

CHAPTER III

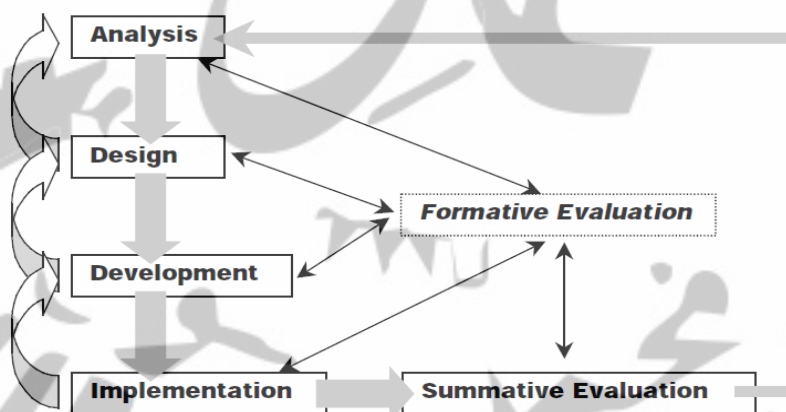
RESEARCH METHOD

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 result of the study.

3.1 Development Model

The researcher chooses R&D design using Task Based Instruction in Autorun for teaching reading in Junior High School. The design of this study was research and development (R & D). The study was designed to develop the English material especially in reading skill which should be applied in real education. In the end of the study, the product would be in the form of Task Based Instruction in Autorun as the media to improve the students' reading comprehension. For this research, the material was developed for the tenth grade of Senior High School.

In developing material, the researcher conducts some steps. She uses ADDIE model which is appropriate for Analysis, Design, Development, Implementation, and Evaluation. It is adopted from Steven J McGriff.



In this study, the researcher tries to find other modified ADDIE model which is more appropriate for this study. That is Asmara(2012) modified ADDIE model

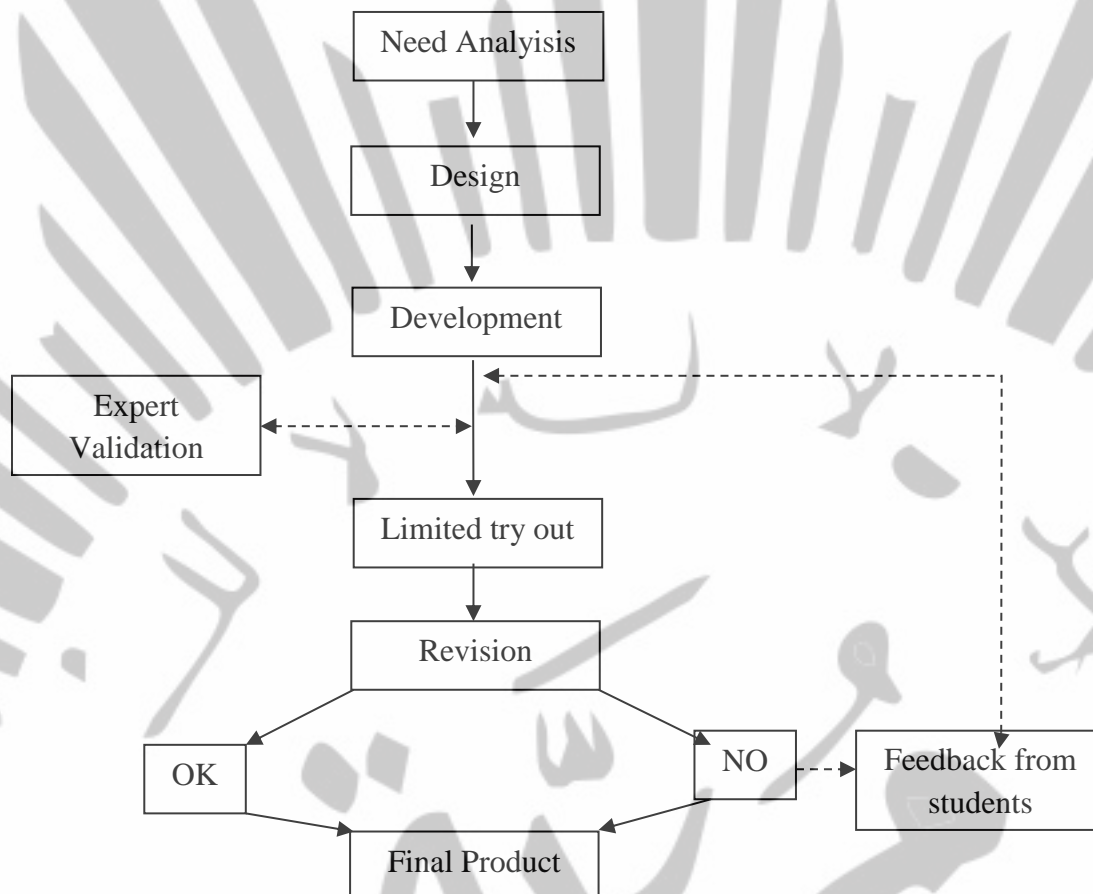


Figure 3.1.2 Candra H. Asmara's ADDIE model

This research model will be used to develop this study, it will be presented further in the procedures of developing reading materials using Task Based Instruction In autorun application for tenth grade student at Senior High School.

3.2 Procedure of Developing Reading Material

The procedure of developing reading material consist of two procedures, there were Need analysis and design instruction. More details we could paragraph below.

3.2.1 Need Analysis

Need analysis refers to one of 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 Water (1987: 53) they stated that there were two types of need that should be analyzed what learner need to do in the target situation, what the learners to do in order to learn.

Need analysis is really important to make good material for the students. There is a stage together need analysis, that is to know the target need to compose the material which is appropriate with the need and aim of the study

3.2.2 Target Need

The subject of this study is 10th grade of senior high school, it means the students are between 15 – 16 years old so according Piaget this stage include in formal operational or they did in a better way.

The researcher asks several questions to the English teacher to know the target need of this school in studying reading. The first is given to English teacher and from interview the teacher is given some questions: there was about how the teaching strategy for tenth grade, what curriculum was used, how student response, how to teach English in tenth grade, what material had been taught in the class, the weakness of the students in learning, the teacher opinion in teaching strategy of reading skill, media that is used in teaching reading material, the teacher opinion about task based instruction, the teacher had ever used CALL in teaching reading materials or not and how the student response about teaching reading without media. Then, researcher also asks to the teacher about syllabus, student's book and material taught to adapt the material so it could be matched. The researcher lists vocabularies that are taught in tenth grade. After that, he begins to make a draft.

3.3 Learning Needs

Analyzing learning need is important for the teacher to get information about the learners in order to facilitate them well in the teaching and learning process. (Hutchinson, 1993) The important thing when doing observation and analysis is syllabus. The researcher will develop the material based on the syllabus. The researcher used syllabus which has been already used by this school.

After knowing about the syllabus, researcher tries to find the student's need. According to the interview from the student, the problem is student still confuse and have lack of vocabularies. Several time students cannot translate well and they just fell such giving up to do. Here, the researcher tries to make some variations that can be done in the classroom. The variation is one of the major factors in teaching learning process that can motivate and interest the students to learn English especially reading. The teacher usually teaches by using coursebook. One of the variations is by using computer to motivate the students, because they have never learned with this kind of media. It will be new thing for them in learning English.

The researcher chooses longtion autorun program as a media to teach narrative text because it is interesting media and useful to design digital educational materials, especially presentation, exercises and tests.

3.4 Design Instruction

According the problem above, the researcher know what the learner need. The researcher design the media based on framework Task Based Instruction, Task Based Instruction In autorun one of media to increase reading skill in Senior High School, The researcher design are; the first phase is "pre task " and concerns the various activities that teacher and students can undertake before they start the task such as whether students are given time to plan the performance of the task. In Pre-Task Activities, the students would be

introduced with narrative text (legend). In first menu, students are given narrative text given limited time. After reading about text, teacher explain about narrative text deeply.

The second phase, the ‘during task’ phase, centre around the task itself and affords various instructional options, including whether students are required to operate under time-pressure or not. In Task Stage, the students were invited to try out their ability in answer the question given by teacher simply related to the text.

The final phase is ‘post-task’ and involves procedures for following-up on the task performance. Only the ‘during task’ phase is obligatory in task-based teaching. Thus, minimally, a task-based lesson consists of the students just performing a task. In Post Task Activities, the teacher asked to the students read and answer the question in a paper prepared by teacher.

Options selected from the ‘pre-task’ or ‘post-task’ phases are nonobligatory but as we will see, can serve a crucial role in ensuring that the task performance is maximally effective for language development. In Ellis; *the Methodology of Task Based Teaching*

Phase	Example of option
A. Pre – task	<ul style="list-style-type: none"> • Framing the activity (e.g. establishing the out come of the task) • Planning time • Doing a similar task
B. During Task	Time pressure
C. Post – task	<ul style="list-style-type: none"> • Number of participants • Learner report • Consciousness – raising • Repeat task

A framework for designing task – based instruction

Task based instruction give advantages for the teacher and learners. Richard (1996) in Ellis state how many experienced teachers adhere to a maxim of planning (plan your teaching and try to follow you plan) while Numrich (1996) in Ellis report on how notice teacher feel the need to be creative and varied in teaching.

For creativity and variety, the researcher develops task based instruction in Autorun to make interested in teaching reading skill.

3.4.1 Developmental Material

The researcher develops the material in a form of multimedia CD-ROM. This media consisted of several activities; in this part, students would see some interesting menu with animation and different topic. In first step, the students would be introduced with three topics which divided into some different menu such as legend, fable, and fairy tale . In first menu, students would look the picture and read a text based on the material. After understanding about the text, teacher tried to explain about how to translate of difficult word.

second part is the last activity. It is such kind of test. In each test, students would answer the question. The aim from this test is students can answer the question correctly. The teacher asked to the students read every word based on the material.

3.4.2 Expert Validation

After the design finished, it should be validated to the expert. The expert would get a checklist of courseware. There are two experts validations; the English teacher of the school and the expert in University of Muhammadiyah Gresik. The expert will get a checklist of courseware so that the experts give score, comment, and also suggestion to the courseware it

self. The checklist consisted of some components; attractiveness, requirement, mechanics, content, and originality.

This function of first expert validation (English teacher of the school) is checking material with curriculum and syllabus. The function of second expert validation (from University of Muhammadiyah Gresik) is checking the instruction of the material.

3.4.3. Development of Validation

When the expert validation had been finished, the researcher could see the score and comment suggestion. The researcher could try to list the shortages and advantages of the media in autorun and tried to find which component should be revising or need development more.

3.4.4 Try out Material

After finishing revision or development, the researcher can try the courseware out to the students. This test is in the form of multimedia CD-ROM. It was to know and check the result of the media whether it could be used as media of learning English for the tenth grade of senior high school. The researcher takes five students randomly and the teacher helps developer to do the try out. For try out material, the researcher will do try out in SMA Semen Gresik. The researcher showed the product for the student and asks to the student to do the task based on procedure Task based instruction in autorun. The researcher cooperation with the teacher, after try out the material, the researcher will check the result from the product, when the result was not good; the researcher should be revised the product.

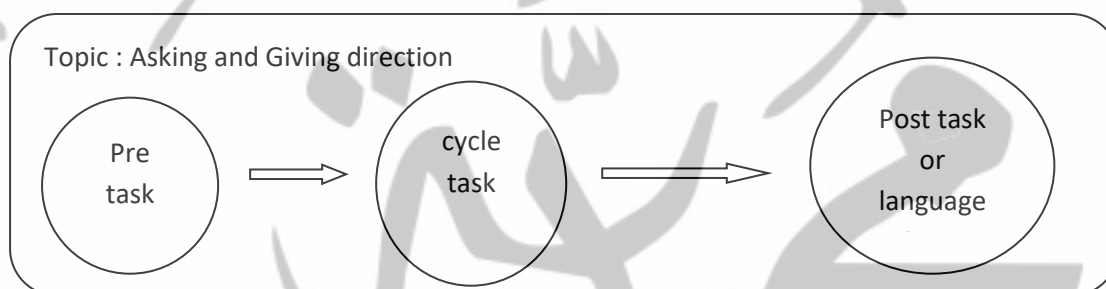
3.4.5 Revision of Material

Revise of the material will be seen from the result of the experts suggestion and their comment after the researcher tries the material to the students. First the researcher sees the

weaknesses from the material instruction and the exercise of the material after developing material. Second by saw lacking of developing material will be considered to make better. The last revision will be seen from the appropriateness topic with the learner need whether the topic was including three procedures in task based instruction.

3.4.6 Final Product

After the researcher does need analysis, design instruction, expert validation, development of validation, tryout of material and revision have done the final product will be conducted in a book form and also soft copy in a CD room. The material was divide three procedures in task based instruction; the first pre task. In pre task the teacher give brainstorming idea, using picture mime or personal experience based on topic, second is cycle task. In cycle task the teacher give task for the students based on their mine, the teacher only as a monitor. The exercises based on the topic.



Task cycle:

1. **Planning (0-8 min):** Students in pairs start to complete the task. Teacher can tell them by explaining more. During this phase, teacher walks around, helps them if they need it and notes down any language points to be highlighted later.
2. **Report (8-10 min):** Volunteer pairs act their performance out by answering such a question. Teacher gives feedback on the content and quickly reviews what was suggested.
3. **Language Focus (10-15 min):**

Analysis: Teacher writes on the board five difficult word used by the students during the task and five incorrect phrases/sentences from the task without the word that caused the problem.

Students discuss the meaning and negotiate how to correct the wrong meaning.

Then teacher presents the chart below and talk with the students. In this design, all activities using task based instruction in Autorun