

CHAPTER III

RESEACH METHOD

In this chapter will describe the research method which is used to conduct this study. It covers the research design, development model, and procedure of development material.

3.1 Research Design

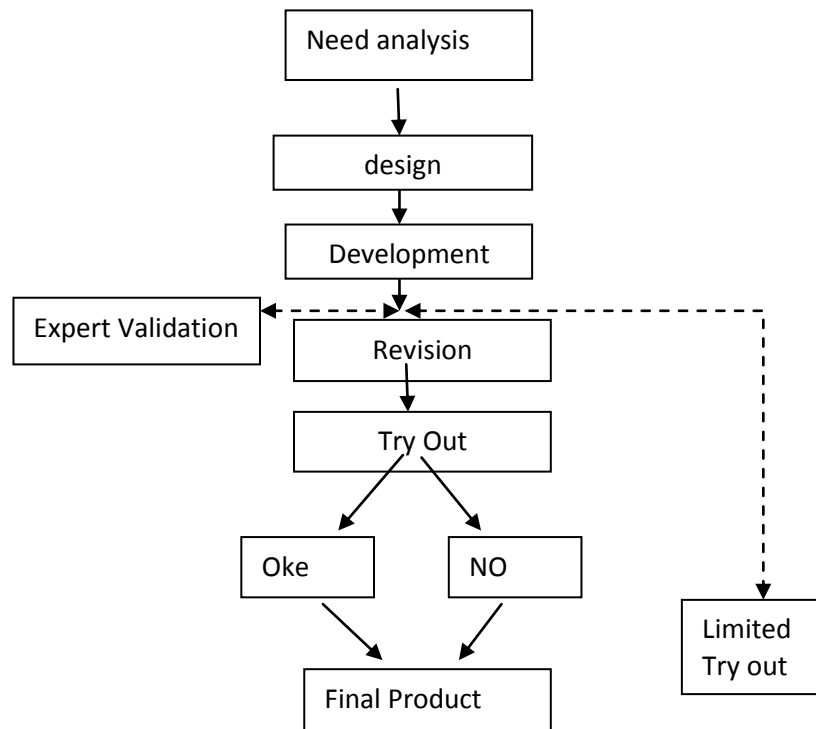
According to Kinner (2009) research design is a basic plan, which the data collection and analysis phases of the project. A research design is the strategy for a study and the plan by which strategy is to be carried out. It specifies the methods and procedures for the collection, measurement, and analysis of data. In this study, researcher uses research and development (R&D) because the aim of this study is to produce and examine quality of product in education field.

This study uses research and development (R&D) design because the purpose of this study to develop English material especially in vocabulary. The product of this research is in form of comic which is used as media to improve students vocabulary.

3.2 Development Model

According to Borg and Gall (1979) educational Research and Development (R&D) is a process used to develop and validate educational product. The product includes material object such as text book, procedures, and process in education like method of teaching.

In this research, researcher uses the R&D design to develop vocabulary material in form of comic for teaching vocabulary in elementary school. The development model which is used in develop vocabulary material using comic is Asmara model (2013). The content of Asmara model are: need analysis, design, development, expert validation, revision, limited try out, and final product.



3.2 Procedure of Developing Material

The procedure of developing vocabulary material consists of nine procedures, they are: need analysis, design instruction, development material, expert validation, try out, revision, and final product.

3.2.1 Need Analysis

According to Nunan (1999) need analysis is a set of tools, technique, and procedure for determining the language content and learning process for specified groups and learners. Kurter (1999) said that need analysis refer to one of the activities in gathering information that will serves as curriculum. Hutchinson and Waters (1987:53) said that there are two types of need there are target need and learning need.

In this study, researcher collaborate Kurter (1999) and Hutchinson and Waters (1987:53) as reference to determine need analysis. The need analysis to develop vocabulary material using comic are document need analysis, target need analysis, and learning need analysis.

The researcher uses syllabus, questionnaire and interview as instrument data collection to get information about document need, target need, and learners need. The questionnaire which is distributed to students consist of ten questions. The first

questions until fifth questions are about student's necessities, student's want, and student's lack in learning vocabulary.

The researcher is not only distributing questionnaire to students but also interviewing to teacher. The aim of interview is to know about learning need. The interview are consists of four question about how to teach vocabulary all this time.

3.2.1.1 Document Need Analysis

According to Prastowo (2013) one of important thing to make innovation course book or handout is document need analysis. To determine document need is analyzing the syllabus so that the course book get help student to reach the competencies which is given by government.

3.2.1.2 Target Need Analysis

According Hutchinson and Waters (1987) the analysis of target need involve identifying the linguistic features of target situation included necessities, lack, and want. This investigation focuses on the need learners. It is a matter of observing what the situation will be used to function it.

The researcher uses questionnaire to know the target need to learn English especially in vocabulary. The questionnaire which is asking to target need consist of

six questions. The first until sixth questions are asking about student's necessities, student's lack, and student's want.

Student's necessity is type of need determined by the students of the target situation. In the questionnaire what the students' necessities is asked in number 1. The question is about the book which is used by them to learn interestingly and independently in vocabulary area.

Student's want is learner's view as to what their need. As Richterich in Hutchinson and Waters (1987) states, a need does not exist independent of a person. It is people who build their images of their need on the basis of data relating to themselves and their environment. In the questionnaire what student's want is asked in number 4 until number 6 (appendix 1). The questions relate to comic as media. Number 4 asks about the performance of the comic whether it is liked or not. Number 5 asks about the kind of story like student's want, and number 6 asks about the character of the story like student's want.

3.2.1.3 Learning Need

Learning need refers to what the learners need to study, including learner's style of study, learner's motivation, and strategy to study. The researcher knows what the learners need from the result of questionnaire and interview.

The researcher uses questionnaire to know learning need. The researcher asks about learning process which is preferred by students. There are three option in the questionnaire (appendix 1) a) teacher-learner interaction activities, b) learners-learners interaction activities, and c) text-only activities.

Teacher-learners interaction activities relate to semantic map strategy. According to Johnson and Pearson in Kimbell (2009) Semantic Maps have effectively been used to activate background knowledge about a topic. Steps to follow include first select a word or topic and list the word on the board. Next, before reading, ask students to think of as many words as possible that relate to the word or topic, then list their answers on the semantic map. Then, review the words listed on the map, and then decide if the words could be reorganized and grouped into categories. The teacher and class can brainstorm these categories together, then work together to organize the groups into categories. The last If the word or topic is related to a theme of study, then students can find new words to add to the map after reading or as the unit progresses. If it relates to a book, then read the book. Afterwards, students can add new words to the concept map based on the reading.

Learner-learners interaction activities relate to reading race. According to Linda and Knight (2006) the steps of reading race are put the class into small team a copy the text. The player take it in turn to come out to the front and collect a question on a slip of paper, a deferent team member write the number of the question and the answer, and then show it to the teacher, who then give them different question. They

continue like this until all the questions are answered and the first team to finish are the winner.

Read text-only is identifying picture relate to the text. For example: learner read a letter in which a girl tell her friend about her new hairstyle. They read the learner and tick the correct picture.

The questionnaire is not only asking about teaching learning process, but also teaching learning activities which the students preferred. There are three option in questionnaire (appendix 1) a) answering question, b) doing something like game, c) memorizing new vocabulary in front of class met.

3.3.2 Design Instruction

The design is built based on need analysis of the document and student need analysis. The steps of design instruction are making prototype based on document need analysis so the material will be integral to syllabus. After making prototype, the next steps is developing the material.

3.3.3 Developing Material

This study is using learning English syllabus for 5th grade to develop vocabulary material. The material contains a topic closely related to the syllabus and students course book. The topic of the material is about noun: things around us

To make students interest to learn vocabulary the vocabulary material will be in form of comic. The comic involve cute characters with story. The comic's appearance is full colors and the language is easy to understand.

The first step to product this comic is determining students need and learning need. After knowing about students need and learning need, then researcher draw picture to comic by handmade. After that, the picture is scanned into photo shop to add the text. The last, the comic is printed.

The kind of this story in this comic is narrative text. This comic is tells about Mia and his mother. In the morning, Mia helps her Mother to clean the house and clean thing around them, and then they cooking together, they made fried rice. then they go to market. When they go to market, Mia is losing her mother. When Dina looking for her mother, she learning about public service.

3.3.4 Expert Validation

Vocabulary material will be validated by experts. The expert is English teacher in SDN II Sukoanyar. The strength and the weakness will be found in this process. Afterwards the vocabulary material will be revised to be better. In addition, the experts will give score to determine quality of the vocabulary material through of questionnaire. The questionnaire is showed as follow:

NO	Aspect	Scale				
		1	2	3	4	5
1	The vocabulary materials which is developed covered all material in syllabus					
2	The quality of story is motivating students					
3	The material is appropriate by students comprehension					
4	The vocabulary materials which is developed is close and common to students					
5	The size of comic is proportional					
6	design, font, pictures, and colors are interesting					
7	The content of comic is interesting					
8	The language which is used in this comic is appropriate with student's level					
9	Grammar which is used in this comic is correct					
10	The language and sentence which are used in this comic is polite.					

Likert scale is used to measure evaluated by experts. The response and opinion will be changed to percentage use Ridwan's formula.

$$P = \frac{\text{sum of score}}{X} \times 100$$

Higher score

The result of percentage will show several qualifications as follow:

Percentage	Qualification.
81% - 100%	Very suitable
61% - 80 %	Suitable
41% - 60 %	Suitable Enough
21% - 40%	Suitable lack
0 – 20%	unsuitable

(Ridwan, 2009:21)

3.3.5 Limited Try out

Try out vocabulary material will be done after development of validation. Try out vocabulary material will be done to the fifth grade student of SDN II Sukoanyar using comic. The purpose of try out is to know and check the implementation of the media whether it can be used as the media of learning vocabulary for the fifth grade student of elementary school or not. Try out of vocabulary material will be followed by eighteen students.

3.3.6 Revision

Development of validation is process after expert validation. The vocabulary material will be improved, revised, added, or deleted based on comment and suggestion of the experts and feed back of the students after they get limited try out so the product will be better.

3.3.7 Try Out

After revising the product, this product was tried out to Fifth Grade Students in SDN II Sukoanyar. This process is to know about the opinion and response of 5th grade students in SDN II Sukoanyar, whether they interest or no when they learn vocabulary using comic. there is questionnaire to know about student response.

NO	ASPECT	ASSESSMENT			
		Yes (4)	Enough (3)	Less (2)	No (1)
1	This comic make easy to learn vocabulary				
2	This comic make you interest to read continuance				
3	This comic give you motivation to learn English				
4	The topic of this comic is close to your environment				
5	Learning English vocabulary using comic make you easy to memorizing vocabulary				
6	The language in this comic is easy to understand				
7	The design of this comic (font, colors, picture) are interest				

8	The color of this comic are interest				
9	This comic make you happy when study English				
10	After read this comic make you like to study English.				
	TOTAL				

Likert scale is used to measure response and opinion by students. The response and opinion will be changed to percentage use Ridwan's formula.

$$P = \frac{\text{sum of score}}{\text{Higher score}} \times 100$$

The result of percentage will show several qualifications as follow:

Percentage	Qualification.
76% - 100%	yes
51% - 75 %	enough
26% - 50 %	little
0% - 25%	no

3.3.8 Final Project

After revising the product of vocabulary material in the form of comic, the product will be ready to be applied. Developing vocabulary material using comic will be applied in fifth grade with capacity methods (focusing on making reading an automatic activity).