

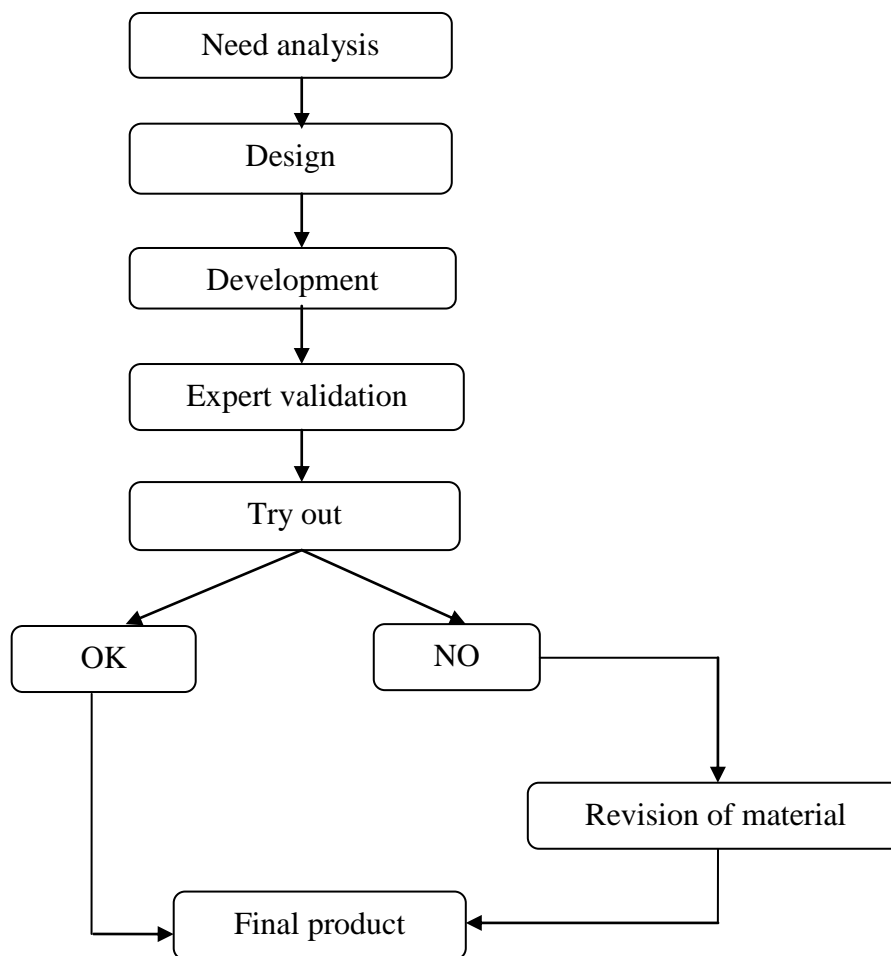
## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Research Design**

The research design of this study is Research and Development study. The researcher chooses this research design since she would like to develop a debate module for English language education department students at University of Muhammadiyah Gresik. As stated by OECD in Godin (2001), the definition of Research and Development is a creative work which is created systematically in order to raise the supply of scientific and technical knowledge. Knowing the definition of Research and Development study above, the researcher decides to use this kind of research design.

There are several models of developing materials which have been developed by some experts. In this study, the researcher attempts to adapt hybrid development model by Passerini and Granger (1999). There are five steps in this model; analysis, design, development, evaluation and delivery. From the hybrid development model, the researcher tries to modify in order to be more suitable to this study. Hence, the better result of English debate module development can be obtained. The process of developing model can be seen as follow:



adapted from Passerini and Granger (1999),

### 3.2 The Instruments of the Study

The instruments used to develop competitive English debate module are explained as follow:

1. Interview : the researcher conducts interviews to the debate community members and the coach of English language education department at University of Muhammadiyah Gresik to get deeper information regarding what their target and learning needs in competitive debate.

2. Validity checklist : The validity checklist is given to the experts to give comments and scores toward the competitive English debate module which they have checked.
3. Questionnaire : Further, the researcher also gives questionnaire after conducting try out to the students to know the response of the students toward the module that has been developed.

### **3.3 The Procedure of Developing Competitive English Debate Module for English language education department Students**

#### **3.3.1 Need Analysis**

Need analysis is an important thing that should be done in language course as it will give ideas on how to design the language teaching and learning. As in the study of Songhori (2007) which explained that need analysis was essential in language course, whether it was for specific purpose or general English to design and carry out the course. The definition of need analysis according to Titcomb (2000) was the process to discover the needs of particular group of people. The term needs means the needs in the future not the needs in the past. Hutchinson and Waters (1987) divided the term needs into two majors, they were target needs and learning needs.

##### **3.3.1.1 Target Needs**

Stated by Tahir (2011), the term target analysis was defined as the needs of knowledge and ability which are necessarily possessed to be able to do in the required degree of competence. According to Hutchinson and Waters (1987) to

analyze the target needs of the students, it was better to look at are three things, they were necessities, lack and wants which can be elaborated as follow:

a. **Necessities**

This kind of target need refers to the things or necessities that should be possessed by the ones according to the demands of the target situation.

According to Tahir (2011), these needs meant the competences that the one has to have in order to perform effectively in the target situation.

b. **Lacks**

Stated by Tahir (2011) the term lacks was defined as the abilities or competencies which were not possessed by someone to gain the good performance in the situation targeted. Supporting the statement above, the term of lacks was also defined by Mohammadi and Mousavi (2013) as the deficiency that belongs to the students that they have not got from the previous course.

c. **Wants**

Wants defined as the learners' thought about what they want to know.

The teacher is required to find out what the learners' wants to obtain from the teaching and learning process. Thus, the design of the teaching will fulfill the expectation of the students. If the lacks of students have been discovered, then it would be easier for the teacher to design the appropriate language course for the students.

### 3.3.1.2 Learning Need

Based on Hutchinson and Waters (1987), learning need relied on the need, restriction and potential in the learning situations in order to help the students to achieve their goals in learning. Learning need according to Mohammadi and Mousavi (2013) was about what the learners have to carry out in order to learn in the course. For instance, stated by Massouleh and Jooneghani (2012) learning need referred the skills, strategies that should be owned by the students in learning process to gain the goals of the learning itself. So, we can simply conclude that, learning need means the strategy that should be used in order to learn.

Seeing the importance of needs analysis for developing competitive English debate module, the researcher tries to analyze the needs the members of debate community at University of Muhammadiyah Gresik to know their needs on learning about competitive English debate. The subjects to whom the researcher conducts interview are debate community members who are active at least one year in debate community because they are expected to have enough knowledge about competitive debate.

Moreover, she selects the members who minimally ever joined one debate competition whether university, regional or national scale competition. This is done since the debater who ever joined in a debate competition means he or she understands enough the rules within competitive debate, things that they have to do in debate and they knew the real situation of debate competition in the field. So, the researcher gets valid information regarding the needs of debate community members at University of Muhammadiyah Gresik.

Based on those reasons, then she selects eight debate members who are qualified enough based on the qualification above. Then the researcher interviews them to know their target and learning needs regarding competitive debate. Moreover, the researcher also conducts interview to the coach of debate community as well to get deeper information regarding the needs of the debate community members of English language education department students at University of Muhammadiyah Gresik.

Besides conducting interviews, the researcher also analyzes documents which are related to the needs of the students. The documents which are going to be analyzed were books or guidelines about competitive debates. So, the module that is going to be created can cover the material which is needed by the members of debate community of English language education department students at University of Muhammadiyah Gresik.

### **3.3.2 Design Instruction**

After getting done with analyzing the needs of the students, then the researcher makes a syllabus based on the findings in the needs analysis step. Then, it is continued by making the design of the module in form of draft. The module consists of materials about competitive debate systems that they need. As a module, there is a user instruction and also preface or introduction of the module. The writer plans to create two main chapters, first is the “What is competitive debate?” chapter and second chapter is “How is competitive debate?”.

In the chapter of “What is competitive debate?”, the information that is going to deliver is the general information and rules within competitive debate. Following that part, there is “How is competitive debate?” chapter that is the

detail explanation about what each debater needs to do in a debate to perform well in a debate battle.

Before going to the matter of these chapters, the objective of each chapter is provided to give the clear understanding about the purpose of why the students need to learn every single chapter. After the whole matters have been delivered, overall exercises are given to assess the understanding of the students after learning this chapter.

Meanwhile, answer key, evaluation and references will be available at the last part of the module. The answer key and evaluation will make the students feel easy to learn about competitive debate with or without the coach.

### **3.3.3 Developing English Debate Module**

Continuing the design instruction step, the writer tries to make the module by the guidelines from the draft that has been made previously. Similar to the design which has been planned the debate module will be divided into two major chapters. First part named “What is competitive debate?” chapter contains general information and rules of competitive debating. Meanwhile, the second, “How is competitive debate?” encloses detail information how to make arguments and how to do debate.

As a module, this competitive English debate module consists of user instruction, preface or introduction of the module, the objective, explanation, exercises, answer key, evaluation and also references.

### 3.3.4 Expert Validation of Module

Once the researcher has made the development of a competitive English debate module, then she gives it to the experts to do the expert validation. It is aimed to know and check whether the module has been fulfilled the requirements of a good competitive debate module.

There is one qualified expert who validates the debate module. She is the coach of debate community of English language education department at University of Muhammadiyah Gresik, Imakhustchosari Setyowati, S.Pd. She will validate the content and also the instructional aspect of the debate module.

The expert was graduated from English language education department in 2012. Now, she has been teaching young to adult learners in an informal educational institution. She had many experiences in debate since she was a debate member for three years at University of Muhammadiyah Gresik from 2010 to 2012. Moreover, she has been being the debate coach at University of Muhammadiyah Gresik for two years from 2013 to present.

She ever joined various competitions, some of them were debate competition held by Dinas Pendidikan Jawa Timur, EJVED (East Java Varsities English Debate) at State University of Malang, EF (English Funtastic) at University of Muhammadiyah Malang), Kopertis VII scale of NUEDC (National University English Debate Competition), National scale of NUEDC (National University English Debate Competition).

There were several achievements that she got. She achieved the second winner of East Java debate competition held by Dinas Pendidikan Jawa Timur 2011. She also got an achievement as the top six debate team within NUEDC



(National Universities English Debate Competition) of Kopertis VII 2012.

Furthermore, she got an experience as a semifinal debater represented University of Muhammadiyah Gresik in NUEDC (National Universities English Debate Competition) in Bali 2012. Furthermore, she had some experiences as a debate adjudicator of SESA (Spungky English Students Association) competitions from 2012 to 2014.

Until now, she is still active being the coach of debate community members of English language education department at University of Muhammadiyah Gresik. In being a debate coach, she assisted debate members at University of Muhammadiyah Gresik to achieve some achievements such as gaining the octofinal round of EJVED (East Java Varsities English Debate) and also achieving the first winner of friendship debate competition in UNIROW (Universitas Ronggolawe) Tuban 2013. So, she has already had many experiences in teaching debate especially to English language education department students.

After the competitive English debate module has been checked by the expert, then the researcher tries to originate a list of the deficiency and advantages of the competitive English debate module from the scores and comments given by the expert. This is meant to know the parts of the module that need revision, further she attempts to adjust the parts of module that need more improvement.

### **3.3.5 Try Out of Module**

After the competitive English debate module has been checked for its validity by the experts and revised by the writer, then the researcher does try out to the subjects of this study, eight qualified members of debating community of

English language education department at University of Muhammadiyah Gresik. This try out is done one time when the debaters are having a debate practice at University of Muhammadiyah Gresik. In doing the try out, the debaters are given time to read the matter in the first chapter. After that, they are allowed to answer the questions in the modules and we check their answers together. After that, they are also asked to read the material of the second chapter and try the small exercise in each sub heading and we discuss it together.

At the end of the try out, the researcher provides questionnaire for the debaters to know whether the module is satisfying or not. Moreover, the questionnaire is taken as feedback for the researcher to improve more the module to meet the needs of the member of debate community.

### **3.3.6 Revision**

Following the try out step, then the researcher revises the module if there are some lacks inside her competitive English debate module based on the comments of the students. The revision also considers the suggestion from the experts.

The parts that might be revised are the matter of the competitive debate which may be not proper in order to fulfill the necessities, cover the lacks, give the wants of all the debaters of English department students at University of Muhammadiyah Gresik. Yet, if there is no part of the debate module need to be revised then this step is skipped and continued directly to the last stage of developing material that is final product.

### **3.3.7 Final Product**

This is the last step of developing material in the form of competitive English debate module after the revision of the debate module is done. The competitive English debate contains some materials about competitive debate.

First page of the module is the cover of debate module, then followed by the user instruction, preface of the module and list of content. Coming to the “What is competitive debate?” chapter there is a list of the objectives of the module to give the clear understanding to the debaters about the purpose of why they learn this part. In this chapter, there will be the general information about competitive debate. The next part is an overall exercise to assess the students’ understanding.

In the second part that is “How is competitive debate?”, the writer puts information about how to make debate speech and how to do debate. Same like the previous chapter, there will be objectives as well. Next part, the writer also puts some exercises that cover whole material of the second chapter. This is aimed to encourage and strengthening their skill in arranging debating speech as a whole. Then, at the end of the debate module, answer key, evaluation and references are provided.