

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study mainly focused on creating a pocket book to help students improve their irregular verb skills. Research and development was used as the research method (R&D). Research and development is a type of research that is used to create and test products.¹ Before the product is created, the researcher performs observations and interviews in order to gather information for creating the necessary supporting media for the students.

In this study, researchers created a pocket book as a learning aid to help eighth-grade students at Mts Al-Khairiyah Margagiri enhance their irregular verb skills. As a result, researchers employ a research design known as Research and Development (R&D). The researcher took a qualitative Because this study is descriptive and meaningful rather than data-driven. As a result, this study's methodology is qualitative descriptive.

B. Research and Designing Procedure

This study uses the Research and Development (R&D) method which produces certain products and is tested for their effectiveness to design new products. Research-based product development consists of five main steps: product development needs analysis, product design and feasibility testing, product implementation or product manufacture according to the design results, product testing or evaluation and

¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung : Alfabeta, 2013), 297

continuous revision.² The researchers designing a pocket book as supporting media to improve student's ability of irregular verb.

The study approach is based on the ADDIE model, which is a five-stage development paradigm. Analysis, Design, Development, Implementation, and Evaluation are the acronyms for the ADDIE model. The major feature of this development model is that it is systematic, because the output from one step is used as the input for the next.³

In its brief history, ADDIE is an idea originating from Florida State University to regulate the process in the formulation of an instructional system in an adequate military training program. With the success of the concept, year after year it is growing and gradually. ADDIE is always updated to keep up with the times and in the end the model is now more interactive and dynamic. In the 70s the latest version of ADDIE grew in popularity as it is known today.⁴

The ADDIE methodology, according to Molenda, starts with a needs analysis, which is a survey of the scope of development to decide what needs should be prioritized and what development targets should be set. The development objectives are designed to establish a blueprint throughout the design stage (design). The blueprint is subsequently realized utilizing various tools or specific content in the next stage, or development stage. Procedures or equipment created during the development stage are then implemented in the true sense within the scope or context of the research during the implementation stage.

² Sri Melyanti, *Pengembangan Media Pembelajaran Buku Saku Berbasis Mind Mapping Untuk Pembelajaran Ekonomi Kelas Xi* (Makassar: Makassar State University, 2019), 7

³ Muhammad Rizdani, Ikhsanudin Ikhsanudin, Eusabinus Bunau, Designing An Interestful Pocket Book As Supplementary Material In Teaching Writing Short Message, *Jurnal Pendidikan dan Pembelajaran Khatulistiwa* Vol 7, No 3 (2018). 4

⁴ https://id.m.wikipedia.org/wiki/ADDIE_Model

The stages for completing the product using the ADDIE Model are listed below:

1. Analysis

The researcher evaluates the need for developing teaching materials, as well as the feasibility and development needs, during the analysis stage. Researchers go through two levels of study: needs analysis and student character needs analysis. The steps of needs analysis described by the researcher are as follows: The state of teaching materials as the main information in learning and the availability of teaching materials are the first steps in conducting a needs analysis. At this step, the researcher recognizes student issues and seeks answers by producing teaching resources to aid student learning activities, such as a pocket book for irregular verbs.

2. Design

The results of the preceding research will be used to build and develop an English pocket book for irregular verbs at this stage. The design is then completed by determining the features required in an English pocketbook, such as the production of materials and references for inclusion in the pocketbook, as well as the appearance of the book's cover.

3. Development

The product realization step comes after the development stage. At this point, the design for an English pocket book for irregular verbs was completed. The pocket book will next be certified by validation experts, including media and material experts. The viability of a pocket book that was developed before the product became a suitable medium for use was evaluated through design

validation. Two expert validations are carried out in this section: media expert validation and material expert validation..

4. Implementation

Its use is confined to schools that have been approved as study sites. Researchers did this investigation in class VIII pupils at MTs Al-Khaeriyah Margagiri. Researchers use a specially constructed English pocket book to learn.

5. Evaluation

At this point, the researcher completed a final revision of the English pocket book, which was created using data from test responses and field notes on the observation sheet. The English pocket book designed is meant to be more suitable for use.

C. The Setting of Research

The location for research and development of pocket book in learning vocabulary especially on irregular verbs will be carried out at mts Al-Khriyah Margagiri. The school was chosen as the research location because the school had never used pocket book media to improve it students' abilities in learning English, especially on irregular verbs.

D. The Respondent Of Research

The respondent of this research is the eighth grade of Mts Al-Khriyah Margagiri.

E. Data Collection Techniques

Observation, questionnaires, interviews and expert validation checklists were utilized as tools in the data gathering strategies used by researchers in this study..

1. Observation

From start to finish, the observations are made on the learning process. Several parameters are employed in this observation, including:

- 1) Using instructional material during the teaching and learning process.
- 2) Whether or not the classroom has any learning media.
- 3) How well does the learner understand irregular verbs?

2. Questionnaire

The questionnaire is a data gathering technique in which the responder is asked a series of questions or written comments that the researcher does not directly ask. Students will be given a questionnaire to complete as part of this study.

3. Interview

Interviews are a type of data collection that necessitates direct connection between the researcher and the responder. Researchers conducted interviews with English teachers and students in order to understand more about the teaching and learning of English, particularly irregular verbs.

4. Checklist Validation Expert

Validation of checklists will be divided into two parts. These elements are the product's medium and ingredients. The experts would be given a checklist to validate the product.

- 1) The media expert validator is Uyu Mu'awanah, M.Pd, a lecturer in Early Childhood Education (PIAUD) at Sultan Mulana Hasanuddin State Islamic University in Banten's Faculty of Teacher Training and Teacher Training. He is the Secretary of the Early Childhood Education Department (PIAUD).

2) Dr. H. Abdul Mu'in, S.Ag., M.M., Head of the Department of English Education, Faculty of Teacher Training and Education, Sultan Maulana Hasanuddin State Islamic University, Banten, is the material expert validator. He's also taught in the Department of English Language Education as a lecturer (TBI).

5. Test

The test will be given to the students to see the improvement of students' abilities. The test consist of pre-test and post-test. In this study, researchers chose the type proficiency test, which is a test used to measure a person's ability, for example ability in English. The form of the test is in the form of a worksheet, which consists of questions. Each item represents the variable being measured.

F. Data Analysis Techniques

The data analysis technique used descriptive statistics, the use of a measurement scale in the form of a Likert scale. It is used to measure students' opinions or perceptions about the book the author made. with a Likert scale, the variable to be measured becomes an indicator of that variable, then the indicator is used as a starting point for compiling instrument items in the form of questions or statements. In this study, the researcher used a Likert scale in the form of a checklist multiple choice for pre test and post test.⁵

Not only that, the researcher also uses a rating scale, where the raw data obtained is in the form of numbers and then interpreted in a qualitative form. The purpose of this data analysis was to determine the viability of learning media, specifically pocket book media. This project makes use of descriptive qualitative data analysis methodologies. This

⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung : Alfabeta, 2013), 93

indicates that the questionnaire and validation checklist findings will be converted to text.

Tabel 3. 1 Assessment Score on Answer Choices:

Category	Score
Excellent (very good)	5
Good	4
Fair	3
Poor	2
Very poor	1

The following formula is used to calculate the outcomes of the percentage score assessment using the calculating formula:⁶

$$Ps = \frac{S}{N} \times 100\%$$

Note:

Ps = Percentage

S = Number of respondents' responses in a single item

N = The item's total number of ideal values

Following that, the percentage of eligibility acquired is translated into an eligibility category using the chart below:⁷

Table 3. 1 Feasibility criteria for percentage analysis for media and material expert validation:

Feasibility Score	Criteria
Maximum score: 0% - 20%	Not very feasible
Maximum score: 21% - 40%	Not feasible
Maximum score: 41% - 60%	Fairly feasible
Maximum score: 61 % - 80 %	Feasible

⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung : Alfabeta, 2013), 98

⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung : Alfabeta, 2013), 95