

HAPTER III

RESEARCH METHOD

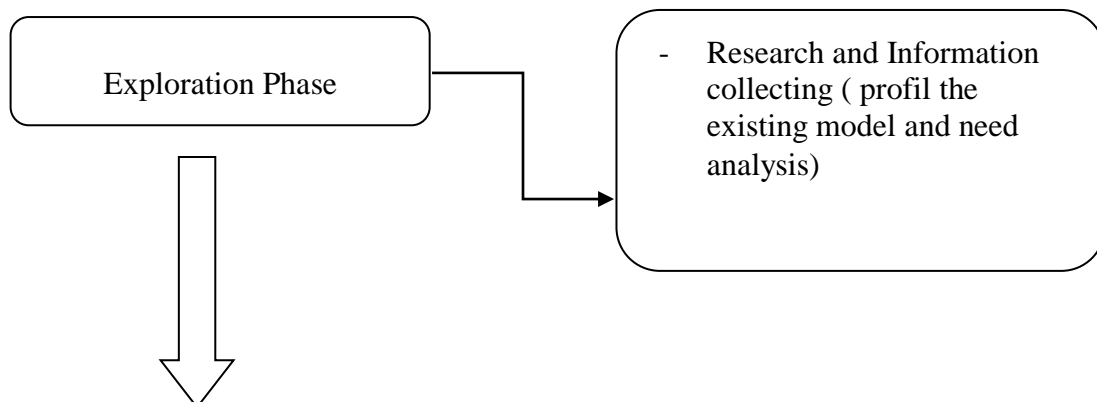
A. Research Design

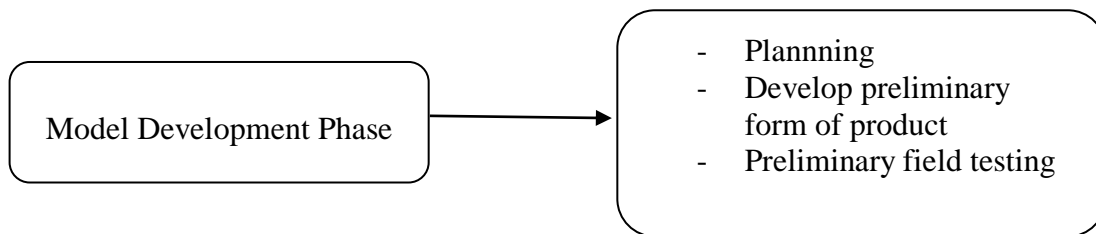
Consistent support system and CALL-based learning Encourage supporting factors for students to develop listening skills. This research encourages the application of CALL in learning to listen to elementary school students. In general, students who receive learning help use computer assistance. The results of the study obtained data in the form of planning and implementation of listening learning processes that are considered effective, as well as the development of students' listening skills in aspects of knowledge, attitudes, and competencies in giving requests, answering questions and discussing increased improvement, taking into account aspects of competence and competency get results Exceeding the expected target (L & E, 1999).

CALL Environments: Research, Practice, and Critical Issues. Virginia: Teachers of English to Speakers of Other Language, Inc. (TESOL) This is because of supporting factors, namely available facilities, interesting learning materials, as well as teachers and students who are enthusiastic about learning. Brown (1994) view CALL as a teaching that has potential in learning language because through multimedia, abstract concepts can be presented

more clearly in the learning process to make it easier for elementary school students to understand it. This matter certainly brings a positive influence in developing students' language skills especially listening which requires a special approach and method his teaching, as explained by Egbert & Hanson-Smith (1999: 124) that: "a great deal of face-to-face communication is nonverbal, seeing while listening can be very helpful in preparing learners for real encounters (i.e., actual, not virtual) native speakers ". Furthermore Egbert & Hanson-Smith explained that "actual English spelling, the machine does better ". Namely, with clarity and accuracy of the pronunciation computer generated can also minimize errors in the pronunciation of words or phrases (L & E, 1999).

Educational research and development (sometimes called research-based development) appears to be most promising strategy we know have improving education. Because research and development is relatively new education, we will define the term and show how it differs from educational research, which in the pass was consisted by many to be best method for improving our major. According to Borg and Gall theory in the figure below :





1. Exploration phase consist of:
 - a. Research and Information collecting (profil the existing model and need analysis) includes review of literature, class room observation, and preparation of state of the art.
2. Model development phase consist of:
 - b. Planning is the statement of the specific objectives to be achieved by the product.
 - c. Develop preliminary form of product is to structure the product so as the permit obtaining as much feedback as possible from the filed test. Thus, the preliminary form should include many more procedures for evaluation than will be included in final product.
 - d. Preliminary field test is to obtain an initial qualitative evaluation of the new educational product.

But only one phase (3 steps) that will be passed by the researcher in this research, all of them due to time and significant funding. This research is actually should be serialized or continuity research in order to get the best result in the end of the study (R & Damien, 1979).

B. Try Out Subject

The researcher will take students of English Department students as try out subject. He will take one class from four classes, the total number of the subject is 29 students.

C. Object of The Researchs

The design of this study is *research and development* (R&D). It is because the research is designed to develop the English material which can be applied in real education. In the end of the study, the product will be in the form 'drill and practice'. According to Heinich et al, This format is intended to train students to have proficiency in a skill or to strengthen the mastery of a concept. Program provides a series of questions which equipped with the correct answer. At the end, the students can see the final score achieved as an indicator to measure the success rate in solving problems tested. The material is developed for the third semester students of English Departement UIN Antasari Banjarmasin.

D. Data and Sources of Data

1. Data

a. Primary Data

Data about the Developing English Listening Material using CALL Instruction of English Department students at UIN Antasari Banjarmasin, that is:

- 1) The purpose of teaching English at English Department
- 2) The syllabus and material used for teaching English, the students' need and the importance of the development of the material.
- 3) Validation of material developed.

2. Sources of Data

- b. Respondents: one class of English Department students in third semester students of English Department.
- c. Informants: English Listening teachers and the students that took Listening II class.
- d. Expert: Reliable source of skill whose faculty for judging or deciding rightly, justly or wisely in multimedia program. Documents: All Written resource that are needed in this research.

E. Techniques of Data Collection

The researcher used some instruments in collecting the data. Those were interview, checklist, test and questionnaire. Interview is needed by researcher to know what students needs and he also interviewed the English Listening teacher to know teaching of English generally and on the first semester especially. Checklist is given to the expert for scoring, commenting and suggesting the courseware. It is consisted of some components; programming, learning, and display. It also given to the students to give the opinion after using the software. The test is the software of development material, and it will try out to the students to check the quality of the media whether it could be applicable for learning Listening or not.

The questionnaire is also for the students, it is needed by the researcher to know their opinion after using the software. The documentary is used to collect all documents told information about all activities that have been carried out by researcher as authentic evidence in this study.

F. Research Procedure

1. Need Analysis (Research And Information Collecting)

At the first, the researcher analyzed the students needs in English department mainly in second semester for the first and will apply the material on the third semester. It is important to know the needs of the

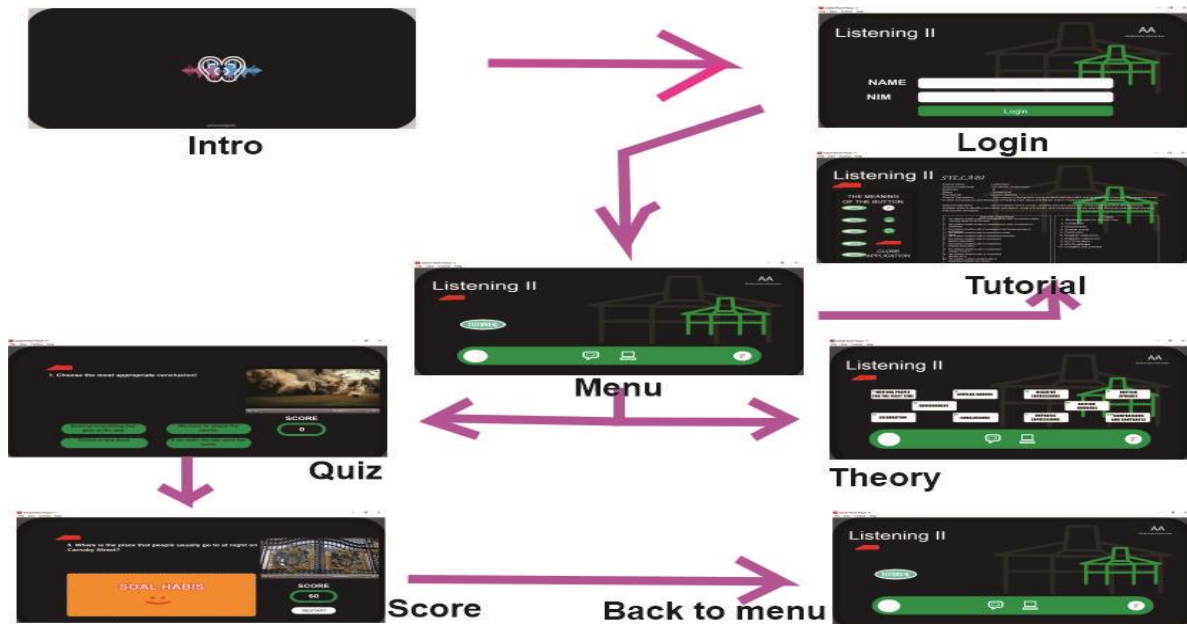
students so that the material could be developed appropriately for students. In analyzing the needs, the researcher interviewed the students to know teaching of English generally. Then, he should know the syllabus, course book used, and the material taught to adapt the material so it could be matched.

Syllabus was the first important thing in composing the material. From syllabus, the researcher could see what materials taught. Then, he listed those materials used. After that, he began to make a draft or it called as flow chart. Further explanation would be in next step.

2. Design Instruction (Planning)

After identifying the needs of the students in using listening, the researcher designed the media by making a draft or flow chart of multimedia program. In designing, the researcher developed it based on the students' needs and syllabus. The researcher would not make the syllabus because the school has made it. The researcher only tried to apply the syllabus and material taught into multimedia program. The researcher only focused on Listening because the researcher designed it specifically to help English department students in Listening mastery. This media was also completed by audio, video that the researcher took from www.youtube.com, text, and animation which is expected could make the

students interested in learning English (YouTube, 2005). Here was the sample of draft or flow chart below :



3. Develop preliminary form of product

The researcher developed the material in a form of multimedia program. This media consisted of several activities; first, the students might sign in their name, and then faced with some level options. In each level, the students would find random activity, such as: Material explanations of the topic. The material of the level will be appropriate with the syllabus.

Second, the students would do the exercises. The exercises questions from what they have studied before, the questions are various

from Multiple Choice. The last is the scores of the users; the students will see their score.

4. Preliminary field testing

After finishing revision or development, the researcher will try the courseware out to the students. The tests given at the beginning and the end of the try out as pre and posttest on the purpose to evaluate the effectiveness of the material developed in improving students Listening mastery.