

## **CHAPTER III RESEARCH METHOD**

This chapter presents some steps used in conducting research. It consists of five subchapters. Those are model of development, procedure of development, setting of the research, data collection technique, and data analysis.

### **3.1 Model of Development**

The model of Research and Development (R & D) used in this research was adapted from Borg and Gall (2003) and Latief (2017). The model was adapted because of the limited time and small subject for validating the product. This adaptation is also caused by the completeness of the steps. There were several steps have done in R & D. The steps were (1) need assessment (need analysis); (2) identifying specific skills, procedures, and learning tasks for reaching the goal; (3) identifying the characters of the setting; (4) planning the material; (5) developing the material; (6) expert validation; (7) user validation; (8) revising the product; and (9) final product. The user validation was conducted to know the opinion from the user towards the product.

### **3.2 Procedure of Development**

The procedure of the research will be drawn in Figure 3.1.

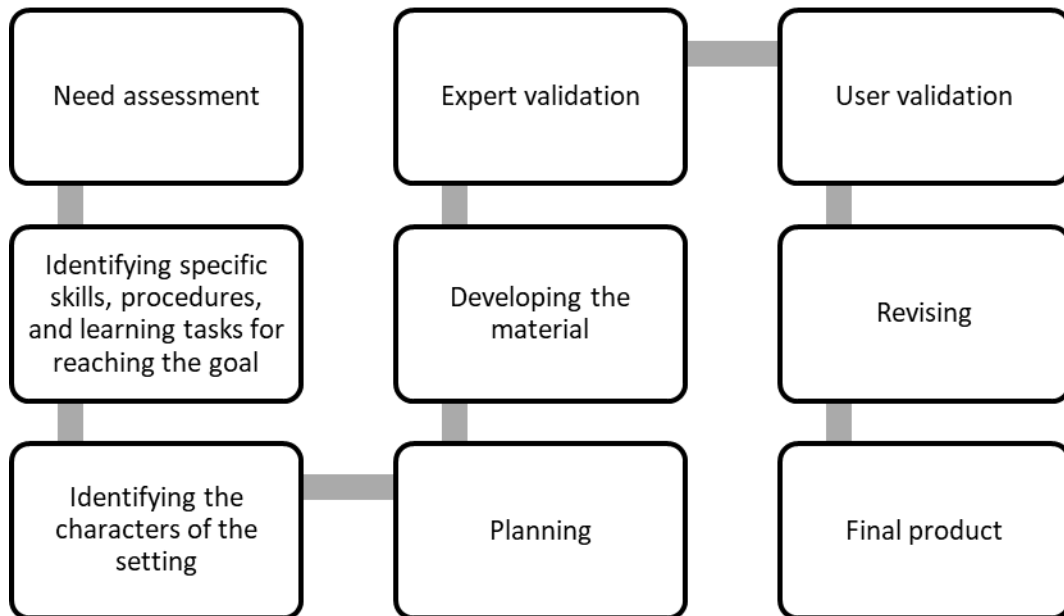


Figure 3.1 Procedure of Research and Development by Borg and Gall (2003)

The first step of material development is the need assessment or it can be called as need analysis. This step is conducted to analyze what students need from the material and the goal of the material. In this research, the need assessment **has done** by administering the questionnaire to the students related to the quality of good textbook. The questionnaire consists of closed and open ended questions. The closed questions consists of 25 questions about the criteria of a good textbook and 1 question about the role of local wisdom. The 5 open-ended questions were addressed to gather data about the students' opinion of the kind of local wisdom. The detail of the questionnaire and its blueprint could be seen in appendix 1 and 2.

After the need analysis, the step was continued by identifying specific skills, procedures, and learning tasks for reaching the goal. The result of the need analysis was analyzed and identified to determine the skills to be highlighted in the textbook (material). It was also used as consideration for choosing the procedures and the tasks given to the students. This step was the first point to develop a meaningful material.

The next step was identification the characters of setting. In this step, the learners' entry skills and attitudes were identified. Moreover, the characteristics of the instructional settings and the settings where the knowledge and the skill has been used are also identified in this step. The next step was the process to translate the needs and goals of instruction into specific performance objectives. This step is also called by planning. In planning, the process of choosing and finding the suitable and authentic material was conducted. This step was done through comparing the result of NA with the syllabus and collecting the potential sources. The form of the order of the material, the text has been used, the skills, and the tasks were prepared well.

After conducting step 1 to 4, developing material was conducted. This step has done by making the prototype of the product. The prototype consists of the material which is developed based on the result of need analysis which is adjusted from the syllabus. The adjusting process is needed to make sure that the goal of the syllabus and the needs of the students stay on the track. It also avoids the misleading material that became barrier to reach the goal. During this process, the

tasks were also prepared. The process of developing tasks also referred to the syllabus and students' need.

When the prototype has been finished, the product was started to develop. After all units have been finished, the product was given to the expert to be validated. To get the validation the sheet of validation was given to the expert. The sheet consists of the criteria of a good textbook. The experts could give their assessment toward the product. The result of expert validation has been used as the consideration to revise the product. Then, the product was given to the user to be validated. The users' validation was conducted to get feed-back from the users. Same with the expert validation, the user validation was conducted through the criteria sheet. The detail of the sheet for expert and user validation could be seen in appendix 10 and 11. The revision was conducted once more time after get feed-back from the users. Finally, the final product of the R & D is ready to be used.

### **3.3 Setting of the Research**

This research **was located** in Kediri and Tulungagung. Actually the location was Kadiri Islamic University and State Islamic Institute Tulungagung. Kadiri Islamic University is located at Sersan Suharmadji Street No. 38, Kediri. Meanwhile, State Islamic Institute Tulungagung is located at Mayor Sudjadi Timur Street 46, Kudus, Plosokandang, Tulungagung. The reason to choose these two universities is because they have tourism subject and both of them have similar aims to equip the students with English proficiency especially for tourism industry. Both of the universities are used as the source of preliminary data and need analysis. The validation of the product was also done at those two institutes.

### **3.4 Data Collection Technique**

To collect the data, some instruments were employed in this research. At least, there were four instruments namely questionnaire, interview guide, observation sheet, and document that had been validated by the advisor. The questionnaire was used to collect the data about students' need, expert validation, and user validation. There were 5 choices for the questionnaire that given to the student for need analysis. Meanwhile, for the expert and user validation there was provided 4 scales to give score. The interview guide was prepared for the lecturer and the students. The questions were elaborated from the blueprint of questionnaire. The observation sheet was used for observing the condition during need analysis. The document such as the syllabus of the subject and the previous module has been used to analyze what topic to be developed. The detail of the instrument could be seen in the appendix 1-8.

The technique of data collection is explained as follows: (1) preparing questionnaire for preliminary and need analysis, (2) observing the previous module used by the lecturer and students, (3) distributing questionnaire to the students, (5) interviewing the lecturer and the representative of student, (6) expert validation, (7) user validation, and (8) doing discussion with the expert.

### **3.5 Data Analysis**

The data gotten was analyzed quantitatively and qualitatively. The data of interview and observation was described qualitatively. Meanwhile, the result of questionnaire from need analysis, expert validation, and user validation was calculated quantitatively. The quantitative data has been used to know the

percentage and the grade of the expert validation result. The formula to calculate the percentage is:

$$\text{Percentage} = \frac{\sum xi}{\sum x} \times 100\%$$

Note:

$\sum xi$  = total number of the response

$\sum x$  = total number of highest score

Meanwhile to calculate the result of the expert and user validation the formula is:

$$\text{Score} = \frac{\sum xi}{\sum x} \times 4$$

Note:

$\sum xi$  = total number of the response

$\sum x$  = total number of highest score

After scoring the validation result, the data analysis was continued by comparing the score with the conversion table proposed by Suharto (2006). The conversion table is displayed in table 3.1.

Table 3.1. Conversion Table of Validation

<b>Scales</b>	<b>Interval</b>	<b>Descriptive Categorize</b>
1	$3.25 < x < 4$	Very Good
2	$2.5 < x < 3.24$	Good
3	$1.75 < x < 2.4$	Fair
4	$1 < x < 1.74$	Poor