

CHAPTER III

METHODOLOGY

In this chapter, the researcher discuss about the aspect dealing with the methodology of the study, which is used to analysis. The aspects consist of design of the study and the procedure of developing English module for Tenth Grade of Accounting Study Program.

3.1 Design of The Study

This research belongs to Research and Development in which the materials are developed based on the needs analysis of learning English of the students. Borg (2003) said that Research and Development has main objectives, those are: to develop products, and testing-out the effectiveness of products in reaching the objectives of the research. The developed products can be textbooks or learning media. This research aims at developing materials in the form of a textbook/module which is appropriate for students Tenth Grade of Accounting Study Program in SMK Muhammadiyah 1 Gresik.

3.2 Research Procedure

3.2.1 Need Analysis

The first stage in developing the materials was conducting the needs analysis. Need analysis is the way to get the information about what the need of Accounting Study Program. The researcher analyzes the need and target of the participants to get the information by giving questionnaire to the students. The researcher wants to know and get information about the need, target need, and learning needs of Accounting Study Program.

The researcher does interview to know the media of learning, the syllabus, materials used, sources of learning, learning strategy, times of teaching and the problem which is faced by the students. The researcher uses questionnaire for getting the data about learning needs and target needs of students. It uses questionnaire as an instrument for the students of 10th grade of Accounting Study Program. The classification of target and learning need are in table below:

Table 3.1 The Organization Questionnaire of Target Need and Learning Need

Need Analysis	Criteria	Number of Questionnaire
Target Need	Goal	1 and 2
	Necessities	3 and 10
	Lacks	5, 6, 9, and 11
	Want	4 and 7
Learning Need	Input	8,12,13,14,15,16,17,18,19,20,21,22, 23, and 24

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 10. The third is lack in number 5, 6, 9, and 11. The fourth is “want” in number 4 and 7. The next is about the learning need is in number 8, 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.

3.2.1.1 Target Needs

Target need is one of analysis should be investigated to understand what the learners need in target situation. The analysis of target need involves identifying of target situation included necessities, lack, and wants.

The researcher gives questionnaire to the students to know the target needs in English material. The researcher hopes by developing English material can make students become more interesting and easy memorizing also enjoy learning English material about Accounting Study Program.

3.2.1.2 Learning Needs

Learning needs explain how students will be able to move from the starting points (lacks) to the necessities. The learning needs is concerned on things such as how learners learn the language, why they learn it and what resources are available to help them learn.

The researcher will develop the material based on the syllabus. The researcher develops the syllabus based on the need analysis and tries to analyze the needs of students to know their needs on learning about Accounting Study

Program. The researcher gives the close and open ended questionnaire to know what the students learning needs.

3.3 Design

After getting done with analyzing the need of the students, the researcher makes the syllabus based on the finding in the need analysis step. After making a syllabus the researcher continues the step by making the design of the material in the form of draft. The material consists of materials all about Accounting Study Program. There are also examples of the material, instruction and references in the last part of the book. Exercises are provided in every chapter with the purpose to check the understanding of the students.

The researcher accumulates the subject matter to determine the course grid in the context of CBI approach. Within the subject matter, the researcher develops it from the result of need analysis, the syllabus of Accounting and English subject and also from the courses book that used by the students, includes English book and Accounting book.

3.4 Development

After making a draft module design, the next step is developing English material by the guidelines from the draft.

The English material will help students in understanding in teaching and learning process. The content of book is enjoyable, fun, and simple so that the development of English will support students in learning process. They are many activities and examples in the book to help students comprehend and check the understanding of the students.

3.5 Expert Validation

The researcher needs to check the validity of the material use the validation checklist by asking the expert or English teacher has been fulfilled the requirements of a good material.

There are two qualified experts validation: English teacher and major teacher. The first expert is an English teacher at SMK Muhammadiyah 1 Gresik who will validate the content of English material

The second expert is major teacher in Accounting Study Program. The second expert is to check the content whether it is needed by the students or not. The researcher tries to evaluate which part is according to the expert need to be revised and which part need more improvement. The way to measure the appropriateness of the materials, the researcher adapted the component aspects from *Badan Standar Nasional Pendidikan (BSNP)*. Below is the organization checklist for expert judgment.

Criteria	Indicator
Content	<ul style="list-style-type: none">· Completeness of materials (Contained in the standards competence)· The expand of materials· The depth of materials· The accuracy of pictures and illustrations· Examples and case· Encourage curiosity
Language	<ul style="list-style-type: none">· Suitability of sentence structure· The effectiveness of sentence· Ability to motivate learners· Consistent use of icons· Conformity the development intellectual learners
Presentation	<ul style="list-style-type: none">· The coherence concept· Examples of exercises· The wholeness meaning in activities
Graphic	<ul style="list-style-type: none">· Colour layout elements· The accurateness and proportionate shape are accordance in reality· The space between lines

Table 3.3 Organization Checklist for Expert Judgment

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.

3.6 Implementation (Try Out)

After the materials has been checked its validity by the experts, then the researcher does some revision, the next step is doing a try out the materials to the participants. The mechanism of doing the try out is first the participants read the selected chapter; the second mechanism is participants are asked to do the exercise in the materials to check their understanding and the last mechanism is answering the exercise together.

In the end of try out, the researcher also gives the questionnaire for the participants to know what the missing part of the material is. The important purpose of giving the questionnaire is to get the feedback from the participants toward the module and for the better improvement.

3.7 Evaluation

There are any possibilities of doing the revision. The revision might happen because the materials may not fulfill the need of students, the materials may not cover all the wants of students, and any other reason of why the materials

need to be revised. If there is no part that should be revised, the researcher will go to the next step that is final product.

3.8 Final Product

After the evaluation is done, the last step of developing English material is final product. The English material contains some materials all about Accounting Study Program. The final product is book which implemented at SMK Muhammadiyah 1 Gresik.