

CHAPTER III

RESEARCH METHOD

In this chapter, there are discussions about the methodological steps which underlie this study. It starts with research design, research setting and subject, the model of development, and the procedure of the development.

A. Research Design

This study is aimed at developing storybook as learning media for EYL learners, especially third grade of elementary students at Kota Kediri based on character education. To support the study, the appropriate design that the researcher applied was research and development (R&D).

Dealing with this concern Borg and Gall (1983) argues that research activity can be included in research development if the aim of the study is to produce a complete product that can be facilitated in the learning process.

B. Research Setting and Subject

This research will be conducted at Kediri in 2018. The subjects of this research were the students in the third grade of elementary school at Kota Kediri, exactly at SDN Burengan II and SDN Banjaran I. According to Given (2008) argues that, this idea is as purposive sampling in which the participants are selected because they represent the research design and the limitation of the research.

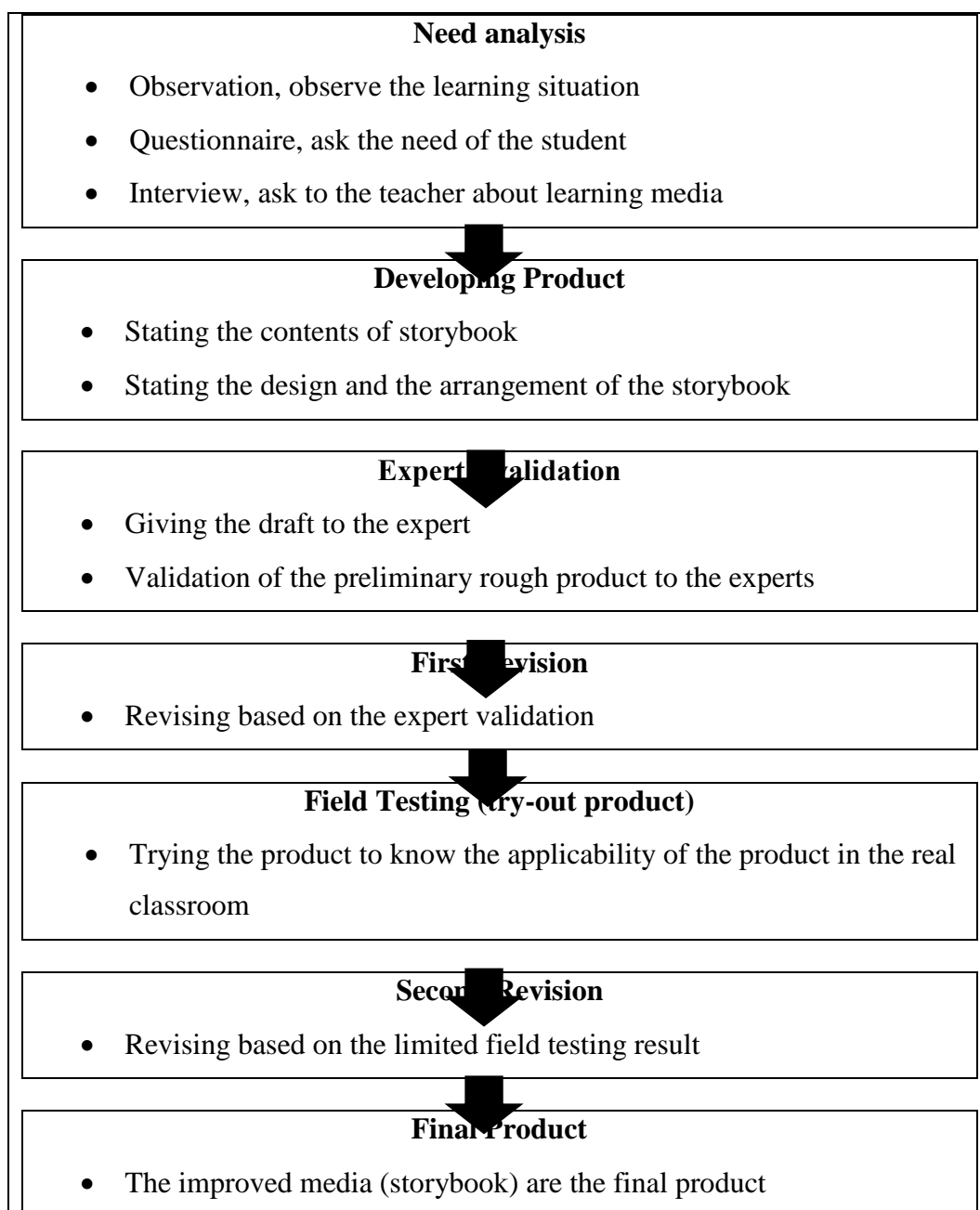
C. The Model of Development

Concerning the purpose of this study, namely developing English story book based on character education of Indonesian EYL learners, the researcher develop the media based on the model proposed by Borg and Gall. They are: (1) research and information collecting, (2) planning, (3) developing preliminary from the product, (4) preliminary field test, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field test, (9) final product revision, (10) dissemination and implementation. This model was chosen because it provides the researcher with simple and clear steps in developing the products (storybook).

But in this research, the researcher adapted model from Borg and Gall and only take seven steps. The adapted model for developing storybook consists of seven steps, namely: (1) need analysis, (2) product development, (3) expert validation, (4) revision I, (5) field testing (try out product), (6) revision II, and (7) final product.

Table 3.1: Model in Developing English Storybook

(Adapted from Borg and Gall, 1983)

**D. The procedure of Development**

This research is the development an English storybook for EYL students in Kediri, which expected to build learners' character based on character education. This procedure of the research followed the materials development process proposed by Borg and Gall (1983) which consist of study the need analysis, media development, expert validation, revision I, try-out of the products, revision II, final product, and time and location of research. The procedure of development English storybook will be explained are follows:

1. Need Analysis

The purpose of the needs analysis is to gather the information of learners' needs and learning needs. In this stage, there are several methods and technique in gathering information. They are interviews (see Appendix 1), questionnaires (see Appendix 2), observation, data collection and regular class discussions. Need analysis also need to evaluate by several methods, checklists and questionnaire.

Table 3.2 Blueprint of Need Analysis

No	Aspects	Number of Items	Purpose of the Questions
Target Needs			
1.	Wants	1, 2, 3, 4, 5, 6, 7	To find out the students' desire in English, especially reading interest

2.	Needs	8, 9	To find out the target needs related in building students' interest in reading English book
Learning Need s			
3.	Input	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	To find out the content that should be perform in the storybook
4.	Students' Goal	13, 14, 15	To find out the students' goal in building students' interest in reading English book
5	Students' Fondness	16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 19, 30, 31, 32, 33, 34.	To find out the theme or content that should be perform in the storybook and also to build learners' character based on character education

The formula of frequency was used to analyse the data from this questionnaire. The number of the data was presented in the form of a percentage. It can be written in the following formula:

$$P (\%) = \frac{f}{N} 100$$

P = percentage

N = total respondents

f = frequency

100 = fixed number

2. Media Development

The developed of products were based on the result of the need analysis and adapted from character education. The products development aimed to clarify a matter that was initially still common.

Then, the products developed in accordance with the format of students' need.

3. Expert Validation

To determine the level of product quality that we developed, from the standpoint of effectiveness, accuracy, and efficiency, the need for validation from someone who is an expert in that field. The researcher is able to show several questions to the expert of content (see Appendix 3) and expert of design (see Appendix 4) about the English storybook, such as:

**Table 3.3 Blueprint of Questionnaire for Expert Validation
(Expert of Content)**

No	Aspects	Number of Items
1.	The cover; - Color - Title	1
2.	The contains	2
3.	Language use	3
4.	The aims	4

**Table 3.4 Blueprint of Questionnaire for Expert Validation
(Expert of Design)**

No	Aspects	Number of Items
1.	Cover; - Color - Title	1
2.	Layout	2
3.	Letters	3
4.	Design	4

The second questionnaire that was addressed to the experts to get their judgements, was analysed using a Likert scale. According to Widoyoko (2013), Likert scale is usually used for collecting the data that employs questionnaire as the instrument. The main principle of Likert scale is to determine the position of the respondents regarding to their attitude of the statements. The respondents can be in the position of strongly agree or even strongly disagree. According to Widoyoko (2013) argues that there are three kinds of model in Likert scale; they are three-point model, four-point model and five-point model. The five-point scale than can be described as follows:

1 : Strongly Disagree (DS)

2 : Disagree (D)

3 : Uncertain (U)

4 : Agree (A)

5 : Strongly Agree (SA)

To analyze collected data from experts' response quantitatively, the researcher used percentage as can be seen in the following formula:

$$\text{Percentage} = \frac{\sum(\text{Response} \times \text{weighting on each response})}{N \times \text{weighting the highest response}} \times 100\%$$

Discussion :

Σ : Total Number

N : The total number of all the questionnaire item

In order to give the conclusion on product's quality, the researcher uses achievement level conversion using scale 5. If the score is above 80%, it means that the developed media is good to be used for user.

Table 3.5 List of Media Percentage

Percentage	Qualification	Discussion
90% - 100%	Very Good	No revision needed
75% - 89%	Good	Revision needed
65% - 74%	Enough	Revision needed
55% - 64%	Poor	Revision needed
0% - 54%	Very Poor	Revision needed

4. Revision I

The researcher collects the product to the expert and revised the development and the material based on the feedback from the expert.

All data were compiled and analyzed.

5. Field Testing (try-out of the product)

To determine the usefulness, effectiveness, and the advantages of this product to the users, it needed to be tried out. Then, the researcher gets the results that determine the success rate of product media provided. The researcher conduct the try out in one small class. The researcher gives the question and asked to the students deal with the language and design of a storybook. The data from the questionnaire will be analyzed using percentage. According to Winarti (2012) argues that if at least 80% of students judge the storybook media is appropriate for them, the product does not to be revised. This questionnaire in try-out of the product (see Appendix 5):

Table 3.6 Blueprint of Questionnaire in The Field Testing Process (try-out of the product)

No	Aspects	Number of Items
1.	Students' Interest	1
2.	Design	2,3
3.	Content	4,5
4.	Students' Goal	6

Note :

1 : Strongly Disagree (DS)

2 : Disagree (D)

3 : Uncertain (U)

4 : Agree (A)

5 : Strongly Agree (SA)

Table 3.7 List of Media Percentage

Percentage	Qualification	Discussion
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6. Revision II

This is the second revision; it was the last revisions. After the researcher try-out the materials and get the result of try, next the draft of the product was revised for the second time. Researcher are ready to provide and publicize the product to students and teachers.

7. Final Product

In this stage, the result of the product that was developed by the researcher is ready to use in teaching and learning English which gave many benefits for education, especially for enhance the students' character.

To sum up all of the phase or procedure in this study, the researcher makes it simple and clear information in the table 3.6. The data were collected in the form of quantitative and qualitative data.

Table 3.8 The Procedure of the Study

Phase	Subject	Instrument	Data type
Need analysis	Teacher	Interview guide	Qualitative
	Students	Questionnaire	Quantitative
Expert validation	Lecturer	Validation sheet	Quantitative and qualitative
	Teacher	Validation sheet	Quantitative and qualitative
Field testing	Students	Questionnaire	Quantitative and qualitative