

CHAPTER III

RESEARCH METHOD

This chapter discusses the design of the research used to conduct the study. Moreover, this part elaborates deeply the research design, research site and participants, data collection techniques, data collection procedures, and data analysis.

3.1 Research Design

This study is research and development (R&D) design that follows the Bannan's R&D design. The Bannan's design is called design-based research (DBR). This study aim to, first, identify students' needs in learning writing subjects at the university level. It is conducted especially in the study program of English Education in one of the private universities in Mataram West Nusa Tenggara, Indonesia. This study also is designed to develop an instructional task-based language learning model in the teaching of writing at the university level. To find the quality of the task-based learning (TBLL) model, the researcher does the internal and external validation with involving some experts. In addition, the final product is tested to find out the efficacy of the Task-Based Language Teaching (TBLL) model in teaching writing skills for English Department students at one of the private universities in Mataram West Nusa Tenggara, Indonesia.

The products of this research are used to solve problems of writing found in the researcher's teaching context; since the students were still found difficulties in writing, such as insufficient linguistic proficiency, lack of ideas, sentence organization, and lack of transition word. The the components of the proposed model covers instructional stages, teaching materials, syllabus, and assessment tools. The product is validated by experts and practitioners. The experts involved in this study were English lecturers in two different universities in Mataram who have expertise in English instructional models and English language instruction. Moreover, the practitioners invited in this study were the lecturers from English Education Department who were teaching Writing subjects in two private universities in Mataram.

Ilham, 2021

DEVELOPING A TASK-BASED LANGUAGE LEARNING (TBLL) MODEL IN THE TEACHING OF WRITING SKILLS FOR STUDENTS OF ENGLISH LANGUAGE PROGRAM.

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

Additionally, this study is set up to be conducted by using a Design-Based Research (DBR) method (see Baumgartner et al., 2003; Bell, Hoadley, & Linn, 2004; Parmaxi & Zaphiris, 2019; T. Anderson & Shattuck, 2012; (T. Anderson, 2005).

The steps of design-based research in this study adapted the design-based research framework proposed by Bannan (2009), namely the Integrative Learning Design Framework (ILDF). The steps included informed exploration, enactment, and evaluation. The cycles are not always in a linear fashion, but rather a particular phase of one cycle that would intersect with a different phase of the following cycle. The three stages are aimed at developing an instructional product such as instructional tools, materials, and instructional model. The process of developing the model of TBLL in can be seen in Figure 3.2 as follows.

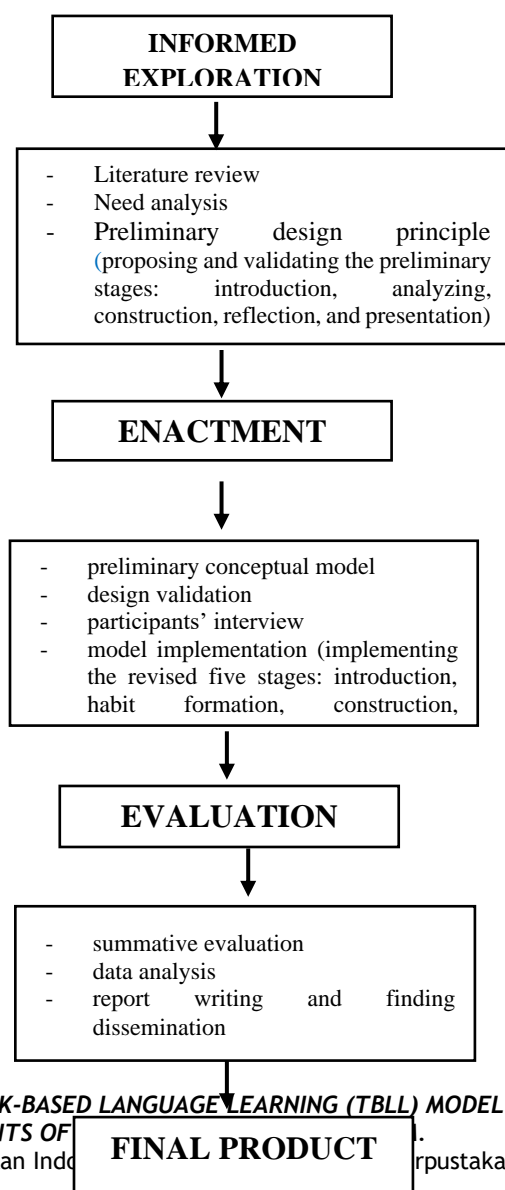


Figure 3. 1 The Framework of Development Model adapted from Bannan (2009)

The procedures of DBR are outlined in Table 3.1. It elaborates the timeline, the activities, the data and the participants, and the results of this study.

Table 3.1 DBR phases: timelines, activities, data and participants, and outcomes adopted from Bannan (2009)

DBR phase	Date	Main DBR activities	Date and Participants	
Informed Exploration (Context analysis)	Juni- 2019	September	<ul style="list-style-type: none"> • Need analysis • Literature review • Preliminary design principle 	<ul style="list-style-type: none"> • Preliminary study • Lecturers (n=4) and students (n=18) • Interviews • Literature review
Enactment (Design & Development and Implementation)	July-December & 2019		<ul style="list-style-type: none"> • Design prototype of instructional model and materials • Design validation • Participant interviews • Model and materials implementation 	<ul style="list-style-type: none"> • Experts (n=3) judgment • Researcher observation
Evaluation: Local context and broader context (Evaluation)	October January 2020	2019-	<ul style="list-style-type: none"> • Summative evaluation of designed model • Report writing and dissemination of finding 	<ul style="list-style-type: none"> Lecturers (n=4) and students (n=18) Preliminary field testing (local context), Main field testing (broader context) interviews, questionnaire

The detail of the activities of DBR applying ILDF in this study can be seen in the description below.

3.1.1 Informed Exploration

The first stage of developing the current model is informed exploration. This stage aims to stipulate and define instructional model requirements. To carry out the requirements, this study is started from conducting the literature review, needs analysis and preliminary design principles. The literature review is done by reviewing previous studies relating to research topics, the existing ELT curriculum, and language teaching theories. In doing deep exploration of the proposed model, the need analysis is focused on the English students' target needs and learning needs in academic writing subjects. The outcomes of this phase included the preliminary design principle of the instructional model and theoretical framework.

First, the literature review was conducted as source identification of literature relevant to the purpose of the study. This activity provided the information and related theories of task-based language teaching models and language teaching theories. The literature review covered exploring the principles and the implementation of TBLT, GBA, and CLT of previous researchers. Thus, the result of this activity gave an insight into the theory that supported the design of the developed-model. The concepts and theories used were summarized in the dissertation literature review.

Second, the need analysis activity was conducted to identify the target need and learning need of students in academic writing subjects. The target need (i.e. what the learner needs to do in the target situation) consists of necessities, lacks, and wants. Meanwhile, learning needs (i.e. what the learner needs to do to learn) that consisted of goals, inputs, procedures, learner role, teacher role, and setting. The data of target needs and learning needs obtaining from questionnaires and interviews. It involved 18 English Education students from one of the private university in Mataram and four lecturers from two private universities in Mataram.

Third, the preliminary design principle was developed as the reference for developing the TBLL model. The designed principle contained essential characteristics of the TBLL model and steps to implement the model. In the initial steps of the implementation of TBLL were introduction, analyzing, construction, reflection, and presentation. After having validated by involving three experts and four

practitionnaires, the steps of the implementation of TBLL were introduction, habit formation, construction, reflection, and presentation.

3.1.2 Enactment

The second phase of developing the proposed model is enactment processes. This stage is the core step of the design and development activity. This phase composes the prototype of the proposed model based on the results of the students' target and learning needs. Therefore, the outcomes of this phase included a detailed prototype of the model. Then, the main activities in this phase covered preliminary conceptual model design, design validation from the experts, design revision, participants' interviews, model implementation, and data analysis.

The first activity of doing enactment was the preliminary conceptual model. It was conducted to prepare the prototype of the instructional model of TBLL. The model was drafted based on the selection of instructional needs in the informed exploration phase, including students' activities, students' and teachers' roles, sequential assignments, classroom management, and appropriate materials of the model. The collected data are used as inputs and materials to design a prototype of the instructional model. The data collected from needs analysis initially. Therefore, this stage consists of some steps as follows: (1) developing the teaching steps of TBLL model, (2) designing the instructional activities, (3) designing sequential assignments; (4) designing TBLL instructional materials; and (4) designing classroom management. This phase leads to a product that is developed. Moreover, the results of the needs analysis will be delivered in Section 4.1 in Chapter VI.

The second activity of conducting enactment is design validation. It is conducted in the form of experts' and practitioners' validation. This activity aims to gain input from experts and practitioners dealing with the preliminary model developed and suitable materials. The feedback from the experts and practitioners was used to revise the prior product and the materials. The expert here consisted of the expert from

teaching-learning methodology, language, and media. This activity was conducted in the enactment process before the evaluation of the model.

The third activities of doing enactments are participants' interviews, meetings, communication, and dissemination. Since the focus of the research was developing the instructional model for writing subject lecturers, they should understand the model. Therefore, the dissemination was conducted dealing with the procedure of the model. The process of dissemination is conducted in two parts: disseminating during the development process and after the final development process. Before disseminating the instructional model, the implementation of the product was conducted. A small-scale preliminary field testing and main field testing were undertaken. A preliminary field testing was purposed to find whether or not the preliminary product was appropriate in teaching writing skills in TBLL model. After an initial field testing, the students were asked to fill out the questionnaires to gain more valuable information about the implementation of the products. Then, evaluation was conducted to capture feedback, comments, and teachers' and students' opinion dealing with the instructional model and materials. Next, to make a more effective and appropriate model, the revised model was tried out again in the main field-testing phase. Therefore, the result of the main field testing was the final product of the English language education department in writing skills.

The fourth activities of carrying out enactment is model implementation. It is conducted in the form of field testing. The field testing aimed at gaining feasibility and feedback of the developed model. The result of field testing to measure that the product enables to improve students writing competence. The field testing consisted of preliminary field testing and main field testing. After the initial prototype of the instructional model had been completed, a preliminary field testing of the model was then carried out by using a one-group pre-test post-test design of the pre-experimental method to see the effect of applying the model in one class. In the one-group pre-test-posttest design, a single group of subjects was given a pre-test (O), then the treatment (X), and then the post-test (O). The pre-test and post-test were the same, just given at different times (Macmillan & Schumacher, 2001).

Ilham, 2021

DEVELOPING A TASK-BASED LANGUAGE LEARNING (TBLL) MODEL IN THE TEACHING OF WRITING SKILLS FOR STUDENTS OF ENGLISH LANGUAGE PROGRAM.

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

The preliminary field testing was conducted by implementing part of the developed product, namely one unit of developing the course in three meetings. Each of the three meetings will be observed. In addition to observation, the test was carried out and then the questionnaire and interviews were given. The test was carried out to measure the effectiveness of the developed model, and questionnaires and interviews were given to students to obtain responses to the developed model.

Next, the main field testing was mainly conducted through a nonequivalent control group design involving 25 students of experimental groups and 25 students of the control group. The purposive sampling technique was used to determine the subjects of the research.

The steps involved in this design were: (a) non-random assignment of research participants to experimental and control group, (b) administration of pre-test to both the experimental group and control group, (c) administration of experimental treatment, (d) administration of a post-test to both experimental group and the control group, and (e) statistical analysis on the difference between the pre-test and the post-test means.

In addition, the researcher played the role of the full participants, while another writing lecturer was the complete observer (Cowie, 2009, p. 167). Both qualitative and quantitative evaluation was used for this stage of field testing.

3.1.3 Evaluation

This phase covered an evaluation of the effectiveness of the model which was conducted to gain interesting, applicable, and practical model TBLL model that met the criteria of constructing instructional model and target needs and learning needs of the students. This phase further marks the end of the study. Thus, the outcome of this phase included the final and the ready-made draft of the model, research questions answered, research and findings disseminated. The activities conducted in this phase covers the summative evaluation of the design model, participants' interview, observation, data analysis, and reporting writing and finding dissemination.

First, the summative evaluation of the developed model was conducted by administering the post-test to both the experimental and control group. Then, a statistical analysis of the difference between the pre-test and the post-test means. These analyses aimed at finding the effectiveness of the developed model for enhancing students' writing skills. All data were analyzed using SPSS statistical analysis to determine the improvement of students writing after giving treatment.

Second, data analysis was conducted to look for the pattern of quantitative and qualitative data in the evaluation phase. The analysis of quantitative data was conducted using SPSS statistical analysis by calculating the homogeneity, normality, and covariance (ANCOVA) of the score of the students in writing skills. Meanwhile, the qualitative data were analyzed using descriptive qualitative techniques.

Third, report writing and finding dissemination. The report was in the form of the dissertation, journal article, international conference presentation, article proceeding. This activity was essential to provide a contribution dealing with the TBLL model.

3.2 Research Site and Participants

This study was conducted in two private universities in Mataram, West Nusa Tenggara. The two private universities were selected as the research site for two reasons. First, the researcher has been teaching in these two institutions for more than 15 years that give him the advantage to have easy access and feasibility of the research. The research's familiarity with the situation and the participants in the research was expected to lead to a more natural conduct of research. Second, the English lecturer's positive response toward the investigation, which focused on developing task-based language learning in the academic writing subject classroom. Third, most students were facing difficulties in composing English writing, which was shown by their low achievement in the writing subjects. Fourth, the quality of study program was good, both universities got B grades. Fifth, all lecturer qualifications have been certified. Sixth, the average level of writing ability was not too low and too high. Seventh, the supporting facilities were very helpful on all stages of research phases. The last, the

Ilham, 2021

DEVELOPING A TASK-BASED LANGUAGE LEARNING (TBLL) MODEL IN THE TEACHING OF WRITING SKILLS FOR STUDENTS OF ENGLISH LANGUAGE PROGRAM.

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

researcher took the role as collaborator and the real lecturer when conducting the research.

The technique of selecting the research participants refers to one technique, the purposive sampling technique (Kothari, 2004, p. 59). The criteria for collecting samples were based on the ease of collecting data. The researcher chose one class deemed representative sample to apply the task-based language learning (TBLL) model later on. The participants involved in this study were a class of fifth-semester students of the English Department who attended the Writing Class.

3.3 Data Collection Techniques

The data collection instruments of this research will use several ways. They are questionnaires, interviews, observation, and tests. The following are the instruments used to gain the data of the research.

3.3.1 Questionnaire

For this study, the first instrument used to collect data was the questionnaire. There are three kinds of the questionnaire that is used to find the data of the developed product. These questionnaires are divided into a questionnaire for need analysis, a questionnaire for product validation by a number of experts, and a questionnaire for students and teachers to know their feedback on the teaching materials. The purpose of administering the need analysis questionnaires was to find out the students' needs to learn writing. Furthermore, the questionnaire for the expert judgment was made to obtain product validation of data, which related to perceptions and suggestions concerning the developed product. The third, the feedback questionnaire, is intended to know the students' and teachers' responses to the developed product. The questionnaire items will be formulated in close-ended and open-ended form. The following are the explanations of the questionnaires.

3.3.1.1 Questionnaire for Need Analysis

The questionnaire of need analysis (see appendix 1a) is compiled with open-ended and close-ended items. The purpose of this questionnaire is to investigate the students' target needs and learning needs. The target need refers to necessities, wants, and lacks, whereas learning needs include goals, inputs, procedures, teacher role, student role, and setting. The learning needs cover goals, inputs, procedures, teacher role, student role, and setting. The questionnaire of need analysis proposed to know what the students need to do to learn. The data from this technique were beneficial to provide the answer to the first research question of the study related to the needs of the students.

Table 3.2 The Specification of Need Analysis Questionnaire by Aspects of Needs (target needs and learning needs), Purposes, and Item Numbers

Aspects of target needs	Purposes	Item number	References
a. Necessities	To find out what the student needs to write	1,2	(Hutchinson & Waters, 1987, p. 55), (Nation & Macalister, 2010, p. 24)
b. Lacks	To know the proficiency level of students in writing skill	3,4	Hutchinson & Waters (1987:55), Nation & Macalister (2010:24)
c. Wants	To find out what the students want	5	Hutchinson & Waters (1987:55), Nation & Macalister (2010:24)
Aspects of learning needs	Purpose	Item number	References
1. Goals	To find students' goal in learning writing skill	6	Nunan (2004:41) (Brown, 2004, p. 220)
2. Input	To prepare students' input in process building knowledge to write	7,8,9	Brown (2004:220)
3. Procedure	To find out the learning activities	10	Nunan (2004)
4. Teacher's role	To find out the teacher's role in the learning process	11	Nunan (2004: 64)

5. Learners' role	To find out students' role in the learning process	12	Nunan (2004: 64)
6. Setting	To find out the constraints of classroom arrangement	13	Nunan (2004: 64)

3.3.1.2 Questionnaire for Perception

The feedback questionnaire is intended to know the students' and teachers' responses to the developed product (see appendix 1i and 1j). The students' responses were needed to know any particular part of the product that need to be revised. Furthermore, the attitude of teachers about the process of the teaching-learning model (see appendix 1j) is necessary to be known. The teachers' perception questionnaire about the learning process is designed to know the appropriateness and effectiveness of the developed product.

Table 3.3 The Specification of the Material Questionnaire by Aspects, Purposes, and Item Numbers

Aspects	Item	References
1. How do you feel about		
Teaching steps	a	Brown (2001:142)
Classroom situation	b	Richard (2001, p. 274)
Time allocation	c	Nation & Macalister (2010:167)
Writing activities	d	Nunan (2004)
Lecturer performance	e	Brown (2001:142)
Teaching materials	f	Richard (2001:274)
2. How do you think about		
Teaching steps	a	Brown (2001:142)
Classroom situation	b	Richard (2001:274)
Time allocation	c	Nation & Macalister (2010:167)
Writing activities	d	Nunan (2004)
Lecturer's performance	e	Brown (2001:142)
Teaching Materials	f	Richard (2001:274)
3. Are you interested in participating in further learning activities like you are taking part in just now?		

3.3.1.3 Questionnaire for Expert Judgment

The questionnaire for expert judgment (see appendix 1e and 1g) has the function of obtaining product validation of data, which relate to perceptions and suggestions concerning the developed product. The product part to be validated by experts concerns on the TBLL model, which covered 1) the language teaching principle, 2) the organization of instructional (consisting of opening, the teaching steps, language focus, and closing, 3) the content of instructional materials (text types, assignment), (4) the organization of language (consisting of accuracy, fluency and students level), (5) the organization of activities/procedures (consisting of varied activities, well-sequenced activities, clear instruction, clear layout),6) the whole evaluation (consisting of appropriate instructional principles and instructional material. This questionnaire will be distributed to the experts who have the capacity to teaching English, developing English materials, creating an ELT curriculum, and designing research on foreign language teaching.

Table 3.4 The Specification of Material Validation Questionnaire by Aspects, Purposes, and Item Numbers

Aspects	Purposes	Item numbers	Numbers	References
Contents	Finding out some information dealing with the content	1	5	Brown (2001:142)
Activity	To find out information relating to activity in tasks	2	4	Richard (2001:274)
Input	To find out information dealing with input based on the task	3	7	Nation & Macalister (2010:167)
Language	Find out the information of language	4	6	Nunan (2004:47-52)

Table 3.5 The Specification of Model Validation Questionnaire by Aspects, Purposes, and Item Numbers

Aspects	Purposes	Item numbers	Numbers	References
---------	----------	--------------	---------	------------

Learning objectives	To know the practicality of instructional goals of the model	1	7	Richard (2001), Nation & Macalister, 2010)
Supporting theories	To know the particularity of the model	2	2	Kumaravadivelu (2010) Brown (2004:220)
Learning model elaboration	To find out the possibility of classroom steps of the model	3	3	(Kumaravadivelu, 2006b)
Learning model implementation	To find out the practicality of classroom steps of the model	4	3	Kumaravadivelu (2006b) Nunan (2004:70)
Assessment	To find out the practicality of assessment of the model	5	6	Brown (2004)

3.3.2 Observation Sheet

The observation in this study was conducted during the enactment phase to gain insight into the implementation of the TBLL model. The observation is done in the classroom to gather information and description on the teaching and learning process (see Appendix 1c). It was used to find out the flow of the implementation of the TBLL in the classroom. The data from the result of observation is utilized to foster the data gained from the questionnaire and interview in the enactment phase. This observation was conducted directly by the researcher and the lecturers of the writing subject.

3.3.4 Interview

The purpose of the interview is to understand the meaning of people's views, experiences, values, and motivation on specific issues (Gill et al., 2008; Cohen et al., 2007). This interview is expected to give opinions and suggestions of the students in the learning-teaching process. The information gathered from this interview is valuable and useful to find the data of students' achievement in applying the instructional model. The interviews were conducted in two series. First, in the activity of context analysis, this interview was conducted to gain the perspective of lecturers concerning their needs in teaching writing subjects before the learning model developed. This refers to the first research question of the study. Second, the interview was conducted in the process of

evaluation phases to know lecturers' and students' perceptions of the learning model developed.

This study employed a semi-structured interview, face-to-face, individual interview and was conducted before the teaching process of academic writing subject and at the end of the teaching process. Semi-structured interviews set the interview questions in advance, and this guides researchers throughout (Edwards & Holland, 2013; (Dawson, 2009). The interview questions were formatted and ordered to create a coherent questioning process and allow the interviewee to build upon ideas from one question to the next.

The interview was composed of open-ended questions to give participants to voice their opinions and experiences and to focus on particular themes structures beforehand according to the research question (Cohen, Manion, & Morrison, 2007). The language of the interview was in Bahasa Indonesia since the researcher did not want the interview language to be an obstacle for participants to express themselves (see appendix 1 d for interview question). The interview was audio-recorded to avoid losing data. The extract from the interview was translated into English by the researcher. Once the session was finished, they were transcribed. Besides, the interviews would be evaluated and triangulated with other data collected from other instruments.

Table 3. 6 The Specification of Field Testing Interview with Practitioners

No	Assessment aspects	Statement of indicator	Number	Item	References
1	Teaching step	the stages of learning implementation	1	1	Joyce, Weil & Calhoun (2000)
2	Social system	interaction between lecturers and students and among students	2	1	
3	Principle of reaction	the way lecturers treat students	3	1	
4	support system	syllabus and teaching materials used in the learning process	4	1	
5	direct impact and the accompaniment impact	- learning objectives are achieved, student understanding of the materials and student learning outcomes are getting better	5	1	

Ilham, 2021

DEVELOPING A TASK-BASED LANGUAGE LEARNING (TBLL) MODEL IN THE TEACHING OF WRITING SKILLS FOR STUDENTS OF ENGLISH LANGUAGE PROGRAM.

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- students become more active and motivated to learn

Table 3. 7 The Specification of Field Testing Interview with Students

No	Assessment aspects	Statement of indicator	Number	Item	References
1	Teaching step	the stages of learning implementation	1	1	Joyce, Weil & Calhoun (2000)
2	Social system	interaction between lecturers and students and among students	2	1	
3	Principle of reaction	the way lecturers treat students	3	1	
4	support system	syllabus and teaching materials used in the learning process	4	1	
5	direct impact and the accompaniment impact	<ul style="list-style-type: none"> - learning objectives are achieved, student understanding of the materials and student learning outcomes are getting better - students become more active and motivated to learn. 	5	1	

3.3.5 Writing Test

For this study, there are two writing tests—pre-test of writing in the preliminary phase and post-test of writing in the field testing phase. The kinds of texts for the test are descriptive texts and exposition texts. The items of the writing test are constructed based on standard competence, basic competence, and indicators. The test items consist of writing a descriptive essay on one of the topics of tourism, architecture, place, and people. The essay assessed the students' skills in constructing an introductory paragraph, two body paragraphs that contain supporting details and a concluding

Ilham, 2021

DEVELOPING A TASK-BASED LANGUAGE LEARNING (TBLL) MODEL IN THE TEACHING OF WRITING SKILLS FOR STUDENTS OF ENGLISH LANGUAGE PROGRAM.

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

paragraph. They were provided to see the progress of students' academic writing skills (see appendix 2.g). The tests have been validated by experts and tested empirically.

Concerning the assessment of writing skills, this research adopted the Brown writing skill rubric (in Brown, 2004), which incorporates five categories: content, organization, vocabulary, language use, and mechanics. Each category has its scoring and a clear explanation for describing testees' writing skills. The rubrics are widely used as it encompasses the components of writing skills that can assess the capacity of students to write in the target language.

In summary, the data, sources of data, types of data, and instrument of this research can be seen in the table below.

Table 3. 8 Data, Source of Data, Data Collection Technique, and Research Instrument

No	Name of data	Source of data	Types of Data	instrument
1	Need analysis	Students (25 persons)	quantitative	Questionnaire
	a. Data of students needs in learning writing	Lecturers (4 persons)	qualitative	Interview
	b. Interview data regarding the process of teaching and learning of writing			
2	Data of expert assessment on the instructional model	Expert (2 persons)	quantitative	Validation sheet
3	Data of expert assessment on instructional material	Expert (1 person)	quantitative	Validation sheet
4	Data of lecturer assessment on the instructional model	lecturer (4 persons)	quantitative	Validation sheet
5	Data of lecturers and students' perception of the instructional model	lecturer	qualitative	interview
6	pre-test dan post-test of students' achievement	students	qualitative	interview
		students	quantitative	test
7	Data of observation teaching and learning process	Observer (2 persons)	qualitative	Observation sheet

3.4 Data-Collecting Procedures

Several steps have been taken to collect the data for this study. First, the need analysis through the questionnaire was conducted in the context analysis stage by distributing the questionnaires to the students and interviewing the lecturers related to their needs. The need analysis activity involves two private universities in Mataram, West Nusa Tenggara. The information gained from the need analysis phase is used as the basis to develop the preliminary product, which was validated by three experts and four practitioners. The theoretical feedback from experts and practical feedback from practitioners are used to revise the preliminary product. Second, preliminary field testing of writing proficiency was conducted to figure out students' writing skills before TBLL model was implemented. Third, the observation sheet was used to get valuable information about the needs of students in learning writing skills. Fourth, a set of questionnaires was administered to collect the data of product validation with the number of experts. Fifth, a session of the interviews was done to gain the perspective of lecturers in relation to their needs in writing subjects before the learning model was developed. Sixth, other observation sheets were used to get information about students' feedback and response on the implementation of the TBLL model in the teaching of writing skills. Sixth, the writing proficiency post-test was undertaken after all the developed model was implemented. Seven, other interview sessions of students and lecturers to gain their perception of the developed model and materials. Eight, a set of questionnaires to know lecturers' and students' perception of the learning model developed. The obtained data was then ready to be organized and analyzed, which afterward would be presented and discussed precisely.

3.5 Data Analysis

Upon collecting all data from research instruments, it would be then analyzed. The following explores the way the data are processed.

3.5.1 Analyzing Observation Sheet

The data on the observation sheet would be used to illustrate the implementation of TBLL developed model in the teaching and learning academic writing process, which took place in the classroom. The researcher took note of everything that was going on in the classroom. These notes were carefully read to see some common emerging themes. The observation sheet would be categorized based on the syntax on TBLL model implementation in the classroom including introduction, habit-formation, construction, reflection, and presentation steps. For example, in the introducing stage, the researcher would note everything the lecturers and students' activities when lecturers introduced topics and tasks during the teaching and learning process of writing descriptive and exposition text. The finding of the observation sheet would be triangulated and elaborated in chapter IV with other findings from other instruments.

3.5.2 Analyzing Interview

In terms of the interview, the data were reported and analyzed by clarifying the information into categories and themes. To become familiarized with its content, the researcher did the transcription. During the transcription stage, the teacher's and students' names were substituted with pseudonyms, L for Lecturer and S for Student. The researcher then highlighted quotes and phrases from the interviews that were significant to the study. The next steps were the data from the interview stage were presented in a condensed body of information to address the research questions, particularly in responding to the perspective of lecturers about their needs in teaching writing subjects before the learning model developed and to know lecturers and students perception after implementation of the learning model developed. There were nine questions posed for the perspective of lecturers pertained to the needs of teaching academic writing and six questions to elicit the lecturers' and students' responses toward the implementation of the developed model. Table 4.8 displays the distribution of the central themes of the lecturers' perceptions on need analysis of teaching writing. Meanwhile, Table 4.27, in Chapter 4, shows the students' perceptions and Table 4.23 presents the lecturers' perceptions toward the implementation of the TBLL model.

Ilham, 2021

DEVELOPING A TASK-BASED LANGUAGE LEARNING (TBLL) MODEL IN THE TEACHING OF WRITING SKILLS FOR STUDENTS OF ENGLISH LANGUAGE PROGRAM.

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

3.5.3 Analyzing Questionnaire

The questionnaires were administered to find out all participants' responses questionnaires for need analysis, product validation by several experts, and questionnaires for students and teachers to know their feedback on the teaching model developed. The participants' answers were analyzed after collecting all data from the questionnaires. Since there were two types of questionnaires, close-ended and open-ended questionnaires varied on how they were interpreted. Five choices were given to students to the close-ended questionnaires, strongly agree, agree-disagree, and strongly disagree.

Moreover, the information from open-ended questionnaires was analyzed by sorting them into specific themes for each answer. The questionnaire results were triangulated with the information collected from other instruments and would be explored to contribute to some study findings.

3.5.4 Analyzing writing Test Results

As stated earlier, to know the improvement of students' achievement before and after the developmental action, the researcher uses the writing test at the preliminary study and the end of the learning and teaching processes. The quantitative data gained from the pre-test and post-test administration then analyzed using homogeneity test, normality test, and analysis of covariance (ANCOVA). The homogeneity test was analyzed using One Way ANOVA, while the normality test was analyzed through Saphiro Wilk. An analysis of covariance (ANCOVA) is also used to investigate a difference in means between the experimental group and the control group.