

CHAPTER III

RESEARCH METHOD

This chapter discuss about the methodological steps such as research design, research subject and setting, research instrument, data collection techniques, data analysis techniques and research procedure.

3.1 Research Design

The design of this study is research and development (R&D). It uses R&D because the researcher develops the materials by choosing the target to analyse and develop it become new product of English Academic Purposes by using CBI approach for Elementary School Teacher Education Department (PGSD) at University of Muhammadiyah Gresik.

3.2 Research Setting

This research is conducted in University of Muhammadiyah Gresik (UMG). This study focuses on developing content based of listening and speaking skill in EAP for PGSD at University of Muhammadiyah Gresik.

3.3 Research Subject

The data source in this study involves two English lecturers from Language Centre (LC) they are Mrs.Disty and Mrs.Iis , head of PGSD whose named Mrs. Mala and twenty-eight students of PGSD at University of Muhammadiyah Gresik.

3.4 Research Instruments

The researcher uses two instruments to collect the data, those are interview and questionnaire sheet. The researcher conducts an interview with the English lectures. The researcher conducts an interview are about what is the curriculum that used in this university, what are the appropriate activities to apply in learning

process, what is the suitable material in English that more important to students needed, what is the suitable strategy in Content Based Instruction, how to make an effective learning in the class, and what is the students difficulties. The questionnaire will be distributed to all of the students of first grade of PGSD. The researcher use questionnaire for getting the data about learning needs and target needs of students. It uses the questionnaire as an instrument for the students because want to get information about target and learning need on their own.

3.5 Data Collection

The data in this research are collected through interview, questionnaire and expert judgment. The researcher does interview to support the questionnaire data. Questionnaire sheet will give to the students to answer the questions related to the target needs and learning needs.

3.6 Procedure for Developing Materials

The researcher develops the materials uses some steps as a process of developing based on ADDIE model. The ADDIE model that used by researcher is from ADDIE model modified by Candra Hadi Asmara (2012). The researcher describes the procedural of ADDIE modified model by Candra Hadi Asmara (2012) in term of analyse, design, develop, revise, material try out, students' feedback and final product, as follows:

3.6.1 Need Analysis

The analysis is an important thing that should be done in a language course, as it will give ideas on how to design the language teaching and learning. Based on Hutchinson and Waters (1987), the need analysis divided into two parts, they are target need and learning need. Need analysis was the process to discover the needs of particular group of people.

3.6.1.1 Target Needs

The researcher interviews and gives questionnaire towards the learners and lecturer as the representation of Elementary School

Teacher Education Department. According with Noessel (2003) the needs of learners are represent the gap of what they need and what they want to get out of learning and also what they current state of knowledge, skill, and enthusiasm.

Here the researcher wants to interview Head of PGSD and also English lecturers from LC to get the authentic information on investigating the students need in EAP context. In this section the researcher conduct an observation to know the problem that it faced by the students. The interview is about to find the general performance of PGSD. The goal of target analysis is to know the learners need of PGSD students in EAP context.

3.6.1.2 Learning Needs

In this step the researcher will give questioner for all PGSD students of University Muhammadiyah Gresik. The purpose of giving the questionnaire is to know target needs and learning needs. The students are asked to answer several questions provided.

The researcher conducts an interview about what are the suitable materials between listening and speaking skill. The question will be related with difficulty of students, students needs, and the response of students during the lesson process.

3.6.2 Design Instruction

The researcher accumulates the subject matter to determine the course in the context of Content Based Instruction Approach. The researcher develops it from the result of need analysis. The syllabus that used also based on the basic competence of English syllabus. The course will consist of topics, input text, language focus, and it is covered by grammar, vocabulary building, and learning activities.

3.6.3 Developing materials

The researcher develops the materials based on the course grid on the design phase and the researcher does adaption, modification and development from the other sources. There are six chapters, each chapter consist of 4 skills, such as listening, speaking, reading, and writing. This research the researcher only develops 2 skills (listening and speaking) each skill divided into some tasks; there are warming up, language focus, vocabulary building, transfer and reinforcement.

3.6.4 Revision

Revision is done when the expert judgment had already finished checking the validity of the materials. After the expert gives comment or score of materials development that made by the researcher, the researcher will try to revise the component that should be developed more.

3.6.5 Try Out

Try out is important step before decide which content of the materials that will be applied in the real learning. It has the purpose to check the product, whether it is appropriate or not to be applied, whether the product needs to add or delete on the part of materials and whether the product needs to give more development or not.

3.6.6 Feedback from Students

The role of feedback from students is to determine the content of the materials that it needs to revise or not. The feedback is obtained after trying out of the material, students give checklist to know their comment about the materials. The researcher will revise to complete the materials that should be fixed based on the suggestions from the expert.

3.6.7 Final Product

When the whole of the evaluation process from analyzing, designing, developing, expert validating, revision, trying out of materials until feedback from students are finished, the researcher revises the English materials which is ineffective in trying out based on the result of checklist that given to the students. After revision, the final product will be corrected and will be applied based on the expert's opinion and suggestion.

