

CHAPTER III

RESEARCH METHOD

3.1 Developmental Model

The design of this study is Developmental Study. It is because the study is designed to develop the English Speaking Syllabus which can be applied in real education. In the end of the study, the product of this research is a set of syllabus which is implemented at SD Muhammadiyah 2 Gresik. This syllabus is developed for the third grade of SD Muhammadiyah 2 Gresik.

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

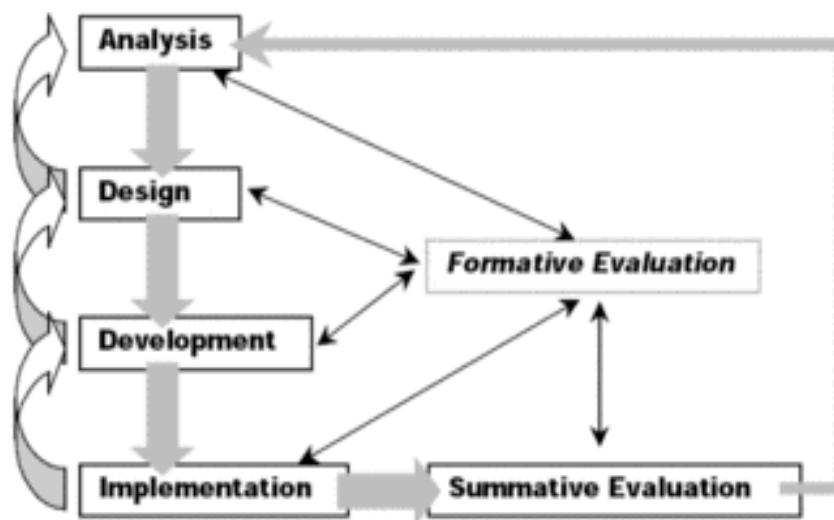
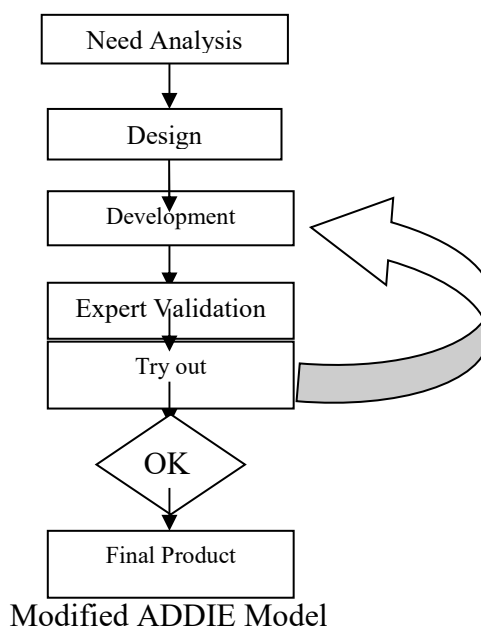


Figure 3.1 Steven J. McGriff's ADDIE Model

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



3.2 Try Out

The researcher will try the syllabus for the third grade of elementary school of SD Muhammadiyah Gresik during the English speaking teaching and learning process.

3.3 Informants and Instrument

The information collected in the need analysis comes from students, teachers, and the academic staff of the school and other documents of SD Muhammadiyah 2 Gresik. The students of SD Muhammadiyah 2 Gresik are the key informants with the hope that they will give information about estimation of the usefulness of specified English Language skills at several of formality in school, job, and social situation, attitudes to what aspect of English language and

skill they feel should constitute an English program, attitude to methods of learning, etc. The second informants are the teachers of English language who are supposed to give information about which language skills and study skills should have priority in an English course. The third informants are the school staff in the school who are responsible to the institution expectations of the learner and, in particular, their expectation of the learner's English competence. The fourth is the documents dealing with the materials used during the implementation of the course.

The instruments used to collect information are questionnaires and interviews. Questionnaires are given to the students of SD Muhammadiyah 2 Gresik who follow the English lesson. Some interviews are for their teachers and the school staff like the head master of SD Muhammadiyah 2 Gresik.

3.4 The Syllabus Development Stages

These are the syllabus development stages that the researcher should conduct to achieve comprehensive outcome of the syllabus product:

3.4.1 Needs Analysis

The researcher should analyze the need of the third grade students of elementary school at SD Muhammadiyah 2 Gresik so that the syllabus could be developed appropriately for them. The researcher gave questionnaires to the students and interviewed the English teacher to know the English teaching and learning process especially for the third grade. She should know the syllabus that the teacher used. The procedures used in this survey are divided into investigation and data analysis. Before beginning for the investigation, a letter of permission is

sent to the headmaster of SD Muhammadiyah 2 Gresik clarifying the needs survey/analysis through distributing questionnaires for the students and interviews for the teachers. The questionnaires are distributed after the permission is given immediately, and the results must be collected on the appointed date. Meanwhile, the interviews with teachers are carried out (see figure 3.2)

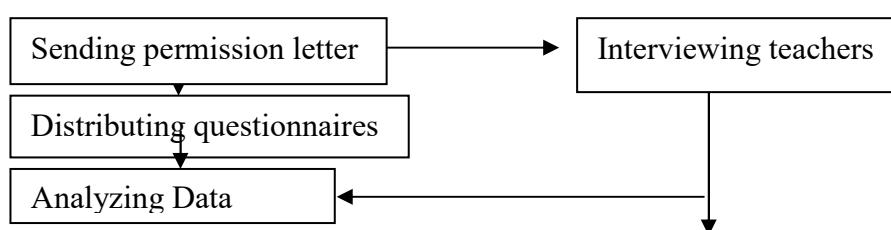


Figure:3.2 The Procedures of need analysis

After all data are collected, the results are analyzed, classified to find the intended objectives.

3.4.1.1 Questionnaire for the Students at SD Muhammadiyah 2 Gresik

The important thing to design the questionnaire is to elicit the information covered because it determines the success of collecting appropriate data. The students' questionnaire, according to Dudley – Evans (1983), should at least cover the following information: (a) The learner, his background and educational purpose, (b) The task that the learner has to perform in English, (c) To have the target skills, (d) To know the general or specific proficiency, and (e) To find the integration of teaching through actual activities.

The set of questionnaires provided for the students and the alumni are made of the combination from Yalden (1983:161-173) in Anwar,k (2000) concerning the role sets and the material coverage, Mc Donough (1984:42-45) in Anwar, K (2000) concerning the purposes, and Pocher (1983:127) concerning the

methods of teaching and teaching aids. Those three writers have developed questionnaires which can be used simply and easily to investigate data from informants.

3.4.1.2 Interview with the English teacher

Teacher is the one who acknowledges the teaching process in the classroom in that she has information dealing with the attitudes of the students. Interview with the teacher can be relatively structured or unstructured. A structured interview is one which is organized around a set of predetermined questions, whereas an unstructured interview is more like a free-flowing conversation between the interviewer and interviewee (Nunan:1989) in Anwar, K (2000).

Interviews given to the teachers are, therefore, about the course design constraints including the numbers of teachers, attitudes of teachers to English as a local content, teacher's knowledge of and attitude to the subject content; materials; aid; opportunities for out of class activities, etc. those aspects are developed from Cooper (1983) because they are quite representative to cover data from English teachers.

3.4.2 Design Instruction

After identifying the student's needs, the researcher designed the syllabus based on the student's needs and the teacher's syllabus. In this stage, the findings of the need analysis will contribute to make appropriate goals and objectives of the course, because the formulations of the goals and objectives fully determine the choice of syllabus type constituted in the next stage. The description of the

goals and objectives represents criteria in which materials are selected, content is outlined, instructional procedures are developed, test and examinations are prepared (Dubin and Olsain:1983) in Anwar, K (2000). The goals deal with the overall aims of the content, and the objectives concern with detailed and specific descriptions of the aim.

Then the researcher selected the syllabus type. In this research, the researcher used the proportional syllabus. It likely uses proportional syllabus when the formulated purposes do not suit with any of the syllabus type because as stated by Yalden (1987) at Anwar, K (2000) there is no single model of syllabus design, which is universally agreed upon. Various combinations are possible and of course one type usually dominates, while other types may be combined with the dominant type.

3.4.3 Develop the Syllabus

The researcher develops the proto syllabus and the pedagogical syllabus. A proto-syllabus is a general description of language skill and language use in the syllabus. It is a set of checklist describing the specification of the syllabus content which covers all components of the communicative syllabus like communicative functions, discourse and rhetorical skills, role sets, communicative events, etc. the checklist is to make an initial definition of the content for they are projected program and to map out a syllabus already being used.

After the specification of the syllabus content is formulated, then, the pedagogical syllabus must be realized in accordance with the relevant teaching and learning process. It must be developed by involving the methods or techniques of teaching, the exercise, the schedules of teaching and the materials.

3.4.4 Expert Validation

The syllabus should be validated to the expert. The expert would get a checklist so that the expert could give score, comment, and suggestion to the syllabus itself. After the expert validation was finished, the researcher will see the score and comment suggestion, then she tries to find the component that should be revised or might be developed more.

3.4.5 Try out of the syllabus

In the implementation of classroom procedure, the try out of the instructional materials will be done with the hope that the valuable feedback is achieved. Some purpose of the try out are; to collect data to identify problems and to revise the instructional materials; to point the area of learner difficulties; to identify portions of materials needed to revise.

3.4.6 Revision of the Syllabus

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

3.4.7 The Final Product of Syllabus

This is the last step or stage of developing the syllabus. After having the revision, the final product of syllabus was ready to be applied.