CHAPTER III

RESEARCH METHOD

This chapter will discuss about the method used by the researcher. It deals with research design, the model of development, and the procedure of development.

A. Research Design

This research uses Research and Development (R&D) design. Research and Development define educational research and development as process used to develop and validate educational products. Educational R & D is an industry-based development model in which the findings of research are used to design new products and procedure which then are systematically field-tested, evaluated and refined until they meet specified criteria effectiveness, quality or similar standards (Ngadiso, 2016: 894).

Educational Research and Development is one research design aimed at developing and validating educational products. The process involves identifying problems that need to be solved by educational products, like textbooks, syllabus, assessment instruments, studying the principle of writing instructional media, developing the media based on the principle, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the

field testing stage. In more rigorous program of R & D, this cycle is repeated until the field test data indicate that the products meets its behaviorally defined objectives (Adnan Latief, 2013: 173).

Research and Development is a research method that used to create a certain product, and examine the effectiveness of its product (Sugiyono, 2014: 407). The purpose of R&D efforts in education is not to formulate or test theory but to develop effective products for use in schools. Products produced by R&D efforts includes: teaching learning-training materials, learning materials, sets of behavioral objectives, media materials and management systems. R&D effort are generally quite extensive in terms of objectives, personnel and time to completion: products are developed to specific needs and according to detailed specifications. Once completed, products are field-tested and revised until a prespecified level of effectiveness is achieved (L.R. Gay, 2012: 18).

B. The Model of Development

The purpose of this study is to develop Islamic narrative texts for teaching English. To develop the materials needs some steps, and the researcher used model proposed by Borg and Gall. According to Haris Rizqi Arifin in his Journal "Developing English Interactive Multimedia

Students' E–Worksheet for Fourth Graders of Elementary School"
explained that Borg and Gall proposed ten steps for doing Research and
Development (Haris, 2014: 75), they are :

1) Need analysis,

2) Planning,

3) Developing Preliminary Form of Products,

4) Preliminary Field Testing,

5) Main Products Revision,

6) Main Field Testing,

7) Operational Product Revision,

8) Operational Field Testing,

9) Final Product Revision,

10) Dissemination and Implementation.

This model was chosen because it provide the researcher with
simpler and clear steps in developing the materials, but the researcher
modified the model according to the needs of research purpose by small
scale, and to meet a gap that cannot be fulfilled by Borg and Gall's model.
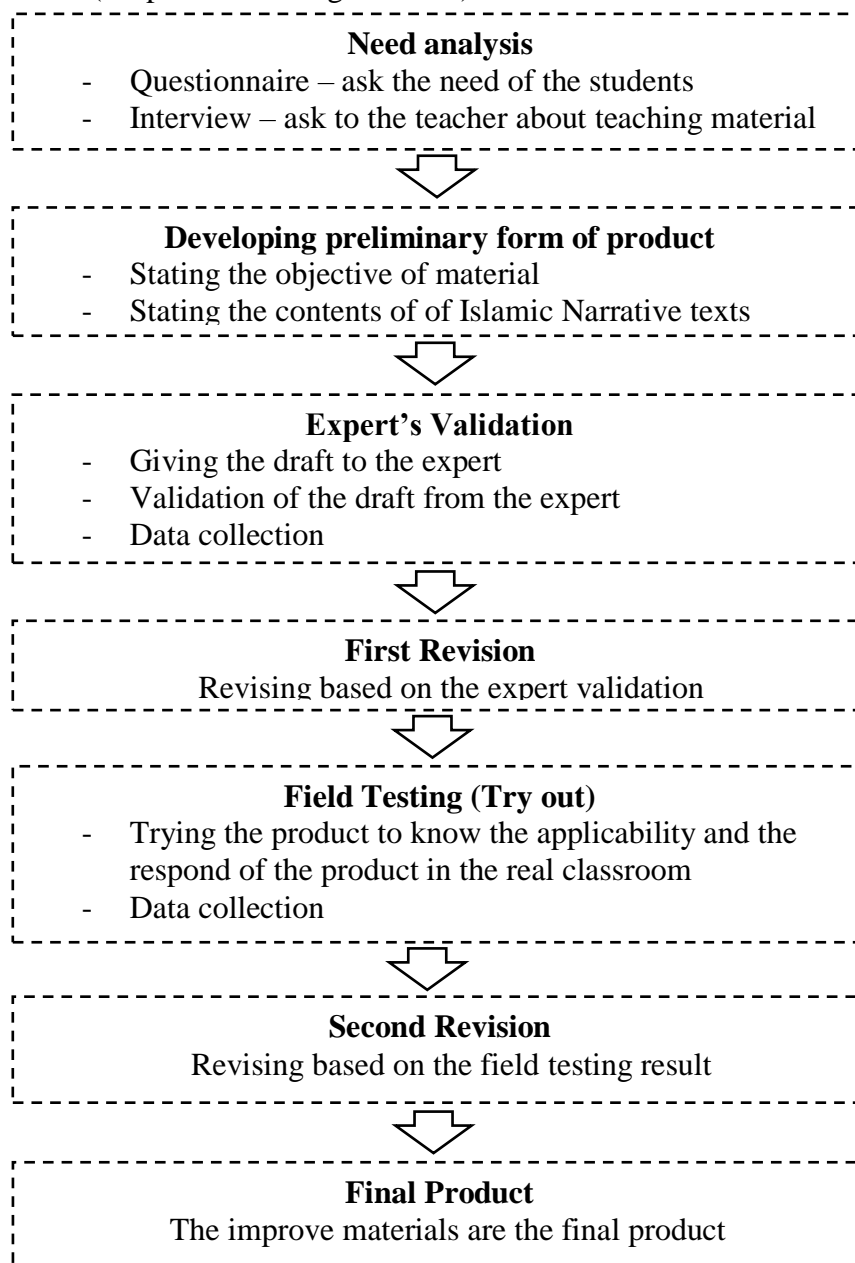
The modification lay in adding expert validation to the model and limiting the field testing to a limited classroom field testing. The modification of the model was also done in field testing which was only limited to a classroom field testing because the developed product is intended for classroom use only.

The steps in developing different products are not always the same. The steps proposed by Borg and Gall are the basic steps in developing products. However, different products need different steps which are of course still in line with Borg and Gall steps. The adapted model which modified by the researcher for developing Islamic narrative texts for Islamic senior high schools consist of seven steps, they are follow :

1) Need analysis

2) Developing preliminary form of product

3) Expert validation

4) Revision 1

5) Field Testing

6) Revision 2

7) Final product

The model for the developing Islamic narrative texts for Islamic senior high schools will describe in the figure 3.1

Figure 3.1 : Model In Developing Islamic Narrative Text For Islamic Senior High Schools (adapted from Borg and Gall)

Need analysis
- Questionnaire – ask the need of the students
- Interview – ask to the teacher about teaching material

⇩

Developing preliminary form of product
- Stating the objective of material
- Stating the contents of of Islamic Narrative texts

⇩

Expert's Validation
- Giving the draft to the expert
- Validation of the draft from the expert
- Data collection

⇩

First Revision
Revising based on the expert validation

⇩

Field Testing (Try out)
- Trying the product to know the applicability and the respond of the product in the real classroom
- Data collection

⇩

Second Revision
Revising based on the field testing result

⇩

Final Product
The improve materials are the final product

C. The Procedure of Development

Based the model of this development, the researcher should does some steps as procedure of development. The procedure of development islamic narrative texts will be explained are follows :

1. Need analysis

The analysis conducted is to understand all matters and information allowed in the field. The information comes from the teachers, students, and people around the place of material development that will be delivered. So, in this stage the researcher needs fields notes, evaluation checklists, observation, questionnaire, interview, focus group discussion and others. In this research, however, the researcher used questionnaire (see Appendix 1) and interview (see Appendix 2) to find out the need analysis from the teachers and students. The questionnaire sheet of students need analysis is as follows :

Table 3.1
Questionnaire for students

No	Aspek	Rating				
		1	2	3	4	5
		Sangat tidak setuju	Tidak Setuju	Ragu-ragu	Setuju	Sangat Setuju

1.	Materi narrative text adalah materi yang sangat menarik untuk di pelajari					
2.	Materi narrative text dalam pembelajaran Bahasa Inggris menggunakan Narrative texts berbasis Islam					
3.	Materi narrative text dalam pembelajaran Bahasa Inggris terdapat pesan-pesan moral Islami					
4.	Materi narrative text dalam pembelajaran Bahasa Inggris terdapat pendidikan karakter Islami					
5.	Materi narrative text dalam pembelajaran Bahasa Inggris diambil dari kisah-kisah para nabi yang terdapat didalam Al-Qur'an					
6.	Materi narrative text dalam pembelajaran Bahasa Inggris menggunakan					

	beberapa latihan soal yang bervariasi					

Note :

1 : Strongly Disagree

2 : Disagree

3 : Uncertain

4 : Agree

5 : Strongly Agree

To analyze collected data from students' response quantitatively (Sugiyono, 2014 : 137), the researcher used total score each item as can be seen in the following formula :

$$\text{Total score each item} = \frac{\sum(\text{Response x weighting on each response})}{\text{N x weighting the highest response}}$$

Discussion :

$\sum$: Total Number

N : The total number of all the students

After analyzing the questionnaire (Sugiyono, 2014: 137), the researcher can inform the result by the table below:

Table 3.2

Level of need analysis score

Range of total score each item	Categorize
401-500	Strongly agree
301-400	Agree
201-300	Uncertain
101-200	Disagree
1-100	Strongly disagree

Then, based on data collected, the score was calculated using the

formula:

Average = $\dfrac{\text{Total score in all items}}{\text{The total items in criteria}}$

Then, to know the percentage of the average in all item the

researcher using the formula:

Percentage = $\dfrac{\text{Average}}{\text{Ideal score all item}}$ x 100 %

2. Developing preliminary form of product

The material development aimed to clarify a matter that was

initially still common. Then, the material developed in accordance with

the format of students' need. In order to suit the researcher purpose as

well as the students' need narrative text based on Islamic character. The

researchers used Quran, Islamic story book, and stories of Prophet in Indonesian language to build the material of the Islamic narrative texts.

3. Expert Validation

The aim of expert validation is to determine the quality level of the developed material, from the standpoint of effectiveness, accuracy, and efficiency. The researcher needs for validations from the people who are experts in the field. The validation from the expert is collected quantitatively and qualitatively using questionnaire and commentaries. The researcher provides comment area for the expert in hope to get suggestion and critic. The questionnaire sheet of expert validation is as follows:

Table 3.3
Questionnaire for expert validation

No	Aspect	Criteria	Rating Scale					Comment
			1	2	3	4	5	
1	Content	✓ The islamic narrative texts material is suitable for teaching and learning						
2	Language Use	✓ The language is suitable for the Islamic Senior High School						

		Students level.						
		✓ The language is clear and understandable						
3	Organization	✓ The title is communicative						
		✓ The paragraph is well organized						
4	Vocabulary	✓ The vocabulary is appropriate for the islamic senior high school students						
5	Mechanics	✓ The spelling is good						
		✓ The punctuation is good						
		✓ The capitalization is good						
6	Character Building	The content is appropriate to build the students' islamic character						
7	Moral Messages	✓ The islamic narrative text contains moral messages that useful for students in their life						

8	Exercises	✓ The exercises of the islamic narrative texts are suitable for teaching and learning						

Adapted from Jacobs et al's (1981)

Note :

1 : Strongly Disagree

2 : Disagree

3 : Uncertain

4 : Agree

5 : Strongly Agree

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

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

Discussion :

∑ : Total Number

N : the total number of all the questionnaire item

In order to give the decision on product's quality, the researcher uses achievement level conversion with scale. If the score is above 80%, it means that the develop material is good to be for the user.

Table 3.4

List of a achievement level conversion

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

4. First Revision

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. The researcher gets the result after getting feedback from the experts based on the preceding questionnaire. The revised points also suggested by the experts in commentary area provided in the validation sheet.

5. Field Testing (Try Out)

It means as trial of the material that is aimed to determine usefulness, effectiveness and advantage of the material to the user. It needed to be tried out. Then, the researcher gets the results that determine the success rate of product material provided. The researcher conducted the try out in one small class. The researcher gives the question and asked to the students deal with language and content of Islamic narrative texts. The field testing process is made quantitatively using questionnaire and commentaries obtained from the students. The data from questionnaire will be analyzed using percentage. If at least 80% of students judge the Islamic narrative texts material is appropriate for them, then the product does not need to be revised. The questionnaire is as follow :

Table 3.5
Questionnaire of Try-Out Material

No	Aspek	Rating				
		1	2	3	4	5
		Sangat Tidak Setuju	Tidak Setuju	Ragu-ragu	Setuju	Sangat Setuju
1	Islamic narrative texts ini sesuai					

	dengan kebutuhan dan minat saya dalam bahasa inggris					
2	Islamic narrative texts ini sangat tepat jika kedepannya digunakan sebagai materi pembelajaran bahasa inggris siswa MA					
3	Islamic narrative texts ini sangat menarik dan tidak membosankan					
4	Judul dan Isi dari Islamic Narrative texts ini terdapat kesinambungan					
5	Keterkaitan antar paragraf dari Islamic Narrative texts yang di sajikan tidak membingungkan					
6	Kosa kata yang digunakan dalam Islamic narrative texts ini sesuai					

		1	2	3	4	5
	dengan tingkat kemampuan saya					
7	Bahasa yang digunakan dalam Islamic narrative texts ini sesuai dengan tingkat kemampuan saya					
8	Tidak terdapat kesalahan ejaan dalam Islamic narrative texts ini					
9	Islamic narrative texts ini terdapat pendidikan karakter yang berguna untuk siswa					
10	Islamic narrative texts ini terdapat pesan moral yang berguna untuk siswa					

Note :
1 : Strongly Disagree

2 : Disagree

3 : Uncertain

4 : Agree

5 : Strongly Agree

To analyze collected data from students' response quantitatively, the researcher used percentage each item as can be seen in the following formula (Nurul 'Ain, 2014):

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

Discussion :

∑ : Total Number

N : The total number of all the questionnaire item

Then, after the data collected, the value was collected using the formula :

Total percentage = $\frac{\text{Total percentage of all scores in all items}}{\text{The total items in criteria}}$

Table 3.6
Level of material percentage

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

6. Second Revision

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. The second revision is based try out result. This is the last revision in this research to get good product. In this second revision all of the weakness which found in this developed material will be revised.

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 build the students' character.

8. Time and Location of Research

This study will be conducted at MA AL-ITTIHAD Belung Poncokusumo Malang. Time of and held on second semester of academic year 2018/2019.

Table 3.7
Schedule of Research

No	Activities	March			April			
1	Need Analysis		v					
2	Material Development		v	v				
3	Expert Validation (I, II)				v	v		
4	Revision I						v	

5	Try-out of The Material							v	
6	Revision II							v	
7	Final Product								v