

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides details of the methodological procedure adopted for this study. It also includes the research design, research site and participants, instrumentation, data collection technique, data analysis processes, and research procedures.

3.1 Research Design

This study aimed at investigating the tasks performed by graduates of visual communication design in the workplace. Moreover, this study disclosed the relevance between the target tasks identified to the ESP curriculum of a visual communication design study program of the research site. With the aim of gaining deep understanding of the issue, a qualitative methodology was chosen for this study (Hamied, 2017).

In relation to the research design, a case study design was selected for several reasons. The first reason is that the nature of the study aims to gain deep understanding and find the relevance of the issues. Second, the study is relevant to the characteristics of a case study which are intensive and bounded by a phenomenon such as a program or an institution (Merriam, 2009). In this study, the phenomenon is bounded to a visual communication study program in a private university in Bandung, West Java, Indonesia. Third, the study used multiple sources of data such as document analyses and interviews, involving a small number of participants which were with two domain experts and two domain novices which characterized a case study with a qualitative approach (Creswell, 2014; Creswell, 2007, as cited in Merriam, 2009). The data taken from multiple sources were converged in the analysis process rather than analyzed separately. Each part of the data contributes to give clearer understanding of the whole phenomenon (Baxter & Jack, 2008). Moreover, the data were triangulated to achieve reliable and valid information (Jasso-Aguilar, 2005; Alfehaid, 2011; Chatsungnoen, 2015) in investigating the ESP needs.

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3.2 Research Site and Participants

This study investigated the tasks performed by graduates of a visual communication design study program in the workplace. The research site is a visual communication design study program in one private university in Bandung, West Java, Indonesia. The study involved one expert in visual communication design as a subject specialist who validated the interview questions; a domain expert and a domain novice as informants in piloted interviews; two domain experts and two domain novices as the real interviewees. The details of the participants can be seen below.

Table 3.1

The Participants of the Study

No.	Names (in Pseudonym)	Years of Experience	Types of Participants	Contributions to this study
1	Kenji	> 10 Years	Expert Insider	A validator, A subject-specialist
2	Adisti	>10 Years	Domain Expert	An informant in a piloted interview
3	Aldira	< 1 Year	Domain Novice	An informant in a piloted interview
4	Aji	>10 Years	Domain Expert	An interviewee
5	Oca	>10 Years	Domain Expert	An interviewee
6	Melati	< 1 Year	Domain Novice	An interviewee
7	Dani	< 1 Year	Domain Novice	An interviewee

The expert insider is a subject specialist in a visual communication design study program of the research site. The domain experts were ex-students or graduates who have more than a three-year work experience as visual communication designers. Meanwhile, the domain novices were fresh graduates with less than a one-year work experience (Malicka et al., 2017).

The researcher made the decision to include each participant based on their ability to give the necessary information for this study (Kumar, 2011). There are Susan Santika, 2022

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four considerations for taking the site and participants in this study. First, the visibility and the access to the participants. Second, the exposure to the workplace environment of visual communication designers is important since it can portray the real working conditions and help identify the relevant tasks and linguistic demands of the industries. The university chosen in this study has a career development center to connect the graduates with the employers. Therefore, it is crucial to conduct the needs analysis in this university since there is a demand to meet the employers' satisfaction on the graduates' work performances for continuous collaborations. Third, choosing the graduates of bachelor degree in a visual communication study program that include domain experts and domain novices can narrow the difference. The involvement of novices is important since they can share the learning challenges in performing the tasks and identify linguistic demands in performing the task and specific challenges in the domain of visual communication design (Malicka et al., 2017). Fourth, the four participants of the domain experts and domain novices are chosen in order to maintain the confidentiality of the personal documents that they share during the interview sessions. The sample of the documents analyzed in this study includes emails which are categorized as personal documents (Taylor, Bogdan, & Devault, 2016), and samples of visual communication design for commercial purposes. All sources of information used in this study were triangulated to round out the data interpretation (Gilabert, 2005; Serafini et al., 2015).

3.3 Instrumentation

The interview questions used in this study were adapted from Malicka, et al.'s (2017) task-based needs analysis model, consisting of tasks and task frequency, task difficulties, and language difficulties. The adaptation was consulted with one domain expert in the field of Visual Communication Design to gain deeper understanding of the issue. The adapted interview questions were piloted to one domain novice and one domain expert to avoid irrelevant questions, complex wordings, ambiguity, and threatening questions, as it is suggested by Long (2005). Then, the interview questions were improved based on the feedback of the pilot

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interview sessions. All of the interviews were in the form of semi-structured interviews and were recorded. The condensed version of the interview transcripts can be seen in Appendix D.

Further, the documents related to visual communication produced by the domain experts and domain novices such as emails, portfolios, project guidelines, and other relevant documents were gathered and analyzed based on task-based needs analysis theory proposed by Long (2018). In addition, other documents such as ESP curriculum and syllabuses of the research site were also collected and analyzed based on Tyler's (Emilia, 2021) curriculum development. All of the tasks identified from the data were then categorized into characteristics of agile learning based on a framework proposed by Galés & Gallon (2019). Moreover, all of the data collected were triangulated to increase the validity and the reliability of the needs analysis (Long, 2018).

3.4 Data Collection Techniques

The data collection mainly consisted of documents and interviews. The documents collected from a lecturer of the English course of the research site included curriculum (See Appendix E) and two syllabuses of the English courses of the research site (see Appendix F). Meanwhile, the documents collected from domain experts and domain novices included portfolios of their occupational tasks and the screenshots of emails and computer-based applications that they use to do online communication.

Moreover, the interviews were conducted with an expert in the field of visual communication design and four graduates that consisted of two domain experts and two domain novices. Furtherly, the data collection technique will be explained in the following sections.

3.4.1 The Collection of Documents

Both domain novices and domain experts were asked to share their documents related to their job as visual communication designers. The documents were emails and portfolios in the form of graphic design and videos. Their documents were Susan Santika, 2022

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analyzed based on Long's (2018) task-based needs analysis and Robinson's (2022) pedagogical task sequencing.

In addition, documents related to the ESP curriculum of the research site such as curriculum and syllabuses were also collected and analyzed based on Tyler's curriculum development (as cited in Emilia, 2021).

Moreover, all tasks identified from documents and interviews were then categorized into agile learning characteristics, based on a framework proposed by Galés and Gallon (2019).

3.4.2 The Use of Interviews

In the beginning, there are two preliminary interviews involving one expert insider as the validator of the interview questions. He is a subject specialist in a visual communication design study program of the research site. The aim of the first interview was to consult and adapt interview questions taken from the task-based need analysis model proposed by Malicka et al., (2017) to the field of visual communication design. After this first interview, the researcher revised the interview questions based on the feedback given by the expert. The interview questions can be seen in Appendix C.

The second preliminary interview with the expert insider was aimed to validate the interview questions (that can be referred to expert judgment) for the adapted interview questions, as an effort to enhance the validity and reliability of the interview questions. Further, after the interview questions were revised based on feedback from the validator, the interview questions were also piloted with two pilot informants, a novice and an expert in the field of visual communication design that were also the alumni of the research site. The aim of the pilot interview was also to enhance the validity and reliability of the questions and to prevent ambiguity (Creswell, 2014). Then, the interview questions were revised based on the feedback obtained from the pilot interviews. Both feedback from the expert judgment and the pilot interviews will also be described in more detail in Section 3.4.3.

Finally, the finalized interview questions were asked to the real interviewees who were four graduates of the visual communication design study
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program of the research site. They were two domain experts and two domain novices. All of the interviews were conducted semi-structured, virtually, and face to face, in multiple sessions, based on the availability of the participants. All interviews were transcribed verbatim, condensed, and confirmed with the participants. The transcriptions presented in this study were already translated into English. Following Creswell (2014), this study included names which were changed into pseudonyms to protect the identities of the participants.

In addition, all interview sessions were conducted in Bahasa Indonesia as the first language of the participants, in order to eliminate concerns about the proficiency of the participants that may affect the quality and quantity of the data collected (Mackey & Gass, 2016).

3.4.3 Feedback from Expert Judgement and Pilot Interview

The task-based need analysis model proposed by Malicka et al. (2017) consisted of three categories which were Task and Task Frequency; Task Difficulty; and Language Difficulty (see Appendix C). Since the field was in the field of hotel receptionist's job, some adaptations were done to make the questions suitable for the domain of visual communication design. The total number of questions was originally ten, but after adaptation, it increased to thirty-five. The additional contexts included the design platforms and design forms. After being piloted, several of the questions remained unclear and each pilot interview took more than two hours. Therefore, through careful selections, the total was reduced to twenty-eight (see Appendix C). Even though the real interviews were conducted semi-structured, the process of the interview ran more effectively, taking a maximum of ninety minutes per session.

3.5 Data Analysis

To analyze the data, the researcher divided the data into two categories which were document analyses and interview transcriptions.

The first research question about target tasks in the field of visual communication design study program was answered by documents collected from Susan Santika, 2022

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the four graduates and confirmed by the interview results. The data were analyzed based on the task-based need analysis framework proposed by Long (2018) and the task sequencing framework proposed by (Robinson, 2022).

The second research question about the relevance of the target tasks identified and the ESP curriculum of the research site was answered by documents collected from the English course lecturer of the research site, documents from the four graduates, and confirmed by the interview results with the four graduates. The data were analyzed based on Tyler's (Emilia, 2021) curriculum framework. Additionally, there are steps in analyzing the curriculum adapted from Mayring (2000) which had also been applied in the previous curriculum research by Maryono and Emilia (2022). The steps are (1) Choosing a curriculum. The curriculum of the research site was analyzed since this study investigated the relevance between target tasks done by the graduates in their workplace and the ESP curriculum employed in the research site. By investigating the relevance, the gaps found can be filled in the processes of the curriculum development; (2) Identifying the curriculum ideology. As will be discussed later in the next chapter, the framework of the ideology used was based on Richards's (2001) curriculum ideologies. (3) Determining the curriculum elements, based on Tyler's (as cited in Wraga, 2017) curriculum rationale, including objectives, learning activities, content, and evaluation. (4) Comparing the data based on the information obtained in the needs analysis and the curriculum, with the above-mentioned theories and previous studies. (5) Discussing the data and relating them to the theory underpinning this study.

The third research question about the characteristics of agile learning was answered by categorizing the tasks identified to a framework proposed by Galés and Gallon (2019). The characteristics include change agility, mental agility, people agility, result agility, and self-awareness agility.

The data analysis followed the suggestion from Merriam (2009). The stages are coding the data taken from the documents and interview transcripts, grouping the code to create categories, interpreting the data and relating them to the theories used in the study, and presenting the interpretation descriptively. With regard to the Susan Santika, 2022

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coding processes, it was started with open coding with expansive categories. Then, the codes were segmented to get more comprehensive categories. This process refers to axial coding. Then, the codes were classified into more specific themes (Merriam, 2009; Merriam & Tisdell, 2014). To illustrate, a sample of the coding guide for the data analysis can be seen in the Table 3.2

Table 3.2
The Sample of the Coding Guide

No	Open Coding	Axial Coding	Theme
1	Translating Bahasa Indonesia captions to English captions	Writing captions	Providing Verbal Information
2	Determining the contents of the user design texts	Writing captions	Providing Verbal Information
3	Transforming design briefs to graphic designs	Designing visual communication	Juxtaposing verbal and visual information
4	Transforming design briefs to illustrations	Designing visual communication	Juxtaposing verbal and visual information
5	Transforming design briefs to UI/UX web design	Designing visual communication	Juxtaposing verbal and visual information

From Table 3.2, it can be seen that the open coding includes expansive categories such as translating languages, determining contents, and transforming design briefs. Then, these categories are segmented to more comprehensive categories which refer to axial coding such as writing captions and designing visual communication. Finally, the codes are classified into more specific themes such as providing verbal information and juxtaposing verbal and visual information.

3.6 Research Procedure

The procedures of this study consisted of several steps which were:

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1. Conducting a recorded pre-interview with one domain expert in visual communication to consult the contents of Malicka et al.,’s (2017) needs analysis.
2. Adapting the contents of the Malicka et al.,’s (2017) needs analysis based on the feedback given by the expert.
3. Validating the interview questions through the expert judgment.
4. Piloting the interview question to one domain novice and one domain expert (excluding the real participants) for evaluating the questions.
5. Evaluating and improving the interview questions based on the feedback given by the expert.
6. Distributing and obtaining the consent forms from all participants.
7. Conducting semi-structured interviews in multiple sessions with all participants.
8. Creating interview transcripts and confirming them to all participants
9. Coding and analyzing the interview transcripts.
10. Obtaining documents from the participants
11. Analyzing the documents
12. Confirming the results of the document analyses by using the findings from interview transcripts.
13. Interpreting all of the data and relating them with the theories.
14. Writing the research report

3.7 Summary of the Discussion of the Research Methodology

This section has provided a discussion of the research methodology employed in this study, involving the research design, research site and participants, instrumentation, data collection techniques, data analysis, and research procedures. The data analysis will be further discussed in Chapter 4.

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