

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this study is Research and Development (R and D) Study. It is because the study is designed to develop the English material which can be applied in real education. In the end of the study, the product will be in form of teaching material (book) which is used as the media to improve the student's ability on writing narrative.

Research and Development has its own steps to be passed. There is ADDIE flow steps to conduct research and development (R & D) adapted from Steven J McGriff.

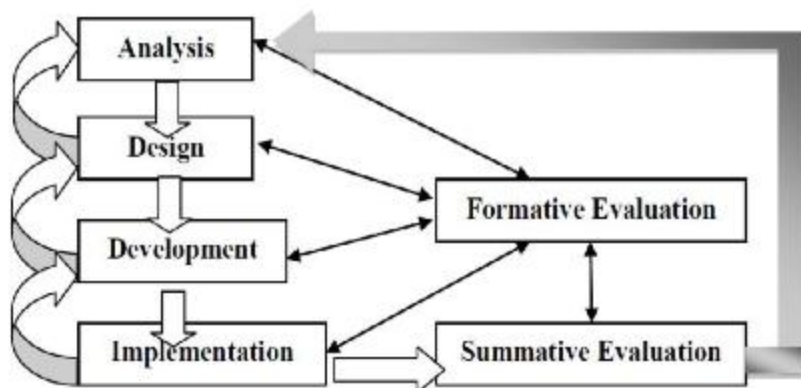


Figure 3.1 Steven J. McGriff's ADDIE Model
(http://www.e-learningguru.com/articles/art2_1.htm)

From the flow steps of Steven J. McGriff's ADDIE model, the researcher modifies the steps to conduct the research with adding an expert validation steps. It is because the researcher is not the expert one so that to measure the valid of the development product, the researcher needs an expert validation from the expert researcher and teacher of the study. It is adapted from Dewi Aisyah's ADDIE model, 2011. The modified steps that composed by the researcher are displayed in this chart.



Modified ADDIE Model

This model of research will be used in this development study, it will be explain in the procedure of developing material narrative text for student in eighth grade juniour high school.

3.2 The Procedure of Developing Narrative Text Material

3.2.1 Need Analysis

According to the Hutchinson, 1987 state need in the language – center approach is the ability to comprehend and or produce the linguistic features of the target situation. It is the important step before establish the appropriate material for them to be developed. There are 2 stages to gather need analysis; the first is to know the target need and the second is learning need to compose the material which suitable with the need and aim of the study.

3.2.1.1 Target Need

According to Piaget's learning theory of child development is divided into several stages: sensorimotor (0-2 years), pre-operational (2-7 years), concrete operational (7-11 years), and formal operational (11 years and above). If the subject is student of junior high school at the eighth grade. In the average age among 12-14 years old, According to Piaget's theory, students in that group age is in the stage of formal operations, or they have been able to think abstractly. So at this stage students are able to solve problems in a better way and complex than in children who still in the stage of concrete operational (Slavin,1994).

The researcher uses several questions to know the target need of this school in studying English as the compulsory subject.

The researcher interviews the teacher and the students. According to the result of interview, the researcher knows that student get difficulties in studying narrative text because student were not familiar with the theme of narrative text which was taught by their teacher, the student also felt bored with the book which was used by them, The teacher said that student needed something new and fresh to make them interest with narrative text.

The teacher showed final scores student's in the ninth grade when they got material narrative text, and many of them got bad scores. So the writer expects by developing writing material of narrative text by using computer game as the theme, it can make student more interest to the learning process and make student more understand with generic structure of narrative text, and finally students can write narrative text independently.

Students prefer narrative text with genre fairytale, legend, and fable because they like hero story, such as Peterpan, Rapunzel and many other. Crusade of Destiny has the same story like fairytale, there is a Hero on that game which received order from the queen to save people from monster or enchanter. This game has a story (orientation, complication and resolution). Students prefer play this game because this game is easy to play and have clear clue which must be done by the hero.

The researcher hopes by developing this material the students can understand and able to write narrative text well, because the researcher gives many exercises to guide students understanding and ability to write narrative text and the material is developed more interesting with computer games theme, so the researcher hopes student will enjoy to learn narrative text and make them understand well.

3.2.1.2 Learning Need

According to Midwest Brain and Learning Institute Friday, June 25, 2004, problem identification is the ways to determine the area of teaching and learning that you want to explore. The focus should be on an area over which you have some control and you would like to change or improve. Describe the situation you want to change. This step exposes the learning situation and classroom condition which urgently needed to be improved and which material should be developed.

The important thing when doing an observation and analyzing is syllabus. Syllabus is a set of teaching tool, it consist of the material use, resources, time needed, learning experience, etc. The researcher will develop the material based on the syllabus and curriculum 2006. The researcher used syllabus which has been already used by this school.

The material could be useful for the students' to mastery writing narrative. That is why the researcher tries to find the most coming up issue in junior high school by interviewing the students. From those ways the researcher know that recently students like to play computer game, and the researcher realize that computer game is the potential way to teach narrative text because it has a story such as legend or fairy tale. The expectation of developing writing narrative text material using computer game is students are able to retell after read the pictures which captured from computer game on writing form. The researcher will make a material with the games in computer game as the main theme, students must be familiar with that theme so they enjoy and interest in teaching learning process.

3.2.2 Design Instruction

After getting the information about need analysis, the researcher tries to design the material which is suitable with the syllabus, curriculum 2006, and BSNP. The researcher will develop writing material to makes students more interested in teaching learning process. The researcher focuses on writing narrative text in 8th grade junior high school. The reason why the researcher develops narrative text using computer game because nowadays students prefer to play computer game and the researcher aims to link this phenomena in learning process, so it can

increase student's motivation in studying narrative text. This material can be used by the developer, teacher and students also.

The researcher tries to make the material according to the syllabus below :

| Topics | Standard competences | Major material | Indicator | Activities |
|--------|---|--|---|---|
| Hero | Writing 12.1. Mengungkap kan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>narrative</i> | 1. Teks Essai <i>narrative</i> 2. Ciri kebahasaa n teks <i>narrative</i> 3. Langkah retorika teks <i>narrative</i> 4. Tatabahasa - Simple past 5. Kosa kata - Kata terkait tema dan jenis teks | Menulis teks pendek dan sederhana dalam bentuk narrative dengan langkah retorika yang benar | <ul style="list-style-type: none"> • Read the text carefully • Work in group, find the generic structure of the text • Vocabulary : find the meaning of these words • Rearrange this following paragraph into good paragraph • Rearrange the picture and than make into good paragraph • Unscramble the word and sentences. • Completing paragraph using words in box • Grammar focus |

3.2.3 Developing Material

After finishing design instruction the researcher develops the material in form of a book according to syllabus and needs. The material consists of 1 unit and there are many activities on that unit as the researcher designed before in design instruction. The content of the

material are: Definition of narrative text, generic structure of narrative text, explanation of past tense, and screen capture picture from computer game, and practice.

At this stage, the draft which was prepared subsequently develop into a good material which is appropriate with curriculum, syllabus and, BSNP

3.2.4 Expert Validation

After the material is finished, it should be validated to the expert. The expert would get a checklist of courseware. There are two expert validations; the English teacher of the school and the Advisor in University of Muhammadiyah Gresik.

The function of the first expert validation is checking material with the curriculum and syllabus. The function of the second expert validation is checking the instructional of the material.

3.2.5 Development of Validation

Development of validation is conducted after the expert validation give score and comment suggestion. It is to improve the product to be better. From those score and comment the developer know whether the material needs to improve, revise, add, or delete.

3.2.6 Tryout of Material

After finishing development the material, the researcher will try out the material into students in 8th grade at junior high school. The researcher will enter to the class room as a teacher, and the researcher teaches first to explain about narrative text. The number of student that researcher expects to try out is 10 students in 8th grade of junior high school.

3.2.7 Revision

Revision will be conducted after try out the narrative text material for the students in order to make the material completely can be used for junior high school. The revision will be considering the expert suggestion to be better.

3.2.8 Final Product

This is the last step of developing the materials. After having the revision, the final product in the form of narrative text material for student in 8th grade junior high school is ready to be applying in the classroom. This material consist explanation, picture and practice which is suitable with the syllabus, curriculum 2006, and BSNP for junior high school.

3.3 Instrument of Data Collection

The researcher uses some instruments in collecting the data. The first instrument is interview sheet, the researcher interview the teacher of 8th grade junior high school to get the valid information about teaching setting of the school and the school needed. It is completed with observing the book which they used in learning activities. The second instrument is the validity checklist which is given to the expert to measure the validity of development material product. The third instrument is student questionnaire sheet, which is given to the student after they get the material so we measure the understanding level of students writing ability and their motivation on learning process.