

## CHAPTER III

### METHODOLOGY

#### 3.1 Research Design

The design of this research is Research and Development, the researcher would like to develop the appropriate material which is used for Office Administration students at second grade in SMK Taruna Jaya Gresik. Borg,2003 stated that the poupose in finishing product that can be used appropriately in an educational program to clasify as Research and Development.

In developing products or materials, the researcher must exceed some steps or process to make a good result. The researcher attempted to use ADDIE which is adapted from Steven J McGriff (2000). ADDIE model is an instructional design which is the result of formative evaluation of every phase can be the first instructional designer back to the phase before (Steven J McGriff).

In ADDIE model, there are several steps to develop material such as analysis, design, development, implementation, and evaluation.

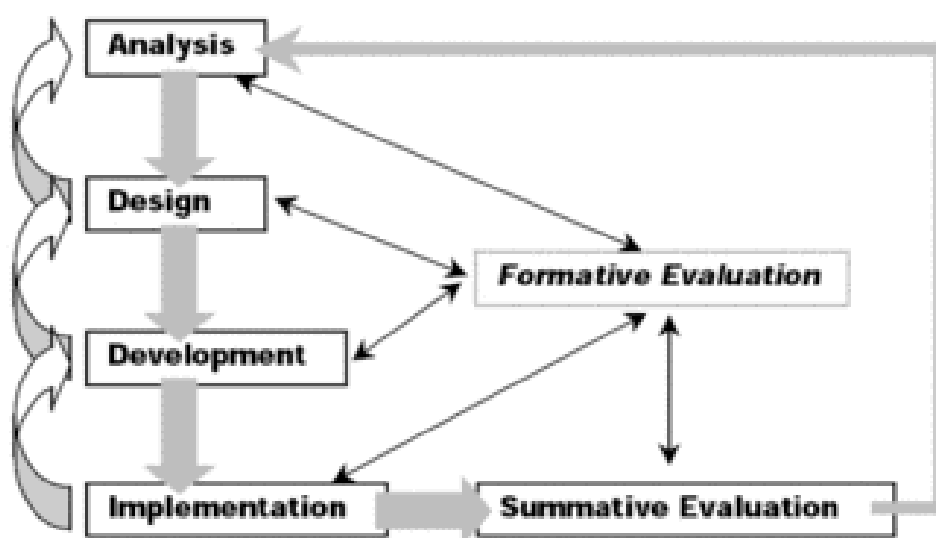
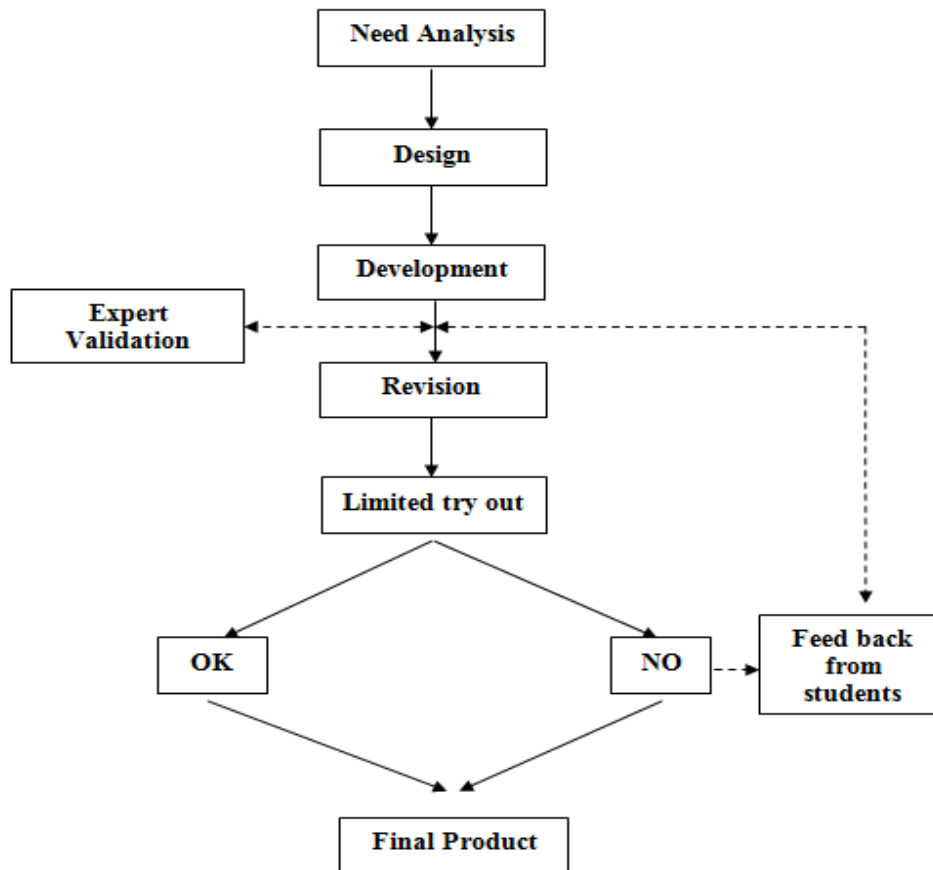


Figure 1. Steven J.McGriff's ADDIE Model



In this study, the researcher 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 tryout, feedback from students, and final product. The model above is Asmara (2012) modified ADDIE model. This model of research will be used in this development study. It will be explained in the procedure of developing English material for students in second grade at SMK Taruna Jaya Gresik

### 3.2 Source of Data

The setting of this study is in SMK Taruna Jaya Gresik. Then, the subjects of this study are female English teacher and the students of second grade on Office Administration class in SMK Taruna Jaya Gresik. The researcher chooses the students of second grade on office administration class which consists of 18 students because the researcher wants to know what are their needs in learning English related to the English material that is given by the English teacher in English for specific purpose field. And for being the expert validation the requirement is having an experience in teaching learning.

### **3.3 The Instruments of the Study**

The researcher uses some instrument in collecting the data. There are some instruments which are used to develop English material module which explained below:

#### **3.3.1 Questionnaire**

The researcher gives the questionnaire to the students of the Office Administration class in SMK Taruna Jaya Gresik. The questionnaire will give to the students before and after they get the material. From questionnaire before conducting try out, the researcher can design the course book that appropriates with the students' expectation. Then, from the questionnaire after conducting try out, the researcher can know that the feedback about Office Administration English module. The questionnaire result can be helpful knowing whether the module is satisfying or not.

#### **3.3.2 Interview**

The researcher would conduct an interview with the teacher which involves in English subject in Office Administration at SMK Taruna Jaya Gresik to get deeper information regarding what their target need, learning need, and other elements which are related to the program.

### **3.3.3 Checklist Validity**

The checklist validity is used to check the validity of this study. The checklist validity is given to the experts and they are asked to give comment and scores toward the module that they have been checked.

## **3.4 The Process of Developing English Material for Office Administration at SMK Taruna Jaya Gresik.**

In this part, the researcher explains about the procedure of developing English material for Office Administration that which is consist of analysis include (interview of the teacher, questionnaire for the students and interview to the experts), design, development, expert validation, try out of the material, revision, and final project.

### **3.4.1 Need Analysis**

The analysis is really important to make a good material for the student. It is happening before developing English material. In this stage, the researcher should do some identification and evaluations to know the needs or the problem of students in a case. From need analysis researcher will get some information and ideas for developing material. In need analysis, the researcher conducts an observation to figure the problem that is faced by the student. The observation will be done by interviewing the teacher. The interview sheet content is about finding the general performance of the second-grade students in SMK Taruna Jaya Gresik, material that is used, the problems of the teacher, and the teacher ways to improve their students' English mastery.

According to Brindley (1989) and Berwijk (1989) state that needs analysis contains various problems and limitation in making a concept also contains ways which are useful to comprehend what it wants. The need analysis divided into two parts, they are target need and

learning need (Hutchinson and Waters (1987). Before starting to develop English material for Office Administration, 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

In this study, the researcher 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 18 students at the second grade of SMK Taruna Jaya Gresik.

The questionnaire is consist of 26 questions that related to the target and learning need. From questionnaire before conducting the try out , the researcher can design the course book that appropriate with the student's expectation. The question about target need is consist of 9 questions and the question about learning need is consist of 17 questions.

**Table 3.1 The Organization Questionnaire of Target Need and Learning Need**

<b>Need Analysis</b>	<b>Criteria</b>	<b>Numner of Questinnaire</b>
Target Need	Goal	1,2
	Necessity	3,9
	Lacks	5,6,10
	Want	4,7
Learning Need	Input	8,11,12,13,14,15,16,17,18,19,20,21,22,23

	Setting	24
	Teacher's role	25
	Learner's role	26

The target need in table 3.1 above shows that there are 4 criteria, the first is “goal” that has 2 in number 1 and 2 of questionnaire sheet. The second is “necessities” in number 3 and 9. The third is lack in number 5, 6, and 10. The fourth is “want” in number 4 and 7. The next is about the learning need is in number 8, 11,12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23 and 24.

The next instruments are the two form of checklist sheets that will be given after try out, those are the expert judgment sheet and the checklist sheet for students. The expert judgment sheet is in the form of checklist that will be given to the experts to measure the appropriateness of materials and to get the suggestion about it. Then the other checklist will be given to the students to get their feedback after try out. The organization checklist of the students such below:

**Table 3.2 The Organization Checklist for Students**

Criteria	Indicator
Students' Response	Content of Materials
	Language
	Lay-out
	Presentation Strategy

The table 3.2 above shows that the organization of checklist sheet for students consist 4 indicators such as the content of materials, the language, the lay-out, and the presentation strategy.

## **2. Interview with the Teacher**

The researcher conducts the interview with the two experts . The first conducts an interview with the English teacher of SMK Taruna Jaya Gresik and the second conducts an interview with the Office Administration teacher. For the first an interview conducted with English teacher. The question 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.

The second interview with the Office Administration teacher. The researcher conducts an interview are about what is the suitable material by integrating four skill ( Speaking, Listening, reading and Writing ). In English that more important to students needed.

After the researcher conducts the interview with the two experts. The aim is to get scores, comments, and suggestion about the product or English module. The first experts are English teacher that would check about grammar, vocabulary, and content of the English material. In other, the researcher found that the students need guideline that consist of information or material about Office Administration in English that can support their major in their job future. So, the writer knows the material appropriate or not for students at the second grade of SMK Taruna Jaya Gresik.

### **3.4.2 Design Instruction**

The first thing that researcher do in designing the English module is made syllabus based on need analysis which is done before. As stated by Steven J McGriff (2000) in the design phase, the result of need analysis is used to plan the strategy for developing instruction. Then, the researcher goes on making the draft of a module which is going to be

created. In this English module, there are some materials which they need such as introduction, user guidelines, content, and exercise. To attract the students' interest, the content of the module will be designed using many pictures, colorful and so on. The researcher will focus on helping the second grade of vocational high school in learning English.

The writer tries to make the planning of the material according to the syllabus, and the syllabus already used from the school. Then, the writer tries to consult with the experts about the syllabus design.

### 3.4.3 Expert Validation

The product of developing English material should be evaluated and validated by the experts. The experts would give the scores by giving the checklist to the courseware, comment, and also suggestions. There are two experts' validations they are the English teacher and the teacher major of Office Administration in the SMK Taruna Jaya Gresik. Both of them have experience as long as they teach. In this study, the English teacher as to be checking the content of English language it is appropriate or not for students. Then the English major of Office Administration as to be checking the content of APK material it is suitable for students or not.

**Table 3.3 The Organization Checklist for Expert Judgment**

Criteria	Indicator
Content	<ul style="list-style-type: none"> <li>· Completeness of materials (Contained in the standards competence)</li> <li>· The expand of materials</li> <li>· The depth of materials</li> <li>· The accuracy of pictures and illustrations</li> <li>· Examples and case</li> <li>· Encourage curiosity</li> </ul>
Language	<ul style="list-style-type: none"> <li>· Suitability of sentence structure</li> <li>· The effectiveness of sentence</li> <li>· Ability to motivate learners</li> <li>· Consistent use of icons</li> </ul>



	<ul style="list-style-type: none"> <li>· Conformity the development intellectual learners</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>· The coherence concept</li> <li>· Examples of exercises</li> <li>· The wholeness meaning in activities</li> </ul>
Graphic	<ul style="list-style-type: none"> <li>· Colour layout elements</li> <li>· The accurateness and proportionate shape are accordance in reality</li> <li>· The space between lines</li> </ul>

The table 3.3 above shows that there are 4 criteria for the materials assessment that adapted from *BNSP*. Those criteria are about the content, the language, the presentation, and the graphic. The result of the questionnaire data will be calculated by the following formula below:

$$P (\%) = f / N (100)$$

N : total of respondents

f : frequency

P : percentage

The expert judgment sheet will be given to the experts after implementation to get the suggestion of the appropriateness of materials.

### 3.4.4 Development

After the writer designed the instruction, the writer begins to build up the English module. For the first, the writer makes syllabus consists of standard competence, basic competence and the indicators of English material, the purpose of learning, the activity of learning. In designing the module, the researcher uses the approach of content-based instruction as the approach and the strategy of more exercise better practice. The approach and strategy mean that the module will have more portions on exercise rather than explanation. Because it is in the line with the need of students which want to improve their skill in speaking. That is why this module will emphasize more on exercise to get a better practice. In this approach there are four aspects, they are theme, topic, exercise, and theory. Then, the writer tries to create English module by the guidelines from standard competences,

basic competences and indicators of English module, the purpose of learning, the activity of learning that designed previously. In the first page of English module, there is a cover, the second page is a preface, the third page is a table of content and the next is the opening of the lesson. Then, every chapter the researcher makes a consultation with the expert to show the content every chapter and ask the experts to make a correction. The steps in every chapter are :

### **1) Chapter 1**

In the chapter 1 the title is “What I can do for you Sir?”, the theme in this chapter about the expression of guest handling and dealing the telephone. It starting by giving an example of guest handling and dealing telephone dialogue as pre-activity. It has function to create the basic knowledge of students based on their major. For whilst activity, the exercise is observe the picture and for the post activity the exercise is create the dialogue based on the topic.

### **2) Chapter 2**

In this chapter the title is “How to use it guys?”, the theme in this chapter about the expression of asking and giving instruction. It starting by giving an example of asking and giving instruction dialogue as pre-activity. It has function to create the basic knowledge of students based on their major. For whilst activity, the exercise is observe the picture and for the post activity the exercise is create the dialogue based on the topic.

### **3) Chapter 3**

In this chapter the title is “Could you tell me about your duties?”, the theme in this chapter about description of job. It starting by giving an example of a job interview dialogue. It has function to create the basic knowledge of students based on their major. For whilst

activity, the exercise is observe the picture and for the post activity the exercise is create the dialogue based on the topic.

### **3.4.5 The Process of Implementation Product**

In this study, the researcher would like to conduct limited try out to the students at the second grade of SMK Taruna Jaya Gresik and give questionnaire as the result of try out in order to get feedback about this English module. In this phase consists of try out of material.

#### **3.4.5.1 Try Out of Material**

After the English module checked by two experts for validity and revised, the researcher would conduct a limited try out for 18 students at the second grade of SMK Taruna Jaya Gresik. After conduct try out, the writer would give the questionnaire to students in order to know their comment and suggestion about the English module. The researcher would conduct revision if needed.

### **3.4.6 The Process of Evaluation**

In this study, the researcher 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. After the researcher conducted try out, the researcher would revise all of the parts that need a revision. The revisions considered the comment and suggestion from the expert about grammar, vocabulary, and content of the English module. This is appropriate or not for students.

### **3.4.7 Final Product**

The last step is final product. After being revised twice, the materials are considered as appropriate English learning materials for first grade students of Office Administration programme at SMK Taruna Jaya Gresik.

