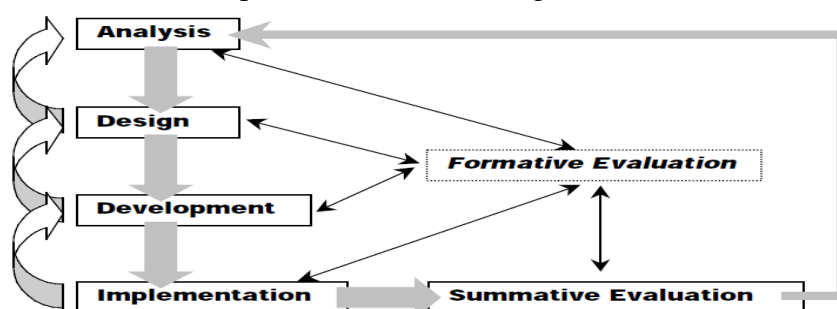
Figure 3.1.1 Steven J. McGriff's ADDIE Model
Instructional Systems, College of Education, Penn State University

3.2 Participants

This study would optimize technology of information which was ready to do learning process by CALL. It would take 30 students from fifth grade as population. The students were 60 because the school only had two classes and each classes consisted of 30 students inside. The researcher only took fifth grade because fifth grade was productive age. It meant the material was basic into expertly that the students should be charged to be better in the next grade up to first grade of junior high school. It was used for Reading project item analysis. There were many school which developed reading by CALL. But, SDMuhammadiyah 2 gresik had never implemented it.

3.3 Procedure of Developing Reading Material using CALL

The researcher used some steps in developing this study. Those were need analysis, design instruction, development material, expert validation, try out of material, revision of material and final product. Those would be explained in the next paragraph.

3.3.1 Need Analysis

The researcher conducted this research in SD Muhammadiyah 2 Gresik by using need analysis. Need analysis was conducted to find out the tertiary students' English language needs (Shing, Sim 2011).

Need analysis was just like a tool that was used to examine the kinds of English and literacy skills required by thelearners and at the same time to identify the literacy contexts of the target language in which the learners would take benefit.

Need analysis was really important to make good material for the students. Syllabus was important thing to compose the material which was suitable with the need and aim of the study. At the same time while conducting need analysis, the researcher would conduct some interviews to the teacher, and researcher used observation checklist and giving questionnaire to 60 students related to students' need in the material. It was aimed to know the target need and learning need.

3.3.1.1 Target need

The researcher asked several questions to the English teacher to know the target need of this school in studying reading. Firstly, the researcher interviewed English teacher, and from the interview, the teacher was given some questions related to how the teaching strategy for fifth grade, what was curriculum used, how was student response, how to teach English in fifth grade, what were material had taught in the class, the weakness of the students in learning, the teacher opinion in teaching strategy of reading skill and media that was used in teaching reading material, the teacher opinion about CALL, the teacher had ever used CALL in teaching reading materials or not and how the student response about teaching reading without media. Then, researcher also asked to the teacher about syllabus, student's book and material taught to adapt the material so it could be matched. The researcher listed material that was taught in second semester. After

that, he began to make a draft. So, the researcher had a target that the student could improve their comprehension and understanding with good content and interesting design.
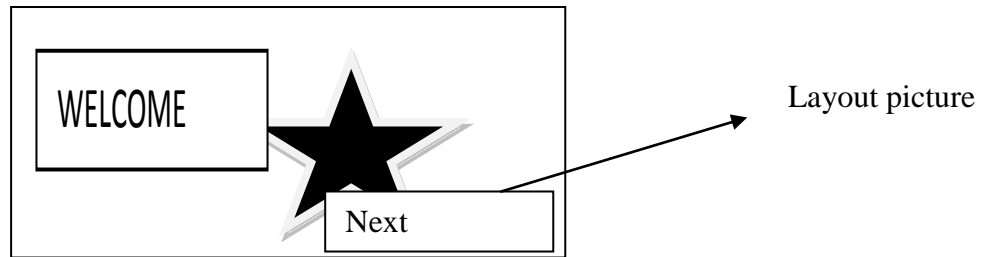
3.3.1.2 Learning Need

In learning need, the researcher tried to find out the appropriate teaching method for the students. Hence, the researcher gave questionnaire regarding the best method/strategies in teaching reading to the students. Moreover, in orderto know the best teaching strategy for the students, the researcher also conducted interview to the teacher about the strategy in teaching.The researcher would find the best reading method to be used in the teaching learning process.
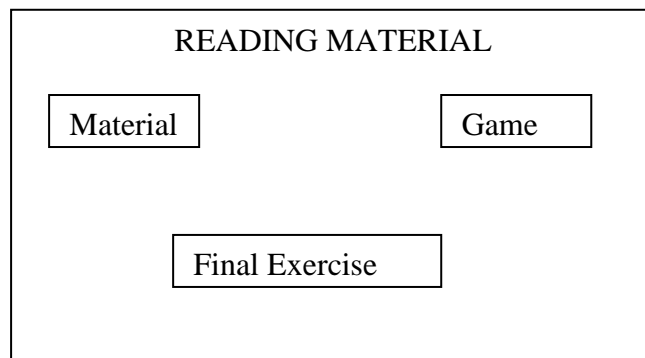
3.3.2 Design Instruction

After identifying the need of students in reading, the researcher designed the material by making draft or flow chart of dreamweaver. In designing, the researcher developed it based on the students need and syllabus. The researcher made the syllabus. The researcher only focused on reading material because the design was specially to help the 5th grade students in comprehension of reading material and built the students interest in new shape of material. This media also completed by audio; text and animation which was expected by the students' interest in learning English. Here was the sample of draft or flow chart,

Picture 1.1

```
┌─────────────────────────────────────┐
│  ┌──────────────┐      ★             │
│  │  WELCOME     │     ★★★            │  ──────→  Layout picture
│  └──────────────┘    ┌───────┐       │
│                      │ Next  │       │
│                      └───────┘       │
└─────────────────────────────────────┘
```
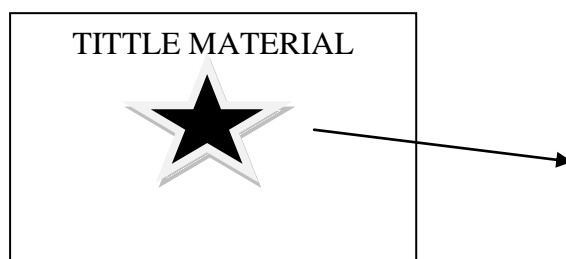
First, before entering the material into html, students would see a splash screen with interesting images and colorful animations. It could make students interested in learning reading. This would appear automatically when the researcher clicked html.
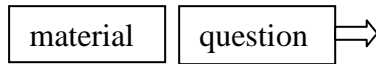
Picture 1.2

```
┌──────────────────────────────────────────┐
│            READING MATERIAL              │
│  ┌──────────┐              ┌──────────┐  │
│  │ Material │              │  Game    │  │
│  └──────────┘              └──────────┘  │
│       ┌──────────────────┐               │
│       │  Final Exercise  │               │
│       └──────────────────┘               │
│                                          │
└──────────────────────────────────────────┘
```

At second slide showed those were some menu in interface, Material button, Final Exercise and also game. If the students clicked material button, the slide would be containing material followed by exercise which appropriate in the chapter of each material. Students would do that after the teacher gave an instruction which should click.
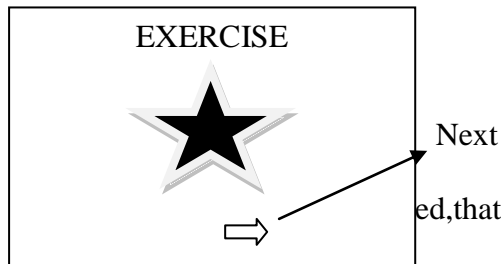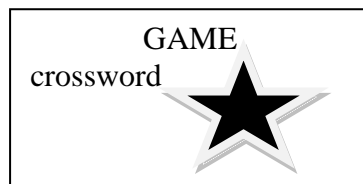
Picture 1.3

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┌──────────────────────────┐
│   TITTLE MATERIAL        │
│        ★                 │
│       ★★★   ──────────→   │
│                          │
│                          │
└──────────────────────────┘
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| material | question | $\Rightarrow$ |

Stars picture here means example picture or moving picture

Picture 1.4

EXERCISE

Next

ed,that in each material, there was exercise after slide material. These materials were helping out, public transportation, life in the past, sign we see.

Picture 1.5

GAME
crossword

There were several slides related to the picture 1.5 showed to the students about game. The game was made to increase the student interest. The researcher provided material with game created by using dreamweaver. The game was based on reading skill such as crossword.

Picture 1.6

FINAL EXERCISE
Question
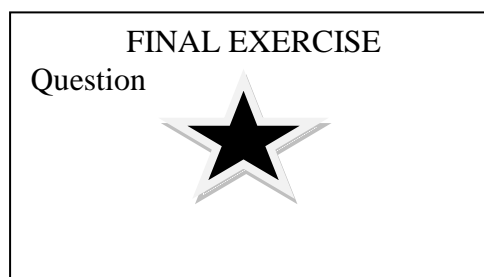
The picture 1.6 was about final exercise which there was a lot of question that made student surely to be mastering English reading which was already to start. The exercise would not come out from material which was already in syllabus and dreamweaver.

3.3.3 Developmental Material

The researcher developed the material based on curriculum which was used by the school. The researcher looked at the curriculum of the school then, the researcher analyzed by looking at standard competences and basic competences. After that, the researcher made developmental syllabus based on curriculum. The developmental syllabus consisted of materials, lesson activity, indicators, and etc. In developmental syllabus, actually it was different with syllabus of the school because in developmental syllabus, the researcher only focused on reading material. In aspect of materials, the researcher made the materials based on result of need analysis. In need analysis the researcher could know the material which was needed from the students. In developmental material, the researcher also made prototype, because the researcher developed material using CALL, so the researcher made prototype to make sure that in CALL, the material was organized structurally by mixing material in web based.

3.3.4 Expert Validation

After the courseware had done, it should be validated to the expert. Here, researcher collaborated with two experts who were related with development of

this material. The experts were English teacher of SD Muhammadiyah 2 gresik fifth grade class, lecturer of Muhammadiyah University of Gresik. The expert would get a checklist of courseware so that the experts gave score, comment, also suggestion to the courseware itself. The checklist consisted of some components; attractiveness, requirements, mechanics, contents and originality.

When the expert validation was done, the researcher could see the score, comment, and also suggestion. The next step, the researcher tried to find component that should be revised or developed more. Then, the researcher would begin to revise.

3.3.5 Try Out of Material

After finishing or development, the researcher would try out the material or product to the students. This test was done in the classroom in the form of CALL. It was to know and check the implementation of the media which could be used as media of learning reading material for the fifth grade students of Elementary School. The researcher gave students questionnaire after he conducted to classroom and tested CALL project to the students, he would analyze the questionnaire about the value of the students when they had already applied CALL project. The researcher took all fifth grade students and the teacher helped the researcher to do try out.

3.3.6 Final Project

After having the revision product in the form CALL, the material and try out could be used. The form of the material was certainly reading material which they had learned some texts in slide one, and then in trying out, students did an exercise. It was such kind of final test, and the question would be randomly from some topics and the form of question same with "exercise" containing matching, guessing, and choosing the correct answer. These were the steps of explanation dreamweaver product which was made by researcher:

First, the researcher putted in materials likes vocabulary and textbook which was used in fifth class and he tried to make those things become interesting. Inside of material, there were also exercises to make students more comprehend. In each material, there were 1-5 exercises which wereincluded in materials (Helping out, Public transportation, Sign we see, Life in the past).

Second, the researcher added game in interface slide. In order to make students would have desire to study reading English, the teacher would give instruction to apply game when she knew the students were lazy with the material that she taught.

Third, the researcher made the final exercises to make students completely ready to face final examination that would begin in the next period. Final exercises were based on material,exercises and also the game which was available in CALL.