

CHAPTER III

METHODOLOGY

This chapter discusses several things such as research design, step of applied Research (Developing Research). Those things were very important for researcher in conducting her study and obtaining the empirical the results of the study.

3.1 Development Model

According Thomas Kinnear, definition of research design it was a basic plan, which the data collection and analysis phases of the project. It was a frame work, which specifies the type of information to be collected, the resources of data collection procedure. A research design was the strategy for a study and the plan by which the strategy was to be carried out. It specified the methods and procedures for the collection, measurement and analysis of data. Unfortunately, there was no simple classification of research design that covers the variation found in practice.

This research, the researcher used the R & D Design. The R & D design was discovering new knowledge about products, processes, and services and then applied that knowledge to create new and improve products, processes and services that fill market needs. And the researcher choosed R & D Design using Longtion Autorun for teaching vocabulary in elementary school. The design of this study was Research and Development (R and D) Study. The study was designed to develop the English material especially in vocabulary which could be

applied in real education. In the end of the study, the product would be in the form of Longtion Autorun which was used as the media to improve the students' vocabulary. For instance, the teacher could use it as media when they taught vocabulary in the classroom. Besides, parents could use the media at home to train their child's vocabulary outside classroom. For this research, the material was developed for the fourth grade of SDN 2 Randuagung in Gresik.

For developing material, the researcher must pass some steps. There a lot of instructional development models. One of them used ADDIE Model which include : Analysis, Design, Development, Implementation, and Evaluation.

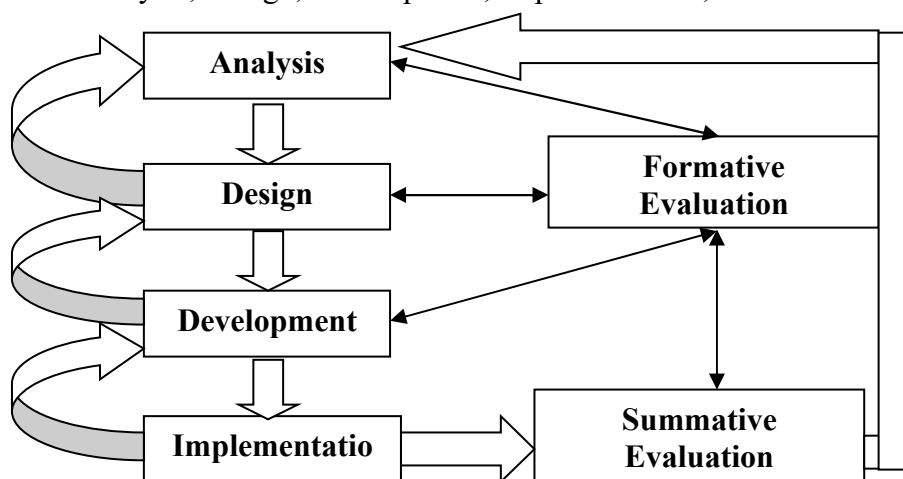
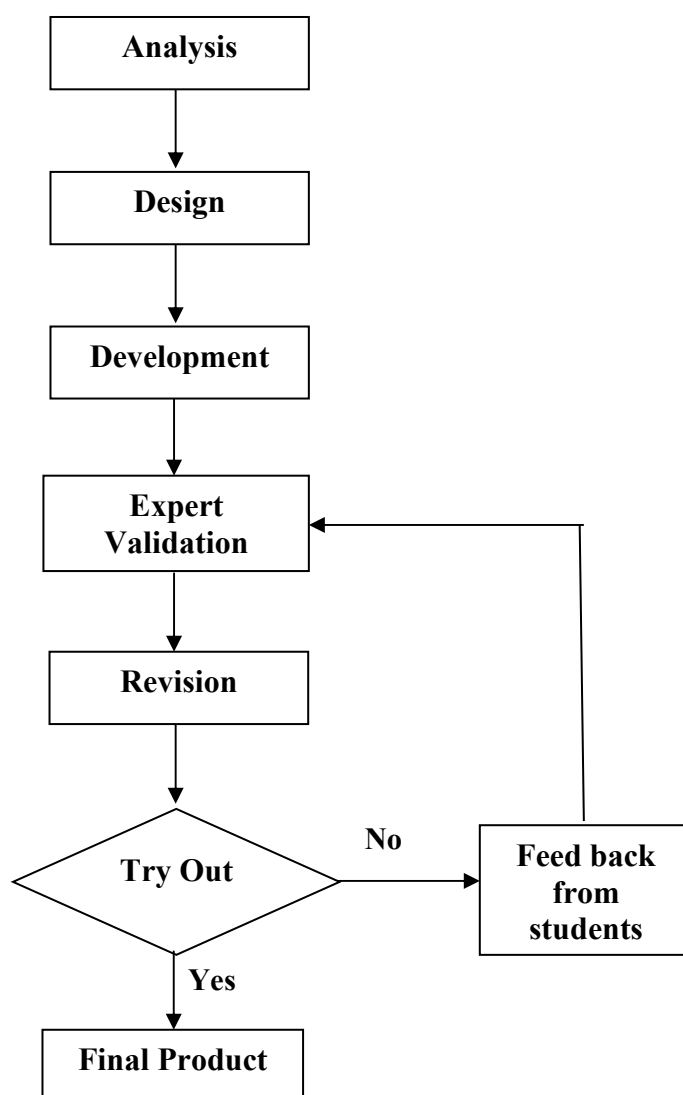


Figure 3.1 Steven J. McGriff's ADDIE Model

(<http://www.e-learningguru.com/articles/art21.htm>)

Those are steps in ADDIE Model to guideline for developing effective and efficient instruction. Analysis phase, the process of defining what was to be learned. Design phase, the process of specifying how it was to be learned. Development phase, the process of authoring and producing the materials. Implementation phase, the process of installing the project in the real world context. And the last, evaluation phase, the process of determining the adequacy of the instruction.

Then, the researcher thought that there should be some modification of Steven's ADDIE Model. The researcher tried to find other ADDIE Model which has been modified by other researchers and she found the appropriate one. That is modified Model in Candra Hadi Asmara (2011). The researcher choose that model because he thought that he is not expert so he needs to validate the courseware to the Expert and he found it on modified model.



Modified ADDIE Model

3.2 Procedure of Developing Vocabulary Material

The procedure of developing vocabulary material consist of two procedures, there were need analysis and design instruction. More details, we could see the paragraph below.

3.2.1 Need Analysis

Need analysis was a set of tool, technique, and procedure for determining the language content and learning process for specified groups and learners; Nunan (1999). Need analysis refers to one of the activities in gathering information that will serve as the basic for developing a curriculum? Kuter (1999). In this study, the researcher used a reference of Hutchinson and Waters (1987: 53) they stated that there were two types of need that should be analyzed what the learner needs to do in the target situation, what the learner needs to do in order to learn.

3.2.1.1 Target Needs

Target needs were one of part that should be investigated to understand what the learner needs to do in target situation. The analysis of target needs involved identifying the linguistic features of target situation included necessities, lack and wants (Hutchinson and Waters: 1987 p.55-58). Necessities represent the knowledge that the learners have to obtain in order to perform well in the target situation (Hutchinson and Waters: 1987) in which it had the question what the learners need English for. This investigation focused on the learner needs. It was a matter of observing what the situation the learners will be

used to function in.

The researcher used several questions to know the target needs of this school in studying English especially in depth in vocabularies skills. Then, the researcher interviewed the English teacher and the students. According to the result of interview, the problem found that the student got difficulties in memorize some vocabularies, although the teacher had taught the previous meeting. So the researcher expected by developing vocabulary material using “Longtion Autorun”. By this way, learning vocabulary become more interesting. So, the students more easy to memorize some words.

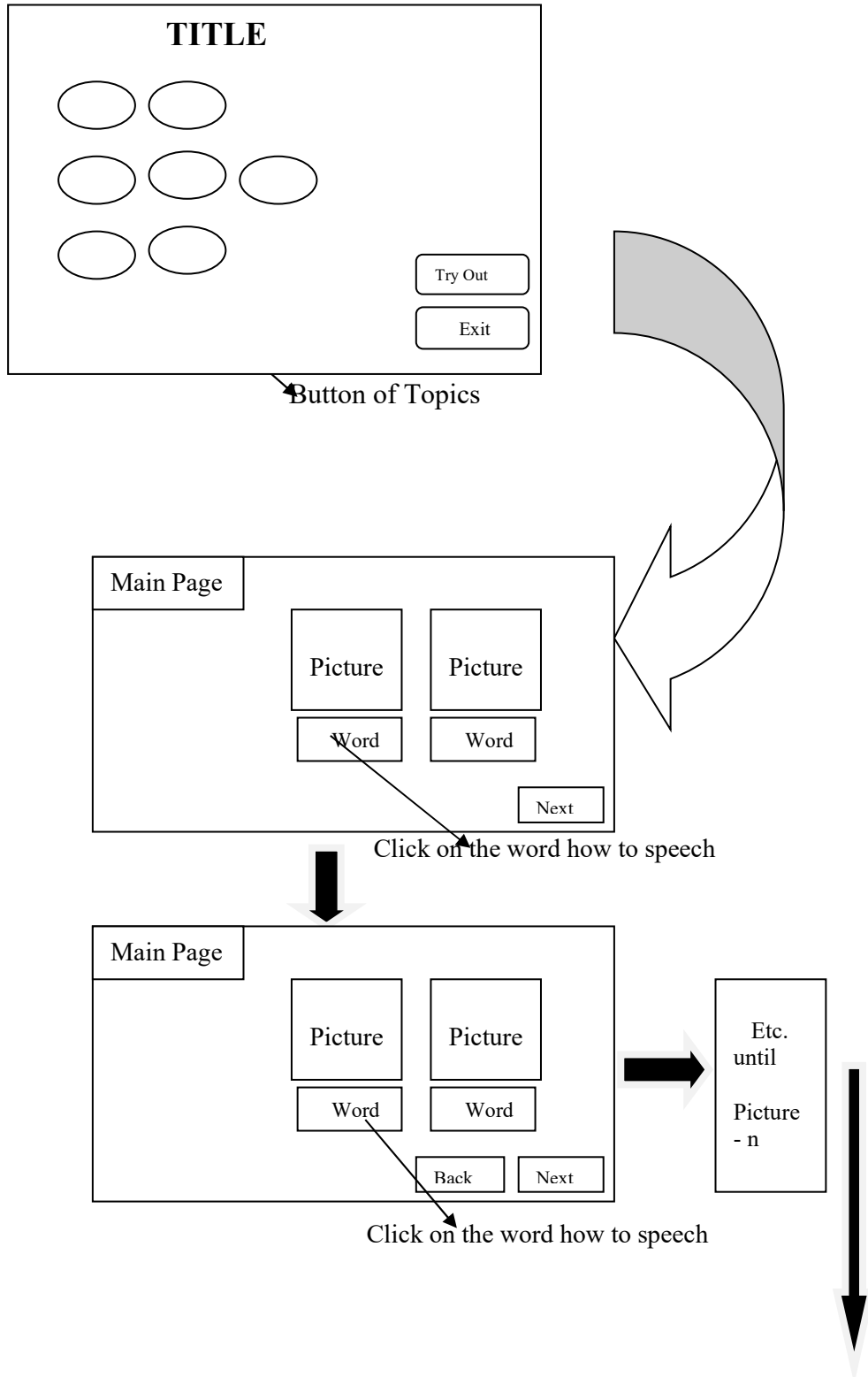
3.2.1.2 Learning Needs

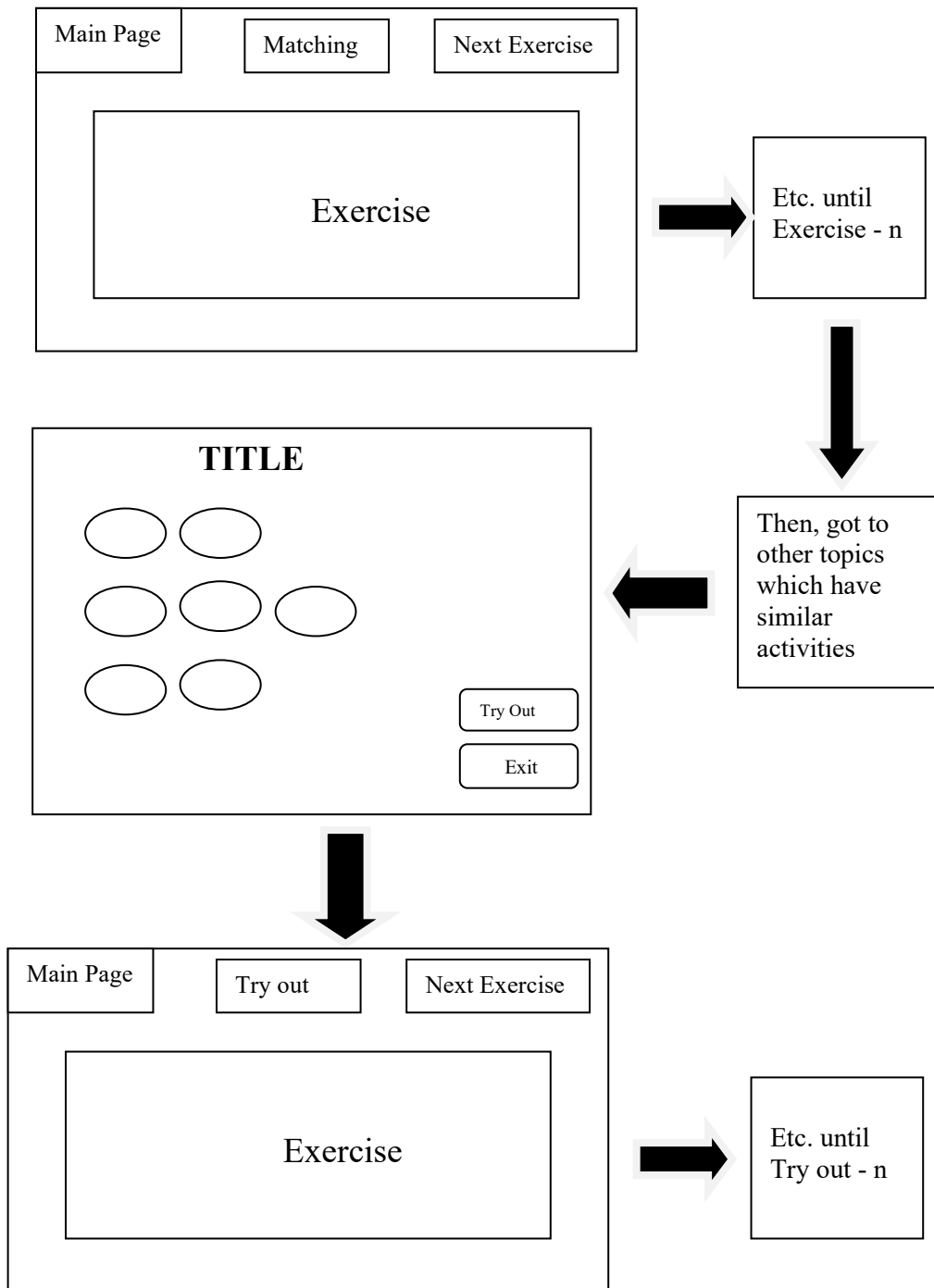
The important thing when doing an analyzing was syllabus and interview. It was important to know the needs of the students so that the material could be develop appropriately for students. In analyzing the need, the researcher interviewed the English teacher to know about English teaching on the fourth grade generally. Then, the researcher should know the syllabus, course book, and the material taught to adapt the material so it could be match. Then, researcher listed those vocabularies use. After that, researcher began to make a draft or it call as flow chart. Furthermore, the researcher chose fourth grade in Elementary School for second semester, to make students interested in material, so researcher apply Longtion Autorun based on syllabus reading skills on *SK (Standar Kompetensi)*7. *Membaca, Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas and refers to KD (Kompetensi Dasar) 7.2 Memahami kalimat dan pesan tertulis sangat sederhana.* The last sentences above, if translated into

English become based on syllabus reading skills on SK (competency standarts) 7. Reading, understand written English is very simple in the context of class and refer to KD (basic competency) 7.2 Understanding written sentences and very simple message. Here, the researcher emphasized reading skills because it needed a lot of vocabulary and if the students had a good vocabulary, so they could receive messages well (explanation from the teacher while learning English). Then, the researcher discussed with English teacher about the time of implementation to achieve the goal. The result decided 4 times in every meeting (each meeting 45 minutes).

3.2.2 Design Instruction

After identified the problem and know what the student needs, the researcher design the media by making a draft or flow chart of multimedia CD – ROM. The researcher applied the vocabulary material taught into multimedia CD-ROM. The researcher only focused on vocabulary because the researcher designed was specially to help the fourth grade students in learning vocabulary and also for the other Elementary students as general. This media was also completed by audio, video, text, and animation. Here was the sample of draft or flow chart.





3.2.3 Developing Material

The researcher developed the material in a form of multimedia CD-ROM. This media consisted of several activities; First, the students would be introduced with several vocabularies which divided into some different topics. In each topics, the students would see some pictures which were completed by the way to speak it. For pictures and sounds, it would be taken from the authentic material.

Second part, the students were invited to try out their ability in recognizing certain vocabularies which they had learned some vocabularies in part one. It could be in some ways there were matching, jumbled letter, and choose the correct answer.

Third part was Try Out. It was such kind of final test, and the question would be randomly from seven topics and the form of question same with “exercise” there were also matching, jumbled letter, and choose the correct answer.

3.2.4 Expert Validation

After the courseware had been finished, it should be validated to the expert. The expert would get a checklist of courseware. There were two expert validations. First the English teacher, Mrs Aliyatun S.Pd and the lecturer of Developing Material in University of Muhammadiyah Gresik, Miss Dian Kurnia Octaviani. When the researcher shown the product some suggestion that researcher got, there were about the attractiveness, content, and requirements. The researcher chose Miss Dian to be expert the validation of the produce and her had some reason to the product, first; she is a lecturer in University of Muhammadiyah

Gresik. Second; she has been experienced doing research about CALL instruction. Her thesis developing material using CALL.

The function of the first expert validation was checking the similarity with the curriculum and syllabus. The function of the second expert validation was checking the instructional of the media of Longtion Autorun.

3.2.5 Development of Validation

When the expert validation had been finished, the researcher would see the score and also comment suggestion. The researcher could try to list the shortages and advantages of the media of Longtion Autorun and tried to find which component that should be revised or might be developed more.

3.2.6 Try out of Material

After finishing or development, the researcher would try out the material or product to the students. This test was in the class room in the form of multimedia CD-ROM. It was to know and check the implementation of the media whether it could be used as the media of learning vocabulary for the fourth grade students of Elementary School or not. The researcher took six students randomly and the teacher helped the researcher to do the try out.

3.2.7 Revision of Material

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

3.2.8 Final Product

This is the last step of developing this courseware. After having the revision, the final product in the form of multimedia CD-ROM was ready to be applied.

3.3 Instrument of Data Collection

The researchers used some instruments in collecting the data. Those were interview, validity check list and questionnaire. Interview would did with the English teacher of the fourth grade about her teaching techniques. For the check list had been given to the expert, which was given advise, suggestion and revision. The last instrument was questionnaire which was given to the students after they practiced the product, to measure how the opinion of h students about this product.