

### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter discussed the model of the development which identifies the research design use in this study. Besides, it discussed the data, instrumentation, subjects, research methodology.

#### **A. The Data**

In this study, to find and make the endorsement of the data, the writer applies endorsements of the data. Endorsement is a public statement or action showing that you support something.<sup>1</sup> The data needed in this study is the result of questionnaire gained in Madrasah Tsanawiyah Darul Amin Palangka Raya.

The data was used as the basis to questionnaire to the students and English teacher at MTs Darul Amin. The second data was used questionnaire to the English teachers at MTs in Palangka Raya

#### **B. Instrumentation**

In order to get the sufficient data needed for the study, the instruments such as observation, questionnaires and interview was used. The instrumentation is particularly fine.<sup>2</sup> The explanation is as follows:

Questionnaires were used to collect the information or data about the school demand toward English worksheet and students' needs. Questionnaires

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<sup>1</sup> *Ibid*, Hornby, A.S. *Oxford Advance Learners' Dictionary (Fifth Edition)*, p. 381.

<sup>2</sup> *Ibid*, p. 619.

is a written or printed list of questions to be answered by a number of people.<sup>3</sup>

It was given to the English teacher and the students.

### **C. Subjects of the Study**

The subjects in this study were the English teachers and seventh grade students of Madrasah Tsanawiyah Darul Amin Palangka Raya, academic year 2014/2015. The English worksheet based on materials focus on syllabus.

### **D. Research Methodology**

This study also uses research and development. Nana Syaodih Sukmadinata says that research and development is a proces or fortunately steps to develop a new product or improve an existing product that can be accounted for, the process of research and development shows a cycle that begins with the needs, problems that need solving by using a certain product.<sup>4</sup>

To meet the purpose of this study, education research and development (R&D) is considered as the appropriate design to apply. The model of research and development was adapted to accomplish the finished product; that is model of English woorksheet teaching material based on syllabus which is suitable for the seventh grade students of Madrasah Tsanawiyah Darul Amin Palangka Raya.

Experts have introduced a wide variety of models in developing materials using the R & D Approach. The models are principally the same in goal, but different in procedures, depending on such factors as educational

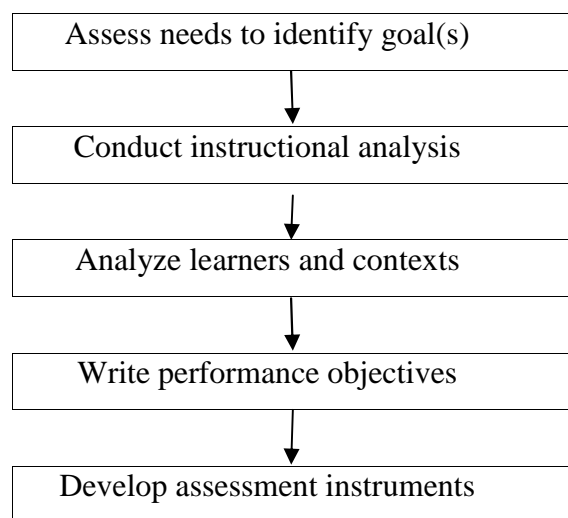
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<sup>3</sup> *Ibid*, p. 952.

<sup>4</sup> Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, Bandung: PT Remaja Rosdakarya, 2010, p.164-165.

system, condition of students and teachers, learning situation, ect. Yet, in line with the stages suggested by Borg and Gall, only some stages are considered to be applicable in developing English worksheet teaching material for the seven grade students of MTs Darul Amin Palangka Raya.

These stages involve the following procedures as shows by the following figure:



**Figure 3.1 The Procedure of the Development.**<sup>5</sup>

**a. Assess Needs to identify goal(s)**

Involves the definition of goals for the instructional program or product, which often includes a needs assessment.<sup>6</sup> In an ideal situation, the material developed should reflect the students' need to study English worksheet. Different types of students have different needs, and what they are taught should be restricted to what they need. The identification needs of students are considered important since the actual success of a program

<sup>5</sup> Meredith D. Gall, Joyce P. Gall, Walter R. Gall ,*Educational Research and Development (Seventh Edition)*, Boston: Pearson Education, Inc, 2003, p. 571.

<sup>6</sup> *Ibid*, p. 570

is determined by the result of it. In order to suit the needs of the students, the development of English worksheet in this study based on the result of need assessment. Systematic process to acquire an accurate, thorough picture of the strengths and weaknesses of a school community that can be used in response to the academic needs of all students for improving student achievement and meeting challenging academic standards.

Process that collects and examines information about schoolwide issues and then utilizes that data to determine priority goals, to develop a plan, and to allocate funds and resources. Students, parents, teachers, administrators, and other community members should be included in gathering data.<sup>7</sup>

Needs assessment involves finding out what the learners know and can do and what they need to learn or do so that the course can bridge the gap or some part of it. This assessment was conducted in order to obtain the information about the target situation; in this study are the students. It was actually to find out the type of need determined by the demands in the workplace, the existing English worksheet learning and teaching situation in the seven grade students of Madrasah Tsanawiyah Darul Amin Palangka Raya, and, of course, the students' need.

## **b. Conduct Instructional Analysis**

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<sup>7</sup> www.dpi.state, *Needs Assessments*, (online), URL: [http:// www.dpi.state.nd.us/grants/needs.pdf](http://www.dpi.state.nd.us/grants/needs.pdf), (accessed on December 30<sup>th</sup>, 2013).

An instructional analysis is undertaken to identify the specific skills, procedures, and learning task that are involved in reaching the goals on instruction.<sup>8</sup> In this study, some theories about material development and relevant previous study was explored as the basis for the development. This is enables to develop the qualified materials expected and to selected the appropriate material that can be used in order to enrich the English teaching material to be developed.

### **c. Analyze Learners and Contexts**

This step is designed to identify the learners' entry skills and attitudes, the characteristics of the instructional setting, and the characteristics of the settings in which the new knowledge and skills will be used.<sup>9</sup> After the instructional analysis , the third stage analysis learners and contexts. In this stage is material development, the theories that have been studied in the previous stage were used as the basis to develop material. Development is an idea or a problem situation can often be a starting point for the production of audiovisual materials.<sup>10</sup> Material development is basically dealing with selection, adaptation, and creation of teaching materials. In practice, it focused on evaluation, adaptation of

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<sup>8</sup> *Ibid*, Meredith D. Gall, Joyce P. Gall, Walter R. Gall , *Educational Research and Development (Seventh Edition)*, p. 570.

<sup>9</sup> *Ibid*, 570

<sup>10</sup> Peter J. Esseff, and Mary S. Esseff, *Developing Instructional Materials*, Columbia: Chatterbird Place. 1980, p. 2.

published materials and creation, development of teaching materials by teacher in line with the existing syllabus.<sup>11</sup>

**d. Write Performance Objectives**

Involves the translating the needs and goals of instruction into specific performance objectives. Provide a means for communicating about the goals of the instructional program or product at different levels with different types of test items, instructional materials, and instructional delivery system.<sup>12</sup>

**e. Develop Assessment Instruments**

Assessment instruments are developed. These instrument should be directly related to the knowledge and skills specified in the performance objectives.<sup>13</sup>

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<sup>11</sup> Wachyu Sundayana, *Material Development*, (online), URL: [http://file.upi.edu/Direktori/FPBS/JUR.\\_PEND.\\_BAHASA\\_INGGRIS/19580208198611WACHYU\\_SUNDAYAA/ESP\\_Material\\_Development/Topic\\_%231\\_%28Definion\\_and\\_Scope\\_of\\_Mat\\_Dev.pdf](http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_INGGRIS/19580208198611WACHYU_SUNDAYAA/ESP_Material_Development/Topic_%231_%28Definion_and_Scope_of_Mat_Dev.pdf), (accessed on December 30<sup>th</sup>, 2013).

<sup>12</sup> *Ibid*, Meredith D. Gall, Joyce P. Gall, Walter R. Gall, *Educational Research and Development (Seventh Edition)*, p. 570.

<sup>13</sup> *Ibid*, 570