



		Phrase Teaching Material Worksheet	secondsemester students of IAIN of Palangka Raya
Expert Validation	Questionnaire	Evaluation on the draft	Expert in Material Development
Try-Out	Interview	The applicability of the developed material from students and lecturer's perception	The students and the lecturer of the second semester of IAIN of Palangka Raya

## B. Instrument

Furthermore, to get the data needed for this study, the researcher used the instruments such as observation, questionnaire, and interview. The syllabus of Structure II especially for Noun Phrase was used as the reference of the material which was developed.

The questionnaires were given to the lecturer and the second semester students. The questionnaires contained aims, design of the material, topic, methodology, and lecturer's noun phrase worksheet, while for the students consist of design of the material, topic, and exercises.

In this study, the interview was used to find out the needs of the second semester students on the material which was developed.

### C. Object of the Study

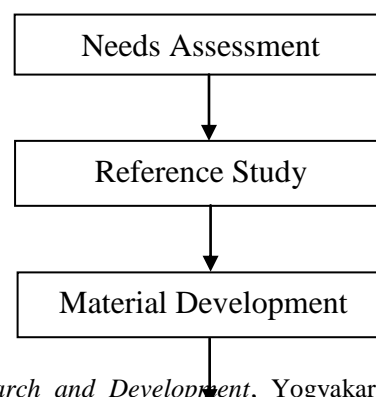
The objects of this study were the lecturer and the second semester students of IAIN of Palangka Raya. The researcher chose three of all second semester classes.

### D. Research Methodology

This research used a research and development. The research and development can be defined as research activity started by research and continued by development. This research activity is done to gain information about needs assessment, meanwhile this development activity is done to produce learning sets of equipment.<sup>1</sup>

In the study using a research and development method, the first step done is to do preliminary research. This research is aimed to gain information like problem or potency being able to be developed in a research. Then, that information is collected and analyzed by the researcher as consideration in developing model which can be expected to solve the problem faced.<sup>2</sup>

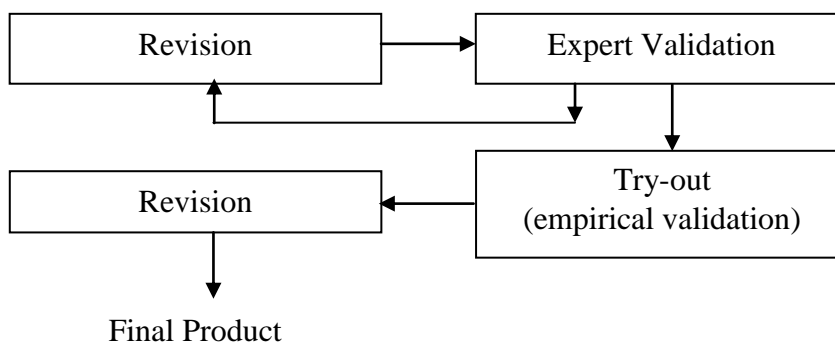
Experts have introduced a wide variety of models in developing materials using R & D Approach. The models are principally the same in goal, but different in procedures, depending on such factors as educational system, condition of the students and the lecturer, learning situation, etc. Yet, in line with the stages suggested by Borg, Dick and Carey, and Hutchinson and Waters, only some stages are considered to be applicable in developing English material. Those stages will be described in the figure below:



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<sup>1</sup> Iis Prasetyo, *Teknik Analisis Data Dalam Research and Development*, Yogyakarta: Universitas Negeri Yogyakarta, p. 1.

<sup>2</sup> *Ibid*, p. 5.



**Figure 3.1.the Procedure of the Development<sup>3</sup>**

### 1. Needs Assessment

The noun phrase worksheet to be developed should agree with the students' needs in learning noun phrase in classroom. It indicated that the noun phrase worksheet was really needed by the students.

Needs assessment is the first step in the instructional design process and as such is an important process for performance improvement practitioners, especially for those for whom training is a primary function. Needs assessment is not just for training, however; performance improvement practitioners identify and prioritize all types of performance gaps by conducting a needs assessment. This leads to a needs analysis to determine the cause of the performance problem and the appropriate solution that will close the gap in performance, regardless of whether the solution is training.<sup>4</sup>

Needs assessment is a “systemic exploration of the way things are and the way they should be” and is often conceived as an important precursor to programs of action designed to correct the disparity between the observed and ideal states of a given project.

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<sup>3</sup>ZaitunQomariah, *Developing English Instructional Materials Based on KTSP for the First Year Students of MAN Model Palangka Raya*, (Unpublished S-2 thesis), Palangka Raya: University of Palangka Raya, p. 39.

<sup>4</sup>Angelina Messner, *Needs Assessment and Analysis Methods*, Menomonie: University of Wisconsin-Stout Press, 2009, p. 1.

A hallmark of needs assessment is the expectation that action will follow the identification of disparities between the actual and the ideal. Needs assessment is frequently referred to as “gap analysis” rather than “gap identification” because its aim is to learn more about particular needs (notably, the reasons they exist) with a view to closing the gaps. Care must be taken to distinguish situations in which action is required to close gaps from situations in which the goal is to excel—e.g., to set new standards for what “could” be. In the absence of a gap, or in situations where actual states exceed expectations, no such “need” exists. In such situations, however, a needs assessment can help to identify project strengths and accomplishments.<sup>5</sup>

## **2. Reference Study**

Some theories about the material development and the relevant previous literatures were explored as the basis for the development. This was used to develop qualified material and to select the appropriate material which could be expected to enrich the noun phrase teaching in English.

## **3. Material Development**

In this developmental process, the part was the material development. Several theories explored and studied comprehensively were used as the basis to develop material of noun phrase.

## **4. Expert Validation**

O'Leary elicited a number of different potential validators including: the same expert from whom knowledge was gathered, a different expert than from whom the knowledge was gathered, the knowledge engineer, the end user, a sponsor of the

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<sup>5</sup>Kevin L. Brown, *Needs Assessment for IERI Scale-Up Research Projects Summary Report*, Chicago: University of Chicago, 2011, p. 1.

system, or an independent validator. Each of these potential validators is listed in table below:<sup>6</sup>

**Table 3.2. Who Generally Performs the Validation Process?**

Percentage	Job Category
29.6	Same expert from whom knowledge was gathered
20.3	Knowledge engineer
20.1	Different expert than from whom the knowledge was gathered
12.4	End user
9.5	"Sponsor" of the project
7.5	Independent validator
3	Other
99.7	Total (difference from 100 due to rounding error by some respondents)

## 5. Revision

In this part, revision will be needed to do what the validator suggests. This will be being done after expert validation if the developed material does not meet the criteria expected from aim of the study and the data collected from the try out still has difficulties or problem got by the students in learning the developed material.

## 6. Try-out of the Material

This try-out was aimed to gather the information of the use of noun phrase material such as the level of difficulty, usefulness, effectiveness, and attractiveness of the material. It could be called as the empirical validation.

The next part of this research, the developed material of noun phrase was tried out to know whether it worked well for the students or whether it increased their knowledge about noun phrase.

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<sup>6</sup>Daniel E. O'LEARY, *Design, Development and Validation of Expert Systems: A Survey of Developers*, p. 9.

## **E. Validity of the Study**

According to Sudarwan, a model can be valid if the result of the model can be accepted by users and can explain implementation actuality.<sup>7</sup>

According to Marrelli, Tondora, and Hoge, a good model should have characteristics: (1) simple; (2) applicable; (3) important; (4) controllable; (5) adaptable; (6) communicable. Based on the characteristics above, in arranging model should involve criteria: (1) identifying key framework; (2) detailing each part or stage in framework; (3) selecting or modifying process section needing revision; (4) arranging process in the model; and (5) revising the model.<sup>8</sup>

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<sup>7</sup>Sri Haryati, *Research And Development (R&D) Sebagai Salah Satu Model Penelitian Dalam Bidang Pendidikan*, Malang: Universitas Teknik Malang, 2008, p. 22.

<sup>8</sup>*Ibid*, p.22.