

CHAPTER III

RESEARCH METHOD

This chapter discussed several things such as research design, step of applied research (developing research). Those things were very important for researcher in conducting her study and obtaining the empirical the result of the study.

3.1 Development Model

This research, the researcher used R & D design. The R & D design was discovering new knowledge about products, processes, services and applied that knowledge to create new and improve product, processes and service that fill market need. The researcher chose R&D design using Task Based Instruction in Autorun for teaching speaking in Junior High School. The design of this study was research and development (R & D). The study was designed to develop the English material especially in speaking skill which should be applied in real education. In the end of the study, the product would be in the form of Task Based Instruction in Autorun as the media to improve the students' speaking. For this research, the material was developed for the seventh grade of Junior High School.

In developing material, the researcher conducted some steps. He used ADDIE model which stand for Analysis, Design, Development, Implementation, and Evaluation. It was adopted from Steven J McGriff

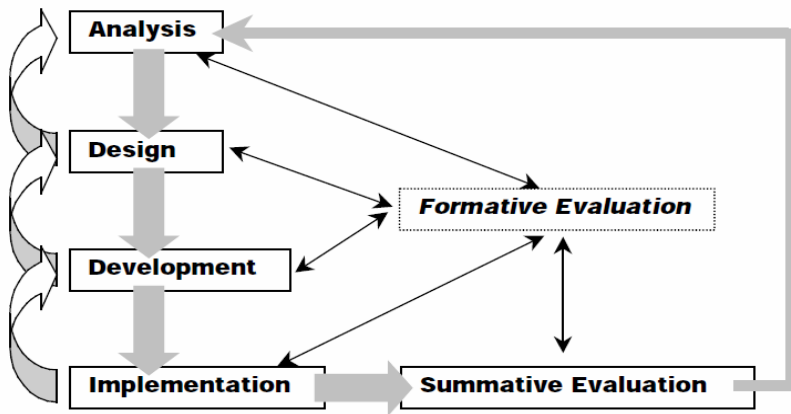


Figure 3.1.1 Steven J. McGriff's ADDIE Model
Instructional Systems, College of Education, Penn State University

In this study, the researcher tried to find other modified ADDIE model which is more appropriate for this study. That was Asmara(2012) modified ADDIE model

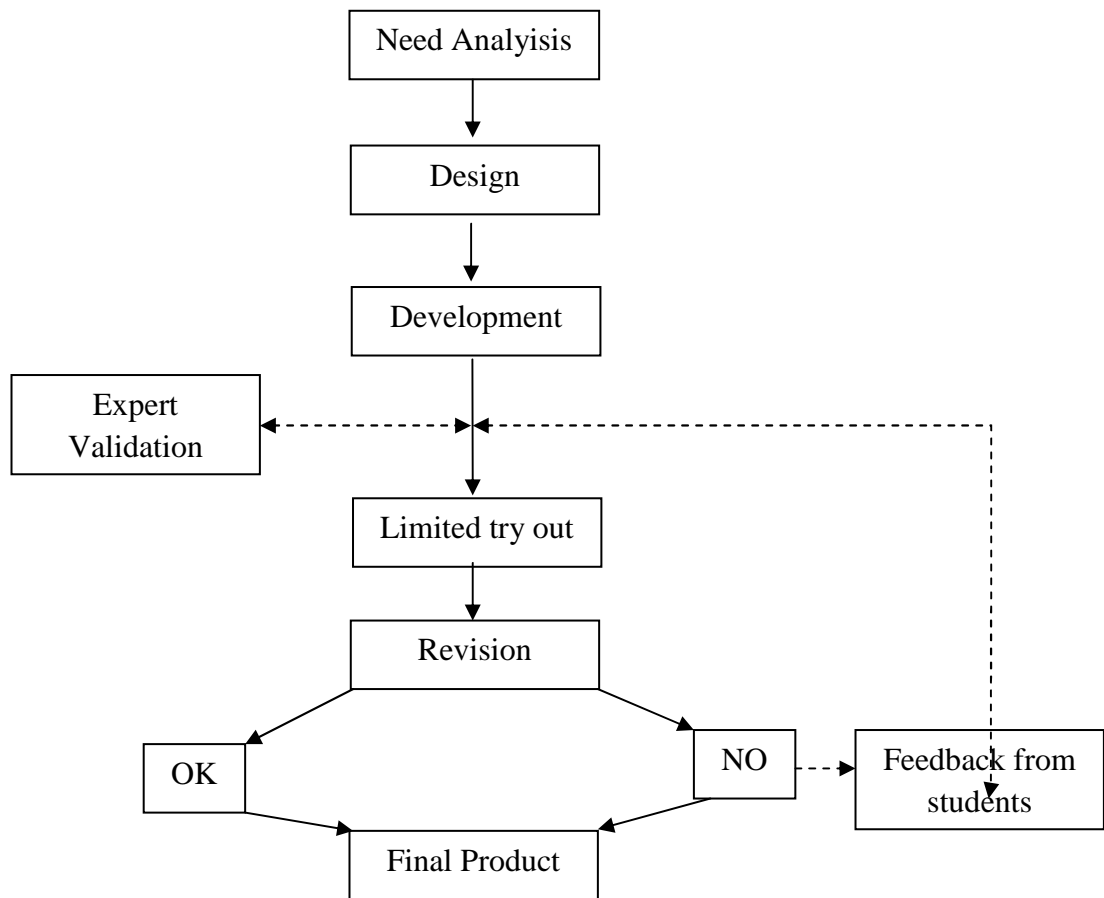


Figure 3.1.2 Candra H. Asmara's ADDIE model

The researcher chose this model because she thought that she was not expert. Therefore, she needed experts to validate her learning products and she had found it in this modified model.

This research model would be used to develop this study, it would be presented further in the procedures of developing Speaking materials using Task Based Instruction In autorun application for seventh grade student at Junior High School.

3.2. Procedure of Developing Speaking Material

The procedure of developing speaking material consisted of two procedures, there were need analysis and design instruction. More details we could paragraph below.

3.2.1 Need Analysis

Need analysis was a set of tool, technique, and procedure for determining the language content and learning process for specified groups and learners; Nunan (1999). Need analysis referred to one of activities in gathering information that would serve as the basic for developing a curriculum; Kuter (1999). In this study, the researcher used a reference of Hutchinson and Water (1987: 53) they stated that there were two types of need that should be analyzed what learner need to do in the target situation, what the learners to do in order to learn.

Need analysis was really important to make good material for the students. There was a stage together need analysis, that was to know the target need to compose the material which was suitable with the need and aim of the study.

3.2.1.1 Target Need

The subject of this study was 7th grade of junior high school, it meant the students were between 12 – 14 years old so according Piaget this stage included in formal operational or they did in a better way.

The researcher asked several questions to the English teacher to know the target need of this school in studying speaking. The first was given to English teacher and from interview the teacher was given some questions: there was about how the teaching strategy for seventh grade, what was curriculum used, how was student response, how to teach English in seventh grade, what were material had taught in the class, the weakness of the students in learning, the teacher opinion in teaching strategy of speaking skill, media that was used in teaching speaking material, the teacher opinion about task based instruction, the teacher had ever used CALL in teaching speaking materials or not and how the student response about teaching speaking 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 materials that were taught in first semester. After that, she began to make a draft.

3.2.1.2 Learning Needs

Analyzing learning need was important for the teacher to get information about the learners in order to facilitate them well in the teaching and learning process. (Hutchinson, 1993) The important thing when doing observation and analysis was syllabus. Syllabus was a set of teaching tool; it consisted of the material use, resources, time needed, learning experience, etc. The researcher

would develop the material based on the syllabus. The researcher used syllabus which had been already used by this school.

After knowing about the syllabus, researcher tried to find the student's need. According to the interview from the student, the problem was student still confused and had a difficulty in speaking English. Here, the researcher tried to make some variations that could be done in the classroom. The variation was one of the major factors in teaching learning process that could motivate and interest the students to learn English especially Speaking skill. The teacher usually taught by using coursebook. One of the variations was by using computer to motivate the students, because they had never learned with this kind of media. It would be new thing for them in learning English.

The researcher chose longtion autorun program as a media to teach English Speaking because it was interesting media and useful to design digital educational materials, especially presentation, exercises and task.

3.3 Design Instruction

According the problem above, the researcher knew what the learner need. The researcher designed the media based on framework Task Based Instruction, Task Based Instruction In autorun one of media to increase speaking skill in Junior High School, The researcher design were; the first phase is "pre task" and concerned the various activities that teacher and students could undertake before they started the task such as whether students were given time to plan the performance of the task. In Pre-Task Activities, the students would be introduced with four topics which divided into some different menu (greeting, parting,

thanking and apologizing expression). In first menu, students would look the comic and listen video based on the material. After understanding about video, teacher tried to explain about how to pronounce of expression in every material. Second menu there was comic based on the material with their expression.

The second phase, the 'during task' phase, centre on the task itself and afforded various instructional options, including whether students were required to operate under time-pressure or not. In Task Stage, the students were invited to try out their ability in pronounce that teacher said based on the materials. It was in the form of autorun media which was completed by picture in the form of words, pictures, and sounds. Teacher asked to the student to make a group and discuss about situation based on the material.

The final phase was 'post-task' and involved procedures for following-up on the task performance. Only the 'during task' phase was obligatory in task-based teaching. Thus, minimally, a task-based lesson consisted of the students just performing a task. In Post Task Activities, the teacher asked to the students read every word based on the material. Besides, teacher reviewed and clarified the students' s feedback by giving the missing word based on the picture to develop their speaking skill. Then, teacher asked to the student to make some dialogue based on the material and perform in front of class.

Options selected from the 'pre-task' or 'post-task' phases were nonobligatory but as we would see, could serve a crucial role in ensuring that the task performance was maximally effective for language development. In Ellis; *the Methodology of Task Based Teaching*

Phase	Example of option
A. Pre – task	<ul style="list-style-type: none"> • Framing the activity (e.g. establishing the out come of the task) • Planning time • Doing a similar task
B. During Task	Time pressure
C. Post – task	<ul style="list-style-type: none"> • Number of participants • Learner report • Consciousness – raising • Repeat task

A framework for designing task – based instruction

Task based instruction gave advantages for the teacher and learners.

Richard (1996) in Ellis stated how many experienced teachers adhere to a maxim of planning (plan your teaching and try to follow you plan) while Numrich (1996) in Ellis report on how notice teacher felt the need to be creative and varied in teaching. A framework was such as the one outline in figure. It provided a clear structure for lesson and it also allowed for creativity and variety in the choice of option in each phase

For creativity and variety, the researcher developed task based instruction in Autorun to make interested in teaching speaking skill. Here, researcher created steps for design instruction such as;

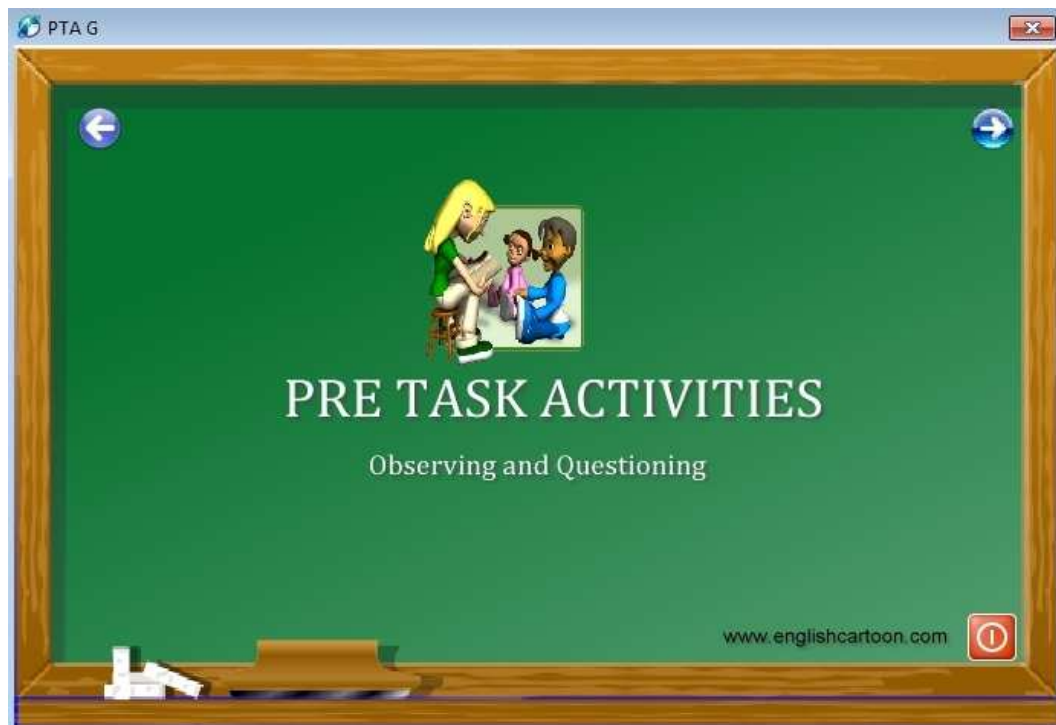


First, before entering the material into autorun, students would see a splash screen with interesting images and colorful animations. It could make students interested in learning. This would appear automatically when the researcher clicked longtong autorun application.



After the splash screen disappeared, students could see a main menu. On the main menu, there were several buttons and each button with a different

function. There were materials, video, exercise, play sound button, stop sound button, and exit button.



In Pre-Task Activities, the students would be introduced with four topics which divided into some different menu (greeting, parting, thanking and apologizing expression).



In Task Stage, the students were invited to try out their ability in pronounce that teacher said based on the materials.



The final phase was 'post-task' and involved procedures for following-up on the task performance.



The last, this was an exit menu. Researcher provided this menu to exit the application of autorun. If developers wanted to exit the application, there were two options buttons that would appear. There were yes and no button. If the

researcher clicked yes button, the application will stop, but if the researcher clicked no button, the screen would return to the main page.

3.3.1 Developmental Material

The researcher developed the material in a form of multimedia CD-ROM. This media consisted of several activities; in this part, students would see some interesting menu with animation and different topic. In first step, the students would be introduced with four topics which divided into some different menu (greeting, parting, thanking and apologizing expression). In first menu, students would look the comic and listen video based on the material. After understanding about video, teacher tried to explain about how to pronounce of expression in every material. Second menu there was comic based on the material with their expression.

Second part, students were invited to try out their ability in pronounce that teacher said based on the materials. It was in the form of autorun media which was completed by picture in the form of words, pictures, and sounds. Teacher asked to the student to make a group and discuss about situation based on the material. The students were invited to try out their ability in practicing to pronounce from each letter. It could be easy because every letter students could see picture and animation which were useful to students' understanding.

Third part was the last activity. It was such kind of task. In each task, students tried to read expression based on topic and how the expression that. This task was to make student more confidence in speaking English. The teacher asked to the students read every word based on the material. Besides, teacher reviewed

and clarified the students's feedback by giving the missing word based on the picture to develop their speaking skill. Then, teacher asked to the student to make some dialogue based on the material and perform in front of class.

3.3.2. Expert Validation

After the design finished, it should be validated to the expert. The expert would get a checklist of courseware. There were two experts validations; the English teacher of the school and the expert in University of Muhammadiyah Gresik. The expert would get a checklist of courseware so that the experts give score, comment, and also suggestion to the courseware it self. The checklist consisted of some components; attractiveness, requirement, mechanics, content, and originality. **See appendix 6**

This function of first expert validation (English teacher of the school) was checking material with curriculum and syllabus. The function of second expert validation (from University of Muhammadiyah Gresik) was checking the instruction of the material.

3.3.3. Development of Validation

When the expert validation had been finished, the researcher could would see the score and comment suggestion. The researcher could try to list the shortages and advantages of the media in autorun and tried to find which component should be revising or need development more.

3.3.4. Try out Material

After finishing revision or development, the researcher could try the courseware out to the students. This test was in the form of multimedia CD-ROM. It was to know and check the result of the media whether it could be used as

media of learning English for the seventh grade for Junior High School. The researcher took five students randomly and the teacher helped developer to do the try out. For try out material, the researcher would do try out in SMP Islamic Qon GKB – Gresik. The researcher showed the product for the student and asks to the student to do the task based on procedure Task based instruction in autorun. The researcher cooperation with the teacher, after try out the material, the researcher would check the result from the product, when the result was not good; the researcher should be revised the product.

3.3.5. Revision of Material

Revise of the material would be seen from the result of the experts suggestion and their comment after the researcher tried the material to the students. First the researcher saw the weaknesses from the material instruction and the exercise of the material after developing material. Second by saw lacking of developing material would be considered to make better. The last revision would be seen from the appropriateness topic with the learner need whether the topic was including three procedures in task based instruction.

3.3.6. Final Product

After the researcher did need analysis, design instruction, expert validation, development of validation, tryout of material and revision had done the final product would be conducted in a book form and also soft copy in a CD room. The material was divide three procedures in task based instruction; the first pre task. In pre task the teacher gave brainstorming idea, using picture mime or

personal experience based on topic, second was cycle task. In cycle task the teacher gave task for the students based on their mine, the teacher only as a monitor. The next step was post task or language focus, analysis the dialog form and tried to practice, the exercises based on curriculum and syllabus but more focus in speaking skill. In this part the researcher gave the picture, video, clue and conversation to make the learner be interested and understand. The exercises based on the topic. **See appendix 5**

