

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer would present about research design, instruments of data collection, and procedure of developing reading material using comic strip would explain about need analysis, design instruction, developing material, expert validation, try out of material, revision and final product. These all would be explained as follows:

3.1 Research Design

In this study, the writer used research and development (R & D) as a research design. Research and development chosen by the writer to develop reading material that appropriate for the first grade students of Senior High School Students SEMEN Gresik. According to Sugiyono (2011) stated that research design and development is a research method that used to create certain product and try out the effectiveness of the product.

In this study, the writer chooses ADDIE model because has clear and sequence procedure, those are: analyze, design, develop, implement and evaluate. The writer tries to find other modified of ADDIE development model in order to make more appropriate for this study, this modified of ADDIE model more sequence and clear because there are some added those are expert validation, revision, limited try out, feedback from students, and final product. That is Asmara (2012) modified ADDIE model.

This is the modified of the ADDIE model.

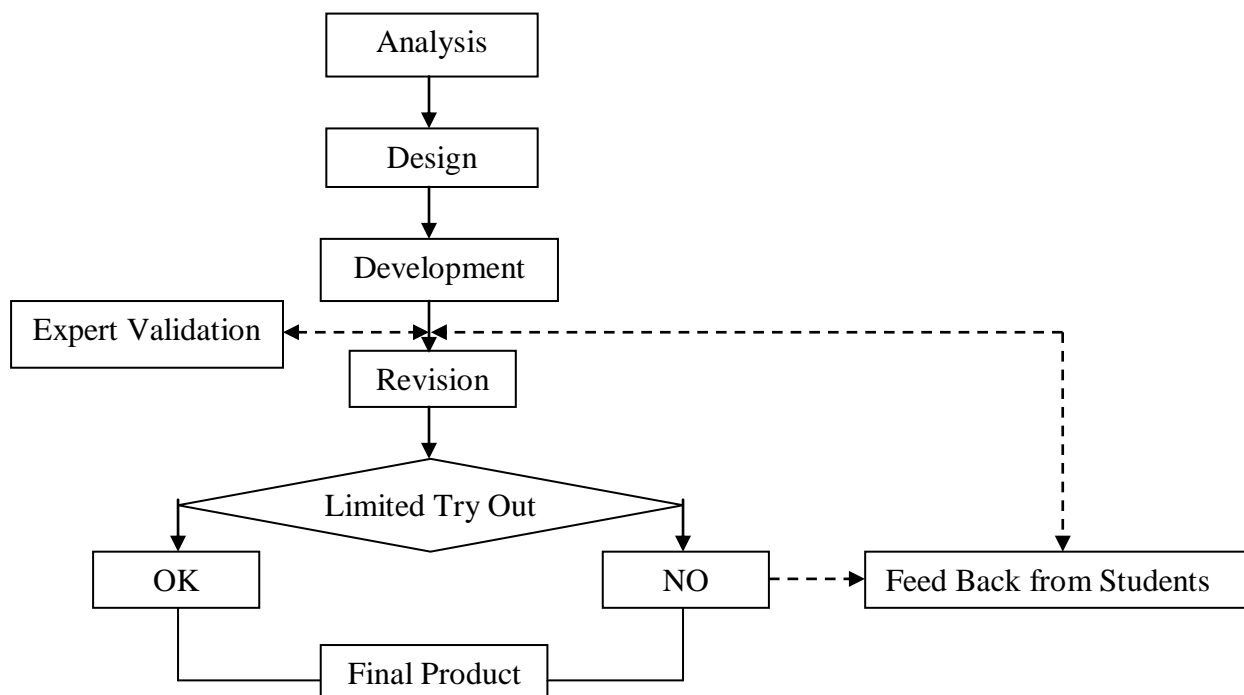


Figure 3.1.2 Candra Hadi Asmaras' ADDIE Model

3.2 Instruments of the Study

In this study, the writer used several instruments to collect the data. Those are the instruments:

1. Interview

The writer would conduct an interview the English teacher of Senior High School SEMEN Gresik. The aim of this interview is to know the general information of students in learning English. What the method, strategy or media that have been used in teaching English, what their lack in the process of learning.

2. Questionnaire (before conducting try out)

Afterwards, the writer would give questionnaire for 110 students at the first grade of Senior High School SEMEN Gresik. The aim is to get more information about students' target needs and learning needs in learning English, such as; what kind of media that they like, what the strategy that they need in learning English especially when they learn about story in the form of narrative text. So, from the result of this questionnaire, the writer can design the course book that appropriate with students' expectation.

3. Questionnaire (after conducting try out)

After conducting try out, the writer would give questionnaire for 110 students at the first grade of Senior High School SEMEN Gresik. The aim is to know the students' comment or critic about comic strip and are they interest or not with the material, such as the topic of the story, the game and the activity in this comic.

3.3 Procedure of Developing Reading Material of Narrative Using Comic Strip at the First Grade Students of SEMEN Gresik

In this study, the writer used procedures of developing reading material of narrative using comic strip, those are the procedures; need analysis include of (interview of the teacher, questionnaire for the students and interview to the experts), design instruction, developing material, expert validation, try out of material, revision, and the last final project.

3.3.1 Need Analysis

Need analysis done as the first step in instructional design model. Before starting to develop reading material of narrative, the writer would interview to the teacher, give questionnaire for students, and interview to the experts in order to know the target need and learning need.

1. Questionnaire for the Students

Next, the writer gives two questionnaires for students those are questionnaire before conducting try out and after conducting try out. For the first time, in order to know about the students' need, the writer gives questionnaire for 110 students at the first grade of Senior High School SEMEN Gresik. It is done to know the target need in learning English especially in narrative text. The questionnaire that asked consists of 10 questions include of target need and learning need. The fifth until tenth questions are asking about target need include of students' necessities, students' lack and students' want. In this questionnaire what the students' necessities is asked in number 7. The question is about the book that they want to use for study. Whereas, in the questionnaire what the students' want asked in number 5,6,8, 9 and 10. Question number 5 is about model of story that they like, number 6 is about kind of story that they like, question number 8 is about their opinion about comic strip as media, and questions number 9 and 10 are about type of implicit answer of exercise. Furthermore, in the questionnaire what the students' lack asked in number 2 and 3. The questions are about how the material that they found is and how are their difficulties. The last question are number 1 and 4 are about learning need. The questions

asked about students' activity in the process of learning. All of these questions can be seen in the **appendix 2**.

2. Interview to the Teacher

The writer conducts an interview to the English teacher of Senior High School SEMEN Gresik. In this school, there are two English teachers for the first grade. In this study, the writer conducts an interview only one teacher because the teacher that interviewed by the writer is seniors' teacher so, the writer thinks that he knows more about the students. The writer conducts an interview are about what is the curriculum that used in this school, what usually media that used to teach, what is the appropriate media that used to teach, how is the students' response in learning English, what is the students' difficulties, what is the factors caused students' difficulties, and what is the students response. All of the interview sheet can be seen in the **appendix 1**.

3.3.2 Interview to the Experts

The writer conducts interview to the two experts. The aim is to get scores, comment and suggestion about the product or comic strip. There are two experts in this study, first expert is called expert of material who would check about grammar, vocabulary, and content of the stories. So, the writer knows the material appropriate or not for students at the first grade of Senior High School SEMEN Gresik. Second expert is expert of comic who would check about moment, frame, imagery, word, and plot.

The writer chooses Budi Setiawan, S.Pd, he is the English teacher of Senior High School SEMEN Gresik. The writer chooses him because he is

English teacher of the first grade students. The writer thinks that the teacher knows more about which one the material that appropriate or not for his students because he has many experiences in teaching, he has been teaching about 21 years. The writer discusses about the topic of the story, activity and exercise that appropriate for the first grade students of Senior High School SEMEN Gresik. In the second expert is called by expert of comic.

The writer chooses Zaky Abdul Wahid, S.T. He is teacher of SD Muhammadiyah Manyar. He taught in SDMM about 10 years. The writer chooses him because the writer think that he understand well about drawing technique, he also like comic such as Manga comic. He also has some experiences such as Book Writer of 8 keys of 3D Blender modeling, One of the member of 3D Blender Surabaya Community, Freelancer Graphic Designer, Employee of Kesuma Advertising Surabaya “one of the best Advertising agency in Surabaya (2001-2005)”, Computer teacher at SD Muhammadiyah Manyar start from 2006 until now, The second winner of Olyoon UMM Malay 2009 creative teacher with research Flash Animation Influence for Science Studies at SD Muhammadiyah Manyar. The writer discusses about how to make a comic, how the appropriate picture is for senior high school students, how the emotion is each character.

3.3.3 Design Instruction

After the writer identified students learning need and target need about reading material of narrative, the writer begin to do the design instruction in order to prepare the comic strip’s design. The comic strip consists of four units consist of three topics. Each unit consists of two stories with the different title. The story

would be covered by sequence of pictures and word balloons. Moreover, there would be some key vocabularies related to the stories.

Besides that, there would be some activities such as discussion related to the stories and fun game in each story. There are ten essay questions in each story. In the next part there would be answer key for all exercises and references.

3.3.4 Developing Material

After the writer designed the instruction, the writer begins to build up the comic strip like the design that made. For the first, the writer makes syllabus consists of standard competences, basic competences and the indicators of comic strip, the purpose of learning, the activity of learning, and the detail syllabus can be seen in the **appendix 3**.

Then, the writer tries to create comic strip by the guidelines from standard competences, basic competences and indicators of comic strip, the purpose of learning, the activity of learning that designed previously. In the first page of comic strip there is a cover, second page is preface, third page is table of content and the next is the opening of lesson or the definition of narrative text. The writer created stories of Gresiks' legend by herself also lines or form of the pictures before drawing the characters. Then, she asks Tommy to help her drawing the characters of the stories. Whereas, the writer drawing scenery or situation of the stories and coloring the pictures. For Fables' stories, the writer retrieved these stories from the storybook, she draws the pictures, scenery, lines, and coloring by herself. Also Love stories, the writer retrieved from internet the pictures drawing by her. All of the exercise related to the stories in this comic created by the writer.

In unit 1, the theme is “Travelling around Gresik 1”. In the first stage, there is learning objective. The next page is the activity 1 and there are some questions that are used to activate students’ background knowledge. In reading activity stage, there is story with sequences of pictures. The title is “Kebomas”. In the activity 2 find the meaning of word, in the activity 3 ten essay questions related to the story, the activity 4 there is a game that is True or False game. For the second story is “Kramat Inggil”, the writer provided the same game and activity with the first story.

In unit 2, the theme is “Love, Leave, Life”. In the first stage, there is learning objective. The next page is the activity 1 and there are some questions that are used to activate students’ background knowledge. In reading activity stage, there is story with sequences of pictures. The title is “Arabian Princess with Three Sheiks”. In the activity 2 find the meaning of word, in the activity 3 ten essay questions related to the story, the activity 4 there is a game that is True or False game. For the second story is “Let Me Love You”, the writer provided the same game and activity with the first story.

In unit 3, the theme is “Traveling around Gresik 2”. In the first stage, there is learning objective. The next page is the activity 1 and there are some questions that are used to activate students’ background knowledge. In reading activity stage, there is story with sequences of pictures. The title is “Tlogopatut”. In the activity 2 find the meaning of word, in the activity 3 ten essay questions related to the story, the activity 4 there is a game that is True or False game. For the second story is “Balongpanggang”, the writer provided the same game and activity with the first story.

In unit 4, the theme is “Traveling in the Sea”. In the first stage, there is learning objective. The next page is the activity 1 and there are some questions that are used to activate students’ background knowledge. In reading activity stage, there is story with sequences of pictures. The title is “The Song of Blue Whale”. In activity 2 find the meaning of word, in the activity 3 ten essay questions related to the story, the activity 4 there is a game that is True or False game. For the second story is “Porcupine Balloon Fish”, the writer provided the same game and activity with the first story.

3.3.5 Expert Validation

After the writer finished develop comic strip, the writer would give it to the expert validation in order to give comment and suggestion. The first expert is expert of material who would check about grammar, vocabulary, and content of the stories that can be seen in the **appendix 5**. This is appropriate or not for students at the first grade of Senior High School SEMEN Gresik. Second expert is expert of comic who would check about moment, content, imagery, word, and plot. It can be seen in **appendix 6**. The purpose of this stage is to get comments, suggestions by the experts and the writer would conduct revision if needed. It is for improvement of the comic strip.

3.3.6 The Process of Implementation Product

In this study, the writer would like to conduct limited try out to the students at the first grade of Senior High School SEMEN Gresik and give questionnaire as the result of try out in order to get feedback about this comic strip. This phase consists of tryout of material.

3.3.6.1 Try Out of Material

After the comic strip checked by two experts for validity and revised, the writer would conduct a limited try out only for 21 students at the first grade of Senior High School SEMEN Gresik. The writer only take 21 students from different class, she takes students who have low, middle, and high ability to cover 110 students. The writer would conduct try out for 2 meeting that would be done by semi CAR. So, the writer can compare the result of try out reading narrative text using comic and not using comic before. After conduct try out, the writer would give questionnaire to students in order to know their comment and suggestion about the comic strip. The writer would conduct revision if needed. It is also for improvement of the comic strip.

3.3.7 The Process of Evaluation

In this study, the writer would explain about what are comment and suggestion from the students in order she can revise her product to be better. It is divided into evaluation row and evaluation final product.

3.3.7.1 Evaluation of Row

After the writer conducted try out, the writer would revise all of the parts that need a revision. The revisions considered the comment and suggestion from the experts about grammar, vocabulary, and content of the stories in the comic strip. This is appropriate or not for students and about moment, content, imagery, word, and plot of comic strip.

3.3.7.2 Evaluation of Final

The final product of this study is the result of revision about suggestion and comment from experts' validation and students about comic strip in the form of written book for students at the first grade of Senior High School SEMEN Gresik. In the first page of comic strip there is a cover, second page is preface, third page is table of content and the next is the opening of lesson or the definition of narrative text.

Moreover, there are interesting of sequences pictures related to the story and fun game, there are stories created by the writer. There are eight stories that divided into four units. In each unit there are two stories. In each stories there is an instruction and activity. Furthermore, there is vocabularies key and essay questions in the end of each story consist of ten questions related to the text. Then, in the last of this comic strip there would be answer key for all the exercises in each unit and there are references.