

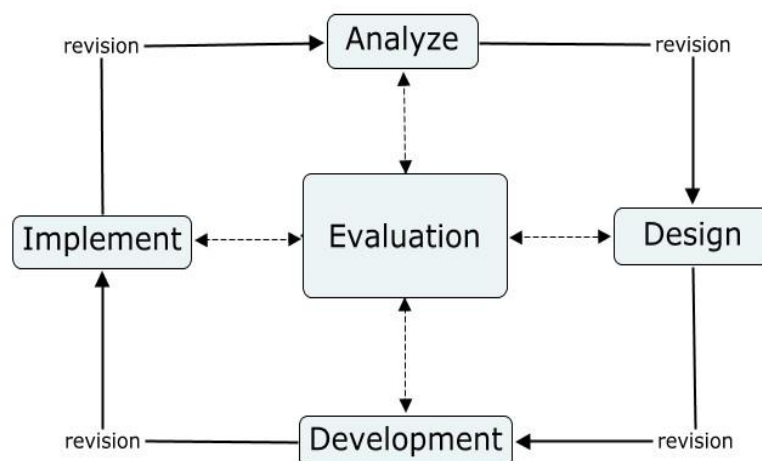
CHAPTER III

METHODOLOGY

3.1 Research Design

The design of this study is Research and Developmental study and it is in line with the purpose of this study which is aimed to develop English debate module for the beginner at the University of Muhammadiyah Gresik. As stated by Gonzalez (2013) that research and developmental aims to create a new thing like technology and the product that can improve the efficiency and the effectiveness of technology and product itself and make it better.

In developing English debate module for the beginner, the researcher needs to do such kind of steps in order to complete the development of English debate module. In the case of development model, the researcher attempts to adopt a model in developing the module. The adaptation model of research and developmental is from ADDIE model and Instructional Design. According to Forest (2014) ADDIE stands for Analyze, Design, Develop, Implement, and Evaluate and it exists since the early 1950s. The goal of ADDIE is to finish every step in the development of a certain product before delivering to the next. There are five steps in ADDIE model and steps are analyze, design, development, implement, and evaluation.



ADDIE Model

Based on Forest (2014), analyze step refers to the phase of the goal-setting stage. It focuses on what students already know and what the students have to know or the target. Design step refers to the way in determining all the goals, tools that will be used, kinds of test, material, planning, and resources. Development step is about starting the production and testing the methodology that is being used in the research. Implementation step reflects the way in using the product after being developed. Evaluation step is the step where revision needs to be done by the purpose of making the product appropriate with the learner. In this research, the researcher attempts to adopt the ADDIE model with some changes which are matching with the condition of the participants. The step of developing English debate module is explained as follows:

1. Analyze
2. Design
3. Develop

4. Validate
5. Implement (Try Out)
6. Evaluate
7. Create Final product

3.2 Source of Data

3.2.1 Participants

There are at least 10 participants in this study. The participants are from the students of English department and the students of senior high school who start join debate or it is called as a newbie. Besides, those 10 participants, the researcher is including two participants as well. The one participant is the debate coach and it is included with the purpose of checking the validation of this study in further and another debate coach is included in analysis step. Being the expert validation the requirement is having experience in debate at least two years and has been following debate competition at least 5 times.

3.2.2 Setting

The setting of this study is in University of Muhammadiyah Gresik which has debate community. The debate community actively joins debate competition at least four times a year whether it is regional or national scale competition. The debate community has some achievements in debate like; the second winner in East Java debate competition held by Dinas Pendidikan Jawa Timur in 2011, the breaking team in NUEDC (National Universities English Debate Competition) in Bali 2012, the breaking team in EJVED (East Java Varsities English Debate) in State University of Malang 2012, the best 10 of EF (English Fiesta) in University

of Muhammadiyah Malang 2013, and the first winner of friendship debate competition in UNIROW (Universitas Ronggolawe) Tuban in 2013.

3.3 Instrument of the Study

There are some instruments used in this study with the different purpose.

The instruments are as follows:

1. Interview: the researcher uses interview as one of the instrument with the purpose of getting the deeper information about what the target is and what the learning need of debate community in University of Muhammadiyah Gresik is. The interview is conducted to the debaters and the debate coach.
2. Checklist: the checklist is used to check the validity of this study. The checklist is given to the debate coach or the expert and they are asked to give comment and scores toward the module that they have been checked.
3. Questionnaire: the questionnaire is given to the 10 participants after trying out the module to know how the response of the participants is and to strengthen the result of previous instruments.

3.4 The Process of Developing the Module

3.4.1 Analyze

The analyzing step is done in order to get the information about what the need of debate community. In getting the idea of material in module, the researcher has to analyze the need and the target of the participants. Analysis is

done by doing the interview to the debaters and the debate coaches as well. By doing analysis, the researcher hopes to know what the need of debaters and debate coaches are in the future for the better debate community. By doing analysis, the researcher also can get the information about target needs and learning needs.

3.4.2 Design

After doing the analysis of debaters' need, the next step is making a syllabus according to result of analysis. After making a syllabus, the researcher continues the step by making the design of the module in the form of draft.

The draft of basic English debate module will be created with some points like standard competence, basic competence, sub-basic competence, and strategy of book development. Standard competence and basic competence are about what should the debater get or achieve after reading the module. Meanwhile the sub-basic competence is quite the same with standard competence and basic competence that is about the goal that should be achieved by the debater after reading the module but it is explained in a detail explanation. Strategy of development is about the way in developing the module.

3.4.3 Develop

After making a draft module design, the next step is developing English debate module by the guidelines from the draft. The module consists of materials all about debate.

The basic English debate module will be completed with several points like warming up point, explanation point, and exercises point. In warming up point, it is about giving the simple exercise at the very beginning by the purpose of giving a picture of the material before it is explained in detail. Explanation point is about

explaining the material in a detail explanation to make clear the understanding of the debater. Exercise point is about giving some tasks which relate to the material by the purpose of checking the understanding of the debater after reading the material.

The basic English debate module will also complete with the objective, key answer, and evaluation. The objective of the module is about the points that should be achieved by the debaters after reading the module. Key answer is provided by the purpose of checking the answer of the debater in doing the exercises. Evaluation is about the way of counting the score and the meaning of the score.

3.4.4 Validate

To know whether the module has been fulfilled the requirement of English debate module, the researcher needs to check the validity of the module by asking the expert or debate coach to read the module and give the assessment.

The expert was graduated from English language education department. The expert had many experiences in debate since she was one of the members of debate for four years at University of Muhammadiyah Gresik.

In checking the validity of the module, the researcher will give instrument in the form of checklist evaluation. The instrument of checklist evaluation consists of several questions related to the appropriateness of the module. The expert should give answer in every question by giving the checklist (√). In giving the checklist, there will be a scale from 1 to 5 in which 1 means “poor” and 5 means “excellent”. The expert also asks to give her comment related to the module, whether the module is already appropriate or need to be revised.

After the module is being checked by the expert, the researcher tries to evaluate which part is according to the expert need to be revised and which part needs more improvement.

3.4.5 Implement (Try Out)

After the module has been checked its validity by the experts, then the researcher does some revision, the next step is doing try out of the module to the participants. The 10 participants do the try out. The mechanism of doing the try out is first the participants read the selected chapter; the second mechanism is participants are asked to do the exercises in the module to check their understanding and the last mechanism is answering the exercise together.

In the end of try out, the researcher also gives the questionnaire for the participants to know what the missing part of the module is. The important purpose of giving the questionnaire is to get the feedback from the participants toward the module and for the better improvement.

3.4.6 Evaluate

Based on the result of try out and questionnaire, the researcher does the evaluation. If there are some lacks based on the comment of the participants. There will be any possibilities of doing the revision. The revision might happen because the module may not fulfill the needs of the debaters, the module may not cover all the wants of debaters, and any other reason of why the module need to be revised. But if there is no part that should be revised, then the researcher goes to the next step that is final product.

3.4.7 Create Final Product

After the evaluation is done, the last step of developing English debate module is final product. The English debate module contains some materials all about debate.

First chapter of the module is “Am I able to debate?” this chapter will give the information about the general and basic information about debate. And it will tell the debaters about what is the rule in debate. The second chapter is “How I argue my opponent?” this chapter will give the information about on how making an organized argument based on the rule of debate that is AREL (Assertion, Reasoning, Example, and Link Back). In this chapter also, the researcher will give the information about debate terms or the special terms that are often used by other debaters. The third chapter is “What should I judge?” and it will give the information about being an adjudicator or the one who access the debate and deciding the winning team and giving the score of debate as well. In the end of the part, there are exercises in the last part of every chapter. There is also the example of an organized argument which is made by the experts, answer key, and references in the last part of the module.