CHAPTER 3
RESEARCH PROCEDURES

This chapter presents the methodology employed in this study in order to conduct the study. It describes seven parts of research procedures, namely research method, setting and participants, data collection, data analysis, steps of the research, and research schedule.

3.1 Method of the Research

Case study was chosen as the method in this research. Yin (2014) explained that case study is a research method that investigates a phenomenon in a real-world context. Yin (2018) categorized case study into three types, those are; exploratory, explanatory, and descriptive. Exploratory case study used when the main focus of the research on "what" questions, explanatory case study is used when the research focuses on "how" and "why" questions or focuses on an explanation of the cause and effect of a phenomenon, while descriptive case study is used to give a description of a phenomenon. Hence, this study used exploratory case study as the research design to investigate what were the writers' experiences related to the stages, challenges and solutions in designing instructional materials of the General English module.

3.2 Focus of the Research

This research focused on describing the writers' experiences in designing the instructional module of the General English course. It described the stages starting from conducting the preparation to the evaluation stages. Moreover, this study also discussed the challenges faced by the writers in designing the module along with how they overcome those challenges.

3.3 Setting and Participants

The research was conducted in one of the Language Centers in a state university located in Tasikmalaya, West Java, Indonesia. This research involved three instructors of a General English course, as one of the courses provided by the Language Center for all the university's students which train

skills such as listening, reading, and writing. All of the participants are women, attaining the age of 31-35 years old. They had experience of being instructors for about 8-10 years. They are also instructors in various other courses such as Grammar Class, Speaking for Academic Context, Business English, Speaking for Everyday Communication, English Literature, English for Gen Z, and etc. In these training programs they use instructional modules as instructional materials. The participants were selected because they had experience in designing instructional modules of General English. In addition, they also had a background as English Education students who certainly already have sufficient knowledge to create good instructional modules. Those things make the selected participants considered appropriate for this research.

In order to comply with research ethics, before conducting the interview, the participants received an explanation of what, why, and how this research would be carried out. Furthermore, the participants would be sought to sign a consent form as an agreement to participate in data collecting, permission to record the interview process, and transcribe the data that has been given to be analyzed in this research. Moreover, participant's personal data would be kept confidential. The participants' names were renamed into pseudonyms: P1, P2, and P3. The date and time of data collection were adjusted to the availability of the participants.

3.4 Technique of collecting the data

Semi-structured interview was used as the data collection technique in this research to find detailed data from the instructors and also the module writer of the General English course at one of the Language Centre in Tasikmalaya. Longhurts (2003) believed semi-structured interview is the process of getting information by giving verbal questions to a person informally. This technique allows the interviewer to have the opportunity to get more in-depth data from the interviewee (Rubin, 2005 in Alshenqeeti, 2014). By using this technique, the researchers could collect data in detail and depth.

The interview was addressed to three instructors of General English Courses from the Language Center at a state university in Tasikmalaya who had finished designing instructional modules for General English courses. The questions given were adapted from the theory developed by Allen (2012) as the interview guide related to the instructional design phases; preparation phase (conceptualizing, gathering the information, formulating learning objectives), iterative design phase (developing content materials, drafting, reviewing), and iterative development phase (implementation the product, evaluation, revision). Open-ended questions were given to get deeper information related to the process of designing a general English instructional module. The interview was conducted personally and using English language.

3.5 Technique of Analyzing the Data

In this research the data were analyzed by using thematic analysis. According to Braun and Clarke (2006), thematic analysis is a qualitative data analysis method to identify, analyze, and report patterns of meaning in data sets (e.g., transcripts from in-depth interviews, focus groups, etc.). They also argued that thematic analysis is a useful method for examining the perspectives of different research participants, highlighting similarities and differences, and generating unexpected insights. Therefore, this method was appropriate to present and analyze the data of this research related to the description of the process of designing instructional materials for a General English module.

In analyzing the data of the research, the researcher followed several steps. Braun and Clarke (2006) provide an outline to guide researchers in making thematic analysis through six phases of analysis, including:

1) **Familiarizing the Data**

The first thing to do was converting the audio data into written form (transcription). The next step was reading the transcription in an active way to identify meaning, patterns, and so on. It was suggested to take a note and mark the things that will be processed next.

2) Generating Initial Codes

In this phase the researcher organized the data into meaningful groups by identifying the features of the data that appear interesting to be analyzed. The researcher used colouring method to differentiate potential patterns. However, the various pieces of information still contained in the codes and needed to be simplified to find the themes. Moreover, the potential codes categorized based on the aim of the research (e.g Learner's need assessment, formulating the instructional objective, searching the references, and etc) that were coloured (e.g light purple, light green, light blue, pink, purple, green, red, and etc) to highlight the information related to the writers' experiences in the process of designing the General English module, the challenges faced by the instructors in designing the module, and also how they overcome those challenges. The example of data coding can be seen in the example below:

Table 3.1 Generating Initial Codes

Excerpt	Initial Codes
First, I tried to find the data from the students. We did some need analysis from the students, and then we tried to find the data about what they want and what they need in General English classroom.	Learners' needs analysis
The Second, we tried to connect with the CEFR level, we adapted the materials, the indicators, or maybe objective of the course from the CEFR level	Formulating the instructional objective
Student's need, materials, and also the design the steps may be ya what will be appeared in the module is it like the theories and then the activities and the practices,	Conceptualizing the content of the module
The next steps was start gathering the sources that will be used and included in the module	Searching the references

We were starting making it by arranging the outline of the module for each unit and each chapter	Creating the content materials (draft)
Proof-reading, they told me the limitations from my module, and they also gave me some suggestions and advice,	Reviewing the module
We have an editing process, and then took some corrections from other instructors.	*Revising the module*
The references for the content materials many books like form general English books such as cambridge,british council, and others.	The sources of the the content materials
We asked some students to come to the classroom, we invited them, and then we gave them some questions and then they have to answer the question based on their needs, and want about this class	The technique of learners' needs analysis
We used canva, grammarly for editing the grammar, and the we also used a review system directly from word system, just to review the spelling and everything.	The applications needed
You mean the persons involved *in writing the module*? Maybe, *the all the instructors* only. *The head of the Language Center gives insight* and also some *advice* for us before writing the module, and also in the steps of reviewing and evaluation.	The Parties involved
The difficulty is about how to design this module interesting, like creatively because sometimes boring books could make the students demotivated.	Difficulties in creating the content materials
Maybe by having some references from Youtube or maybe from the internet, or maybe got some examples from the other book so we can have inspiration to try to design the interesting module.	Looking for some references
We used learning system management as well or maybe some applications just like games for example a bamboozle, white board, and then we also use quizzes, kahoot, so many things that we use for the teaching and learning system	Using digital educational tools
Just asked to my partners again, I always ask to my partner to and discuss with them about what should I do to solve this problem.	Discussing with the team

it's around maybe like three months until four, I am not sure because I am not calculating the time, ya its around three months for 12 chapters.	The duration of arranging the module

Table 3.2 List of Initial Codes and Their Frequency

No	Initial Codes	Total
1	Learners' need analysis	17
2	Formulating the instructional objective	20
3	Conceptualizing the content of the module	1
4	Searching the references	3
5	Creating the content materials (draft)	6
6	Reviewing the module	5
7	Revising the module	4
8	The sources of the the content materials	9
9	The technique of learners' need analysis	13
10	The applications needed	8
11	The Parties involved	7
12	Difficulties in creating the content materials	3
13	Looking for references	2
14	Using digital educational tools	2
15	Discussing with the team	1
16	The duration of arranging the module	3

3) Searching for ThemesState

In this phase, the researcher sorted the data codes into potential themes and considered how different codes may combine to form an overarching theme. In this sorting phase, the researcher used visual representations such as mind maps, tables, or writing with a brief description. At the end of this phase would be seen the themes and sub themes and their relations.

Table 3.3 Searching for Themes

No	Initial Codes	Potential themes
1	Learners' needs analysis	Preparation Stage
2	Formulating the instructional objective	
3	Conceptualizing the content of the module	Writing the module
4	Searching the references	

5	Creating the content materials (draft)	
6	Reviewing the module	Evaluating the module
7	Revising the module	
8	Difficulties in drafting process	Difficulties experienced
9	Difficulties in choosing the content materials	
10	Looking for references	Overcoming the difficulties
11	Using digital educational tools	
12	Discussing with the team	

4) Reviewing Themes

      At the review phase researchers reconsidered the results of the third step, there are several possibilities that will occur, those are; First possibility is eliminating the candidate theme if there is not enough data to support the theme or maybe the candidate theme is too diverse. Second possibility is the collapse of each other if there are two separate themes that can be put together. The last possibility is breaking up the candidate themes into separate themes.

Table 3.4 Reviewing Themes

Potential themes	Themes
Learners' need analysis Writing the module Evaluating the module	Steps in designing the General English Module
Difficulties experienced Overcoming the difficulties	Challenges and solutions in designing the General English module

5) Defining and naming themes

      In this phase the researcher defined and refined the themes that will be presented for your analysis, then analyzed the data within them to identify the essence of what each theme is about. By the end of this phase could be seen what the themes belong to, then started naming each theme and the name has to be concise, and immediately give the reader a sense of what the theme is about.

6) Producing the report

In this phase, the researcher created a written text which tells the data, a concise, coherent, logical, and non-repetitive story was reported in this phase. The report also provided sufficient evidence of the themes within the data. The researcher provided a narrative analytic that consists of the arguments in relation to the research question.

3.5 Steps of the Research

Table 3.5 Steps of the research

Step	Description
1	Identifying the research issue
2	Searching for sources and deepen journals or books relevant to the research topic
3	Choosing a topic to be researched
4	Compiling research proposals starts from writing backgrounds, literature reviews, and research methods.
5	Examining the research proposal in front of the supervisors and examiners
6	Conducting semi-structured interviews with participants to collect the data
7	Converting audio interview data into written form (transcription)
8	Analyzing the data using thematic analysis tool of Braun and Clarke (2006)
9	Writing the research report (thesis)
10	Examining the thesis in front of the supervisors and examiners

3.6 Time and Place of The Research

This research was conducted in a Language Centre at one of the state universities in Tasikmalaya, West Java, Indonesia. This research was conducted in the period of February to December 2023.

Table 3.6 Time of the research

Activities	Month										
	Feb	Mar	Apr	Mei	Jun	Jul	Aug	Sept	Oct	Nov	Des
	2023										
Research Proposal Writing	■	■	■								
Research Proposal Examination				■							
Data Collection							■				
Data Analysis								■			
Research Result Examination										■	
Final Thesis Examination											■