CHAPTER III

RESEARCH METHOD

3.1 Development Model

The design of this study is development study. It is because the study is designed to develop the English material which can be applied in real education. According to Nana (2007: 164), research and development or R&D is a process or steps to develop a new product or improve an existing product, which can be justified. In the end of the study, the product of this research will be in the form of E-Book (Electronic Book) which is used as the media to improve the student's speaking ability and it also will be implemented at SD Muhammadiyah 2 Gresik. The material is developed for the third grade of Elementary School in Gresik (SD Muhammadiyah 2 Gresik).

In developing material, the researcher must pass some steps. There are lots of instructional development models of them is using ADDIE Model which stands for Analysis, Design, Development, Implementation, and Evaluation.
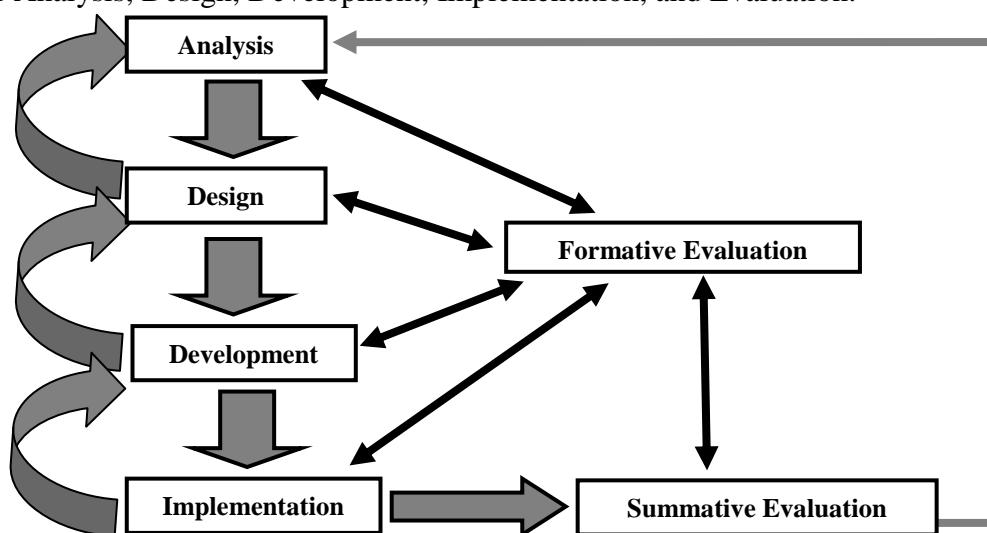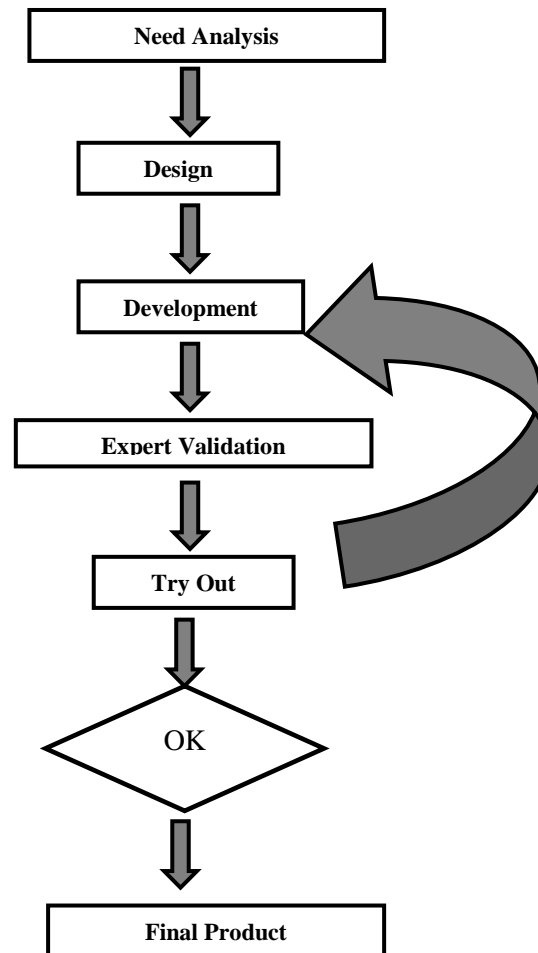

Figure 3.1 Steven J. McGriff's ADDIE Model

Then the researcher tried to model of Steven J. McGriff's ADDIE Model. And she found the appropriate one. That's modified model by Dian Arimurti (2007) in Dian Kurnia Oktaviani's Thesis (2008). This is modified ADDIE Model

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     │  Design  │
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3.2 Problem Identifications

In this step, the researcher interviewed to one of the English teachers in SD Muhammadiyah 2 Gresik. There were fifteen questions asked to the teacher to find out the problem that she faced, they were the question number 1, 2, 3, 4, 5, until 15 in the interview guideline **see appendix 2**.

The question number 1 and 2 was used to find out how does teacher during teaching and learning process, include kinds of media that used to teach in classroom, technique and how does criteria textbook that existing in classroom. The question number 3-8 about electronic book on eyes English teacher (understanding teacher about E-book). The question numbers 9-15 were about the interest and suitable material in E-Book with curriculum on speaking skill at third grade.

Based on the interview, the researcher figured out that the teacher has got difficulties in teaching speaking because student were very reluctant to speak up. Student had a very poor motivation to speak English in classroom whereas their speaking proficiency could be categorized as average or not bad. Besides, teacher explained that teacher had ever developed media and games to overcome problem classroom and they worked for a while. Applying the same types of speaking materials, teacher figured out that the students were bored. Thus, she needed to find alternatives materials that could motivate the students to speak up again.

3.3 Informants and Instrument

The information collected in the need analysis comes from students, teacher, and other documents in SD Muhammadiyah 2 Gresik. The students in SD Muhammadiyah 2 Gresik are the key informants with the hope that they would gave information and the usefulness of specified English Language skills at several or formality in school, job, social situation, attitudes to what specific of English language and skill, attitude to methods of learning, and etc. The second

informant is teacher of English language who is supposed to give information about which language skills should have priority in an English course. The last is the documents dealing with the materials used during the implementation of the course like curriculum, syllabus, text book and lesson plan that used English teacher.

The researcher used some instruments in collecting information. Those were questionnaire, interviews, and checklist. Questionnaires are given to the students in SD Muhammadiyah 2 Gresik who follow the English lesson **see appendix 1**. Some interviews are for their English teachers **see appendix 2**. The test has been given to the third grade students in SD Muhammadiyah 2 Gresik. The last about checklist, it is to several people who selected the researcher to assess the contents of the E-Book that has made researcher **see appendix 8**.

3.4　Procedure of Developing Speaking Material

These are the procedures of development speaking material that the researcher should conduct to achieve comprehensive outcome of the material product, like that:

3.4.1　Need Analysis

Need analysis is a set of tools, techniques and procedures for determining the language content and learning process for specified groups and learners. Nunan (1999) (in Rohmatul M: 2008). Need analysis refers to one of the activities in gathering information that will serve as the basic for developing a curriculum. Kuter (1999) (in Rohmatul M: 2008).

From those statements above, it can concluded that need analysis is one of techniques and procedures for collecting information to be used in designing syllabus based on the needs of a learner for determining the language content and learning process to achieve the goal or priority.

Need analysis also would help teachers to understand the "local need" of learners and create class activities to meet the learners' real life need meaningful ways. Need analysis could be done before the course, during the course or with a combination of both. Based on Richterich and Chancerecel (1987) (in Durrotul M: 2008) stated that need analysis should be continued process because the need on every period could be change.

All need analysis believed that the learners as a focus of analysis. Every learner has different type of language need and learning need. It means that the teacher should be restricted to what to student's need when designing the syllabus or curriculum. Need analysis would help the teacher to know and to understand the learner's need.

At the first, the researcher should analyzed the need of the third grade students of SD Muhammadiyah 2 Gresik so that the material could be developed appropriate with syllabus that developed by the previous researcher **see appendix 3** and the existing material that have been used teacher especially on speaking skill. It is important to known the needs of the students so that the material could be developed appropriately to students. The material could be useful for the student's mastery in speaking and could assist to students in speaking learning according to the contents of the existing subject matter. In analyzing the need, the

researcher gave questionnaires to the students and interviewed to the English teacher to know teaching and learning process especially on the third grade. Then, researcher should know the syllabus that developed by the previous researcher, the existing course book, and the material taught to adapt the material so it could be matched.

Syllabus was the first important things in composing the material. From syllabus, the researcher could see what material taught. Then researcher listed those vocabulary used especially vocabulary to use in speaking activities. After that, the researcher began to make material on speaking skill include some activities. This is appropriate to the syllabus and the existing English speaking material on textbook. But before, the researcher must made lesson plan would used lesson plan in SD Muhammadiyah 2 Gresik because in this school if lesson plan have finished that used teacher, so lesson plan may not used again **see appendix 5**. Then, the researcher made material in from of E-book (Electronic Book).

3.4.1.1 Questionnaire for the Students at SD Muhammadiyah 2 Gresik

The important thing to design of this research is the questionnaire. According to John (1981:167), questionnaire administrated personally to groups of individuals have a number of advantages. The person administering the instrument has an opportunity to establish rapport, to explain the purpose of the study, and the meaning of items that may not be clear. The availability of a number of respondents in one place made possible an economy of time and expense and provided a high proportion of usable response. The questionnaire

could used to elicit the information covered because it determine the success of collecting appropriate data.

For the researcher, the objective questionnaire gave some questionnaire for students on third grade at SD Muhammadiyah 2 Gresik are to measure students' English comprehension ability as a whole so far. So the researcher could determine the level of difficulty experienced by students. In addition, the researcher also wanted to know the application of methods, strategies and instructional media that have been used by teachers during the learning process in class. The student like or dislike it and they could understand the methods and media that they could have during the learning process takes place. So from gave questionnaire for students, the researcher aimed to: "1) create and developed an English speaking material in accordance with the condition of students and classroom situations, 2) encouraged and motivated effective learning and teaching students in class.

The questionnaire given to the students consist of 11 items covering the main English material that they are interested material on E-Book to communicate using English, media and method of learning that used in classroom, the frequency when using English in and out of the class, and the frequencies when using selected teaching media.

The set of questionnaire provided for the students are adapt questionnaire in Rufqotuz's thesis concerning about situation and condition SD Muhammadiyah 2 Gresik. The researcher used some questionnaires from the previous study because it is a simple and easy to investigate data from informants. Finally the

researcher provided questionnaires for students using English material on speaking skill related to E-book **see appendix 1**.

3.4.1.2 Interview with English Teacher

According to John (1981:164), interview is an oral questionnaire. Instead of writing the response, the subject or interviewer gives the needed information verbally in a faced-to face relationship.

With a skillful interviewer, the interview is often superior to other gathering devices. One reason is that people are usually more willing to talk than to write. After the interviewer gains rapport or establisher a friendly, secure relationship with the subject, certain types of confidential information may be obtained that an individual might be reluctant to put in writing. The interviewer could explained the purpose of the investigation and explain more clearly just what information he or she wants.

According to Arikunto (1993), actually there are two kinds of interview guide, those are unstructured interview and structured interview. Unstructured interview is interview guide that only contains an outline of what will be asked. Here, the creativity of interviewer is needed because the answer of respondent in interview depends on the interviewer's question. Then structured interview is the interview guide that was prepared in detail so it resembles checklist.

Although there were two kinds of interview guide those were unstructured interview and structured interview but semi structure interview is one of interview guide that much used by the researcher. Semi structure interview is interview guide which is in the first time of interview, interviewer ask the sequence of

questions that have structured then each of question is studied more to get information. By this way, the answer that interviewer asked could cover all variables with details information.

Here the researcher interviewed the English teacher using semi-structured interview. The researcher chose this type because the researcher would feel free to make question and improved questions. To know the interview guidance that used to English teacher, **see appendix 2.**

In this research, the researcher chose someone to get information about this school through interview, which she is English teacher in SD Muhammadiyah 2 Gresik. As we know that, teacher is person who acknowledges the teaching process in the classroom in that she has information dealing with the attitudes of the students. In this school, there are two teachers who teach English. The first teacher teaches from grade one and grade two. She has been teaching English for one year.

Then the second teacher teach from third until sixth grade. She has been teaching English for about five years. Moreover through this interview, the researcher had known about condition class details and what students needs during teaching and learning process. The condition in this class details such as: 1) the total number of students joining English teaching and learning process are 70 divided into two classes so that each class consist of 35 students. But the motivation students in this class to learn English are very low. 2) The teacher collected teaching materials from many source not only textbook but also internet, magazines and newspaper. Because teacher felt content of existing teaching

materials in textbooks are provided from schools not in accordance with the established school syllabus. 3) Concerning the techniques of teaching, the teacher used the following methods used drill, games, song, picture and role play when teaching focused on speaking. But teacher got difficulty to choose methods of learning that appropriated to the content of material on textbook.

In this case, the researcher just interviewed the second teacher because the researcher wanted to make an E-Book as the final product for this study to use media of English learning. This product more focused on speaking skill for the third grade of elementary school. Besides that, this product as media in teaching and learning process on third grade at SD Muhammadiyah 2 Gresik. Here, the second teacher teaches on third grade at SD Muhammadiyah 2 Gresik.

Beside that, the researcher know about what students need during teaching and learning process is teacher use fun methods such as game, role plays, and singing or other interactive classroom activities. The methods of learning must appropriate to the content of material in textbook and syllabus so that they not feel bored when they receive learning materials in classroom.

3.4.1.3 Checklist

According to John (1981:162), check list is the simplest of the devices, consists of a prepared list of items. The presence of absence of the items may be indicated by checking "yes" or "no", or the type of number of items may be indicated by inserting the appropriate word and number.

Check list come in many shapes and forms, and it could be utilized to investigate practically any aspects of the teaching or learning process. This

instrument could also be used to obtain information from teacher about their teaching practice. Check list could provide a great deal of information in an economical form. Data so provided are also amenable to various forms of quantification.

In this study, checklist can be used evaluated the content of E-Book that made by researcher. Checklist consisted of some point about some good criteria of how to make E-Book. This checklist also measured the content of material in E-Book is valid or not. The researcher adopted format checklist from *ESL" Textbook Evaluation Checklist about Eating Well Living Well Nutrition Education"* then she developed some points related the content of material on E-Book, such as content material, language development and behavior change. This checklist could be evaluated each chapter of E-Book so the researcher could know what the strangeness and the weakness about the content of material E-Book.

The presence of absence of the items for this checklist may be indicated by checking point 4 for excellent level and the expert validation must gave some suggestion and comments about E-Book. The point based on level for this checklist, such as point 4 for excellent level, point 3 for very good level, point 2 for good and point 1 for less good.

If E-Book was valid, it can be used to apply in teaching and learning process on speaking skill for third grade students. On other hand, if E-Book wasn't valid, it also could be used to apply in teaching and learning process but before the researcher also made a revision on E-Book to be better.

In this case, the researcher chose a few people to do the validation process of the making of E-book as a product in this thesis. This is done whether the E-book that has been made in compliance with the requirements as a medium for learning English especially in speaking abilities of students. Some of these included 1) English teacher for third grade of SD Muhammdiyah 2 Gresik "Ruqotuz Zakhiroh, S. Pd" and 2) Headmaster of SD Muhammadiyah 2 Gresik "Hadi Purnomo, S. Pd". For the English teacher, the checklist used English language. For headmaster, the checklist used bahasa because he often got difficulty to answer of some questions from the checklist.

3.4.2 Design Instruction

After identifying the student's needs, the researcher designed E-Book as the English speaking material based on the student's needs and appropriate to syllabus school. Instructional Design is the process of analysis of learning needs and the development of a delivery system to meet those needs. The researcher designed the materials. Since the most difficult skill to teach was speaking, according to the English teacher, the researcher designed the materials to teach speaking.

First, the researcher identified the instructional objective of teaching speaking stated in syllabus about *standard isi*. Based on the demand of the English teacher, the instructional objectives taken two periods. But here the researcher just had taken one period for first semester. This semester provided

four units; greeting and introduction, things around school, occupation and family, and goods.

From the syllabus for the first period on first semester about some expression that use as daily from those instructional objectives, there were some indicators related material **see appendix 4**.

Second, the research identified the elements of E-book based on material and students need. According to Zhao and Orey (1999) identify these six general features common of electronic book, they are: sharing a specific goal, whole task approach, immediate availability of help, intention assisting, optimal level of help, and conveying an expert model.

There are, first about sharing a specific goal, this component input from student on the shared goal would enhance intrinsic motivation. It would also help control the frustration level of the learner as he or she would feel that their interests have been validated. It would assist the learner in establishing a desire to master the goal where success is contingent upon one's own ability in developing new skills. In this manner, the process of learning itself is esteemed and the attainment of mastery is seen as being directly correlated with the effort put forth.

Second about the whole task approach, the focus is on the overall goal to be attained throughout the entire process. Consequently, the task is learned as a whole instead of a set of individual sub-skills. Each feature of the lesson is learned as it relates to the whole task. This approach lessens the amount of passive knowledge on the part of the learner and the need for transfer is not as great. It must be noted that this approach is only effective if the learner does not

experience extreme difficulty with any of the component skills needed to complete the whole task. Imagine how difficult it would be to E-Book a child in telling time if they could not identify the numbers 1 through 12.

Third about immediate availability of help, this component to help control frustration levels of the learner. Student successes may be experienced more often if the MKO provides assistance in a timely and effective manner so as to enable the learner to proceed with the task. These successes could help to increase motivation through a positive self-efficacy, made the learner's time and effort more productive.

Fourth about intention-assisting. It is central component of electronic book to supply assistance to the learner's present focus, thereby helping the learner with his/her current difficulties. In providing this immediate help with the current task at hand, a more productive learning environment is fostered because information has been related and conferred according to the learner's focus keeping the learner in pursuit of the task. However, it is often necessary to redirect the intentions of the learner if they did not represent an effective strategy to complete the task.

Fifth about optimal level of help, in this component the learner is able to do should be matched with the level of assistance provided. The learner should be given just enough help to overcome the current obstacle, but the level of assistance should not hinder the learner from contributing and participating in the learning process of particular task. In other words, the assistance should only attend to the areas of the task that he/she cannot accomplish on his/her own. No

intervention should be made if the current task is within the learner's capabilities. However, if the learner lacks the necessary skills, a demonstration is needed.

The last about conveying an expert model, an expert model could provided an explicit example of the task as the expert way of accomplishing the task. The techniques for accomplishing the task are clearly expressed. In an implicit demonstration, the information is outlined around the expert model.

Having chosen the instructional objectives in *standard isi* and identify element of E-book based on students need to make a E-book as media in teaching and learning process on speaking skill on third grade, the researcher selected many kinds of materials and method of learning suitable with syllabus that would be developed as the source of speaking materials. Then, researcher chose appropriate to the activities that could be included in the materials. Afterwards, the researcher sequenced the activities in appropriate order so that the materials would be able to motivate and to help the students to achieve the learning objectives.

3.4.3 Development Material

The researcher developed the material in form of E-Book (Electronic Book). First, the researcher learnt more about syllabus school and text book that teacher used in classroom. In this stage, the researcher analyzed topic material each unit. This material must be developed by involving the methods or techniques of teaching, the exercise, and the schedules of teaching in classroom.

Second part is need analysis. The researcher also need analysis about condition of students, situation of class and environment, method and media that teacher used and necessity's teacher and students want in teaching and learning process.

Third part, the researcher developed material on E-book each unit from existing text book and based on appropriate to syllabus of school. In this stage, the researcher must created the material be more fun and more easily for students to understand about their material. It also could improve motivation's students to learn speak English. The topics would be selected from the syllabus of school.

Fourth part is activity in classroom. The researcher applied this product and explained for students during teaching and learning process in classroom besides text book. Before the researcher must to introduce this product to English teacher in class. Then the researcher could observe her product could accept or not.

Fifth part is last activity. It is such kind of final test whereas the students would do test randomly. Because in this school, third grade divided two class. Class 3 A and class 3 B. The researcher would do test randomly.In the test, students must to speak based on the material in E-Book. The researcher evaluated students' speaking involving fluency, content, pronunciations, and intonation.

3.4.4 Expert Validation

After the course ware has been finished, it should validate to the expert. Content validity is the relevance of the test content to the goal of the test.

According to Hughes (2004) (in Rufqotus: 2010), a test is the course to have content validity if its content constitutes a representative sample of the language skills, structures, etc, with which it is meant to be concerned. In other hand according to Arikunto (2006) (in Felisia: 2010) stated:

> *"Tes adalah serentetan pertanyaan atau latihan serta alat yang digunakan untuk mengukur keterampilan, pengetahuan, inteligensi, kemampuan, atau bakat yang dimiliki oleh individu atau kelompok.*

In this research, the researcher used language test critique would focus on the speaking test for the third level at SD Muhammadiyah 2 Gresik in English Test.

The purpose of this speaking test is to improve student in the third level interactive listening ability, pronunciation, and ability to produce words and phrases. Their speaking ability to measure by their ability related to the material of E-Book that made by the researcher.

One argument for the validity of the speaking test is a direct test (testing speaking by speaking). Hughes (2004) in (Rufqotus : 2010) said that direct testing improves the validity of the test since it promotes authentic tasks. Another point is that the four skills (comparing pictures, telling a story, categorizing and exploring, talking about oneself) constructed for the Movers speaking test are definitely geared toward testing the speaking ability of EFL young learners at the age of between 8 and 11. In this research, the researcher chose students for third grade as the subject of this research. These four skills are also a representative sample of necessary speaking skills for this age level. In addition, the speaking test of young learners is age appropriate because it is not a pencil and paper test. Many sets of

colorful pictures in each task are used to elicit describing, story-telling, explaining and communicative responses from the young learners. Items in the test are primarily comprised of everyday vocabulary for children's toy, activities, general interests, and concepts such as weather, animals, days of the week, and shapes.

On the other hand, some vocabularies in the speaking test indicate that the test does not assess the skills or knowledge it wants to assess. For example, some pictures about American foods like "sandwich and salad" are inappropriate because many Chinese young learners, especially kids from the country have never tried these foods and may well not be able to answer. Rather than testing knowledge of the vocabulary items, the test is testing knowledge of another culture. Moreover, if a student is not used to seeing the representations of the words, even though they know the word, it could call into question the validity of the test. For example, a telephone or cinema might be represented differently in another country, so the test would be against students from countries where a telephone or cinema are depicted differently. Students from low-income backgrounds who have never seen telephones or cinemas would also be at a disadvantage.

In this case, the researcher chose a few people to do the validation process of the making of E-book as a product in this thesis. This is done whether the E-book that has been made in compliance with the requirements as a medium for learning English especially in speaking abilities of students. Some of the expert of validation included 1) English teacher for third grade of SD Muhammdiyah 2

Gresik "Ruqotuz Zakhiroh, S. Pd" and 2) Headmaster of SD Muhammadiyah 2 Gresik "Hadi Purnomo, S. Pd".

3.4.5 Development of Validation

When the expert validation was finished, the researcher would see the score and also comment suggestion, try to find which component that should be revised or might be developed more. Then, the researcher would began revised or developed more.

3.4.6 Try Out Material

After finished revision or development, the researcher would tried the course ware out to students. This test was in the form of speaking test. In the implementing of classroom procedure, try out of the instructional materials would be done with the hope that the valuable feedback is achieved. Some purposes of the try out are to collect data, to identify problems and to revise the instructional materials, to point the area of learner difficulties and the last to identify portions of materials needed to revise.

Before try out was beginning, the researcher applied English material on E-Book to the students on third grades at SD Muhammadiyah 2 Gresik. The researcher got time from English teacher to applied E-Book directly in classroom. So, the researcher applies this E-Book for two classes, but in different times. For 3A class on Tuesday and 3B on Thursday. The researcher applied this E-Book for both of class in Auditorium school. The researcher need four times. For 3B class

on 9th and 16th of August 2011 and discussed about material in unit two and four.

Meanwhile for 3A class on 11th and 18th of August 2011 and discussed about

material in unit one and three. Each meeting for about 35 minutes. The try out was

conducted within two meetings, on the 13th and 15th of September 2011, in for

about 6 x 35 minutes long.

During the application, the English teacher became the observer who

observed everything happened in the classroom related to the materials by filling

the same observation checklist given to the English teacher **see appendix 8**. The

checklist about the content of material on E-Book that made by the researcher.

After the application every unit, English teacher as expert validation gave

comment and suggestion about content material on E-Book directly. During try

out, the researcher gave some choice English material that discuss on E-Book, so

the students could chose English material that they know and can easier to

practice.

Before the application of process, the researcher gave some questionnaire

to students. This activity did to know more about condition English teaching

process in classroom **see appendix 1.** There were eleven questions that had to be

answered by the students. The main point is about covering the main English

speaking material that students interested in studying on item number 1, the

problem faced by students 'opinion about the content of textbook that used

students in classroom on items number 2 until number 4, the amount of students

who have chosen something on content of E-Book to learn such as kinds of

material English, method of learning, or activities on number 5 until number 7, the

amount of students about the content of E-Book which is made by the researcher on items number 8 until number 11.

Every time the try out for each material was over, the researcher asked students to give comment and suggestion about the content of E-Book that used by the researcher. The researcher provided some choice such as interest E-Book, E-Book like their textbook and didn't interest E-Book. This activity did to find out their responses towards E-Book as the material of learning.

3.4.7 Revision of Material

After having the try out, there would be any revision that should be done in order to make this product completely can be used for the third grade students. The revision would be done based on the expert's suggestion.

The instruments used to collect the information about the instructional material are interviews and questionnaires. Interview will be conducted to gather suggestion and opinions from the instructors using the proposed instructional material as well as from the experts and questionnaires will be used to collect information from the students at SD Muhammdiyah 2 Gresik about their need. Based on the comment given, the researcher revised the proposed of the instructional material before it is used for teaching guidelines.

3.4.8 The Final Product of Material

This is the last step of developing this courseware. After having the revision, the final product in the form E-Book (Electronic Book) based on need analysis, appropriate syllabus, lesson plan, after revision of expert validation was already to be applied **see appendix 9**.

This E-Book make in form of PDF format. The researcher chose this format because this format can be ready for printing. So, it can useful when E-Book can used by teacher in teaching and learning process.