CHAPTER III
RESEARCH METHODOLOGY

This chapter outlines the research methodology used in this study, organized into several key points. These include the research design, development model, development procedure, research subjects, research instruments, and data analysis techniques.

A. Research Design

Based on the research objectives, this study employed a Research and Development (R&D) design using the ADDIE development model. According to Sugiyono (2019), the R&D method is used to develop new educational products and to test their effectiveness in authentic learning contexts. Similarly, Gay (1992) explained that R&D is not limited to testing educational theories but is primarily aimed at developing effective and practical products for specific academic purposes, such as curriculum design, teaching materials, and learning media. In this study, R&D was conducted to develop a Communicative Language Teaching (CLT)-based supplementary syllabus to enhance senior high school students' English-speaking competence through fun, interactive learning activities.

The development process followed the five systematic stages of the ADDIE model—Analysis, Design, Development, Implementation, and Evaluation—as proposed by Branch (2009). The process began with an analysis phase, including a needs analysis, an environmental analysis, and the identification of students' learning needs, to determine learners' communicative needs and classroom constraints. The design phase involved planning the syllabus structure, formulating objectives, selecting topics, designing activities, and integrating CLT principles. In the development phase, the preliminary syllabus was constructed and validated by expert validators, comprising English teachers and curriculum supervisors at MAN 2 Kota Kediri. During the implementation phase, the validated syllabus was applied in the school's English Fun program to evaluate its practicality and effectiveness in improving students' speaking participation. Finally, the evaluation phase focused on revising and refining the syllabus based on feedback from validators and

classroom observations, ensuring the final product was pedagogically sound, contextually appropriate, and engaging for learners.

B. Development Model

In this study, the researcher applied a Research and Development (R&D) methodology based on the ADDIE model to develop a Communicative Language Teaching (CLT)-based supplementary speaking syllabus for senior high school students. The ADDIE model—consisting of Analysis, Design, Development, Implementation, and Evaluation—was chosen because it provides a clear, systematic framework that supports the logical progression of educational product development. According to Zulkifli, Razak, and Mahmood (2018), the ADDIE model effectively improves the quality of instructional design and learning implementation in secondary education.

This research used ADDIE model by branch (2009). There are Five steps to be done in using this model, these are analysis, design, development, implement, and evaluate.

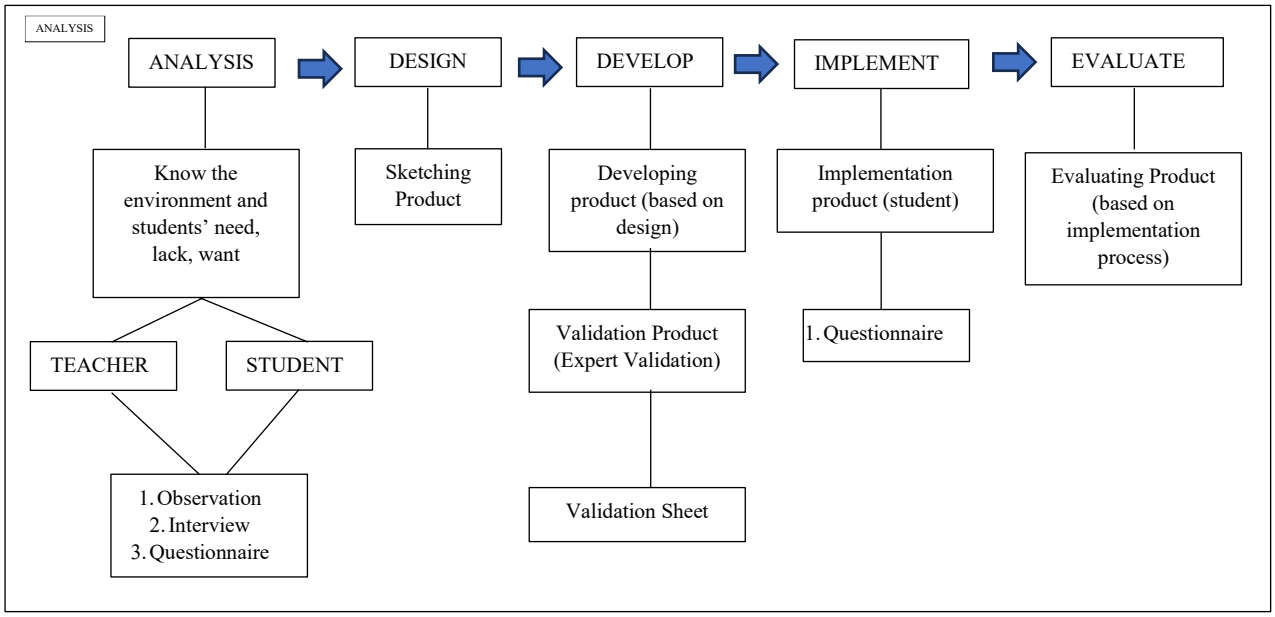

Figure 2.1 schema of the ADDIE model to develop the syllabus adapted from Branch (2009)

Based on the ADDIE model (Analysis, Design, Develop, Implement, Evaluate) as proposed by Branch (2009) for developing a syllabus. In the Analysis stage, teachers identify the learning environment and determine students' needs,

lacks, and wants through observation, interviews, and questionnaires. The Design stage involves sketching the product based on the analysis results. Next, in the Develop stage, the product is created according to the design and then goes through expert validation using a validation sheet to ensure its quality and relevance. The Implement stage focuses on applying the product to students and gathering feedback through questionnaires to assess its effectiveness. Finally, the Evaluate stage involves evaluating the product based on the implementation process to determine its success and identify areas for improvement. This systematic process ensures that the CLT-based English-speaking program developed for senior high school students is well-grounded, effective, and responsive to learners' needs.

The researcher selected the ADDIE model due to its theoretical and practical reliability in instructional design. The Evaluation stage in ADDIE guarantees that each phase is systematically reviewed to assess the efficiency and effectiveness of the developed syllabus. Moreover, the model ensures that no critical stages—such as needs analysis or revision—are skipped, thereby maintaining a coherent, evidence-based development process.

C. Development Procedures

In this study, the researcher uses the ADDIE model (Branch, 2009) to develop a CLT-based English-speaking syllabus for a supplementary course. ADDIE is a product development concept. Common practices related to instructional design are organized using ADDIE, as will be explained in the following table:

Table 3.1 General Instructional Design Procedure (Adapted from Branch, 2009)

Concept	Goal	Common Procedures	Application in This Research
Analysis	Identify the probable causes for a performance gap.	• Validate the performance gap. • Determine instructional goals. • Confirm the target audience. • Identify required resources.	• Conduct a needs analysis through questionnaires, interviews, and observations with students and teachers at

		• Determine potential delivery systems (including cost estimate). • Compose a project management plan.	MAN 2 Kota Kediri. • Identify learners' needs, lacks, and wants in speaking. • Define learning goals focusing on communicative competence. • Analyze available school resources (teachers, facilities, class time).
Design	Verify the compatibility between competencies and assessment methods.	• List essential learning tasks based on curriculum and student needs. • Set clear learning objectives for each topic or unit. • Plan suitable assessments that match objectives. • Ensure content and media alignment.	• Develop syllabus framework and specify communicative learning outcomes. • Design tasks (role-play, games, storytelling) aligned with CLT principles. • Plan formative and summative assessments (performance-based).

Development	Generate and validate learning resources.	• Create content. • Select or develop supporting media. • Develop user guide and lesson plan. • Conduct formative revisions.	• Develop "English Fun" syllabus draft integrating CLT-based activities. • Create teaching materials, vocabulary games, and performance guidelines. • Validate the syllabus through expert review (teacher validators).
Implementation	Prepare the learning environment and engage the students.	• Prepare instructional materials. • Provide guidance to teachers/students. • Use materials in real or simulated settings. • Observe the learning process.	• Implement the English Fun syllabus with eleventh and twelefth-grade students. • Conduct classroom trials and observe students' engagement and participation. • Collect feedback from teachers and students.
Evaluation	Assess the quality of instructional products and processes before and after implementation.	• Determine evaluation criteria. • Select evaluation tools. • Conduct formative and summative evaluations.	• Analyze expert validation data (content, design, language). • Evaluate students' responses toward syllabus implementation.

			• Revise syllabus based on evaluation results.

Based on the ADDIE model, the researcher follows 5 stages to produce a high-quality instructional product. Each of these steps can be separated in detail as follows:

1. Analysis Phase

   The analysis stage aimed to identify the causes of students' performance gaps in English speaking. The researcher conducted an environmental and needs analysis involving 64 eleventh- and twelfth-grade students in the language program at MAN 2 Kota Kediri. The data were collected through questionnaires, interviews, and classroom observations to investigate students' needs, lacks, and wants related to speaking activities. The findings revealed that most students were motivated to learn English but faced several challenges, including a lack of confidence, limited vocabulary, and limited opportunities to practice speaking. Furthermore, classroom instruction tended to be teacher-centered and grammar-focused, limiting active communication. Both teachers and students expressed a need for a more interactive, fun, and communicative learning environment to strengthen speaking competence. Based on this analysis, the researcher decided to develop a CLT-based supplementary syllabus integrated with enjoyable learning strategies such as games, role-plays, storytelling, and digital-based activities.

2. Design Phase

   In the design phase, the researcher brainstorms based on the findings from the analysis stage. This phase involves identifying the core competencies to be achieved, organizing learning content, and selecting appropriate teaching methods, media, and assessment strategies. The design phase ensures that all instructional components—objectives, activities, materials, and evaluation—are logically aligned and consistent with Communicative Language Teaching (CLT) principles. The result of this stage

is a detailed syllabus outline that includes learning topics, indicators, teaching techniques, and time allocation.

3. Development phase

   During development, the syllabus draft was transformed into a comprehensive instructional document that included learning goals, materials, methods, assessments, and time allocation. Teaching materials and activity guidelines were developed using communicative and task-based learning principles. The product was then validated by syllabus expert validator—an ELT lecturer—using a standardized expert validation rubric adapted from Brown (2001), Nation and Macalister (2010), and Richards (2013). Feedback from experts is used to revise and improve the syllabus before implementation.

4. Implementation Phase

   After revising the product based on the validation expert. The researcher collaborates with the researcher's partner to conduct the lessons using the designed materials and observes the teaching process to ensure the syllabus functions as intended. This stage focuses on the practicality and usability of the syllabus, assessing how well it facilitates communication-oriented learning and student participation. The implementation also serves as a preliminary trial to identify areas that may require refinement before broader application.

5. Evaluation Phase

   The final stage, evaluation, assesses the overall quality and effectiveness of the developed syllabus. Evaluation is carried out both formatively (during development) and summatively (after implementation). The formative assessment includes English teacher validation and revision, while the summative evaluation involves analyzing user feedback and performance outcomes to determine whether the syllabus meets the learning objectives. The results of this evaluation guide further improvements to ensure that the syllabus is pedagogically sound, engaging, and aligned with communicative learning goals.

D. Research Setting

This study was conducted at MAN 2 Kota Kediri, a senior high school located in East Java, Indonesia. The school was selected as the research site because its supplementary English program, particularly the English Fun activities, had not been running effectively in previous years. Preliminary information from teachers indicated several issues, including inconsistent implementation, a lack of engaging materials, and low student participation. Therefore, the researcher carried out observations at MAN 2 Kota Kediri to identify the underlying factors affecting the program's performance, including the learning environment, instructional practices, student needs, and classroom challenges. The research was conducted with the involvement of one teacher and 64 eleventh- and twelfth-grade language students.

E. Research Instrument

Research tools are instruments used to obtain information relevant to a research project. There are many alternative research tools to choose from. Research tools are used as instruments for collecting data.

1. Observation Sheet

The first step of this analysis is observation. Observations were conducted to gather information on the problems teachers face and what students need. The researcher observed the availability of teaching materials and facilities that support learning. During the observation, the researcher also observed how the teacher taught the material and how students responded to the teacher's explanation.

2. Interview Guideline

In addition to observing teaching and learning activities at school, the researcher interviewed an English teacher at MAN 2 Kota Kediri to learn more about students' needs, the school environment, the English Fun program, and the candidate for the English Fun tutor position. The following is the interview guideline table:

Table 3.2 Interview Guideline for English Teacher of MAN 2 Kota Kediri (adapted from Richard, 2001)

No	Aspect	Indicator	Item number
1	Background and Process of Program Formation	a. Origin of the idea to establish the program b. Parties involved in the planning c. Main reasons for implementing the activity	1-3
2	The Objectives of the English Fun Program	a. General and specific objectives of the program b. Benefits for students and schools	4-5
3	Frequency and Duration of Implementation	a. Frequency of implementation per year b. Duration of activities per session c. Comparison with previous activities	6-8
4	Funding System	a. Program funding sources b. Fund management c. Fund allocation	9-11
5	School Facilities and Support	a. Facilities provided by the school b. Involvement of teaching staff and resources c. Administrative or technical support	12-14

To ensure the tutors of the English Fun program are capable for handling the supplementary course, the researcher conducted interviews.

Table 3.3 Interview Guideline for English Tutor candidates of the English Fun program (adapted from Richard, Nunan, and Brown)

No	Aspect	Indicator	Item number
1	Education background	• Teacher Qualification & Competence	1
2	Training and teaching experience	• Training in CLT or interactive teaching methods	2,3
3	English proficiency level	• Teachers' English proficiency level	4

4	Beliefs and theories about English teaching and learning	• Teachers' attitude toward communicative or fun-oriented methods • Willingness to adapt materials	5
5	Factors influence the teaching	• Availability of time for preparation • Access to materials and technology	6

3. Questionnaires for students' needs

After interviewing the teacher to reinforce the environmental and needs analysis, the researchers distributed questionnaires to the students to find out their opinions about their needs and learning environment:

Table 3.4 Aspect Instrument Blueprint for Environment (adopted from Horwitz (1986) & Nunan (1988)) and Needs Analysis (Hutchinson & Waters (1987))

Type of Analysis	**Sub-variable**	**Indicators**	Item number	Source
Environment Analysis	Students' motivation in learning English	• Students' interest in learning English • Motivation to improve speaking for academic or personal goals	1,6	Gardner, R. C. (1985)
	Students' challenges toward learning English	• Difficulties in pronunciation, fluency, or vocabulary use • Anxiety when speaking in front of peers	21,22,23,24,25	Adapted from Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986)
	Preferred learning activities (method) and strategies	• Preferred learning styles (individual, pair, group work) • Preferred learning media (audio, visual, digital)	3	Adopted from Nunan, D. (1988)

Need Analysis (of students)	Necessity	Identifying the communicative situations where students need English.	8,9,10	Adapted from Hutchinson, T., & Waters, A. (1987)
	Lack	Identifying gaps between students' current proficiency and target competence.	2,5,13,14,15,16 ,17,18,19	Richards, J. C. (2001).
	Want	Exploring students' personal goals and learning preferences.	7,11,12,20	Adopted from Brindley, G. (1989).

The data gathered from the needs analysis questionnaire were examined using frequency and percentage calculations, and the results were presented using descriptive statistical methods. The percentage of each response was determined using the following formula:

$$\boldsymbol{P = \frac{F}{N}\ 100\%}$$

P = Questionnaire data percentage number

f = Number of scores obtained

N = Maximum number of scores

4. Questionnaire for Expert Judgment

The expert validation questionnaire was used to evaluate the English Fun Communicative Syllabus on content, design, and applicability. Two experts were involved: a material expert, who assessed the syllabus's content, language accuracy, and communicative relevance; and a syllabus expert, who evaluated the syllabus's organization, clarity, and practicality. Two different validation sheets were prepared to suit each area of expertise. The instruments were developed based on established theories of syllabus design and CLT implementation from Brown (2001), Nation & Macalister (2010), Richards (2013), and Nunan (1988). These frameworks ensure that the validation focuses on essential aspects such as learning objectives, activity design,

communicative principles, and classroom feasibility. The blueprint of the validation sheets is presented in the following table.

Table 3.5 Assessment Aspects Instrument Blueprint for Syllabus Experts adapted from (Richards (2001), Nunan (1988), Brown (2001), Nation & Macalister (2010))

No	Assessment aspect	Indicator	Item Number
1	A. Learning Goals and Objectives	Learning goals reflect communicative and affective dimensions	1-3
		Objectives are clearly stated, measurable, and aligned with Bloom's taxonomy	
		Objectives integrate linguistic, sociolinguistic, and strategic competence	
2	B. Content and Materials	Syllabus content is relevant to learners' context, age, and proficiency level	4-6
		Materials promote authenticity, interaction, and meaningful communication	
		Activities integrate enjoyable principles to enhance motivation and lower anxiety	
3	C. Teaching and Learning Activities	Learning tasks promote active student participation and collaboration	7-9
		Classroom activities reflect CLT principles: role-play, problem-solving, games, and authentic interaction	
		Tasks encourage integration of fluency, accuracy, and complexity	
4	D. Assessment Alignment	Assessments are aligned with the objectives	10
5	E. Organization and Feasibility	Time allocation and sequencing of lessons are logical and progressive	11-12
		Syllabus is well-organized, clear, and adaptable for classroom use.	
6	F. Innovation and Motivation	Integrates innovative techniques (digital media, games, performance-based tasks) for engagement	13-14

	Promotes affective engagement and learner autonomy

Following the evaluation of the syllabus product, an implementation evaluation was also conducted to determine the appropriateness and overall quality of the developed product. The blueprint for the validation sheets is presented in the table below:

Table 3.6 Assessment Aspects Instrument Blueprint for Syllabus Implementation Evaluation (Richards (2001), Nunan (1988), Nation & Macalister (2010))

No	Criterion	Assessed Aspect	Assessment Indicators (Items)	Item Number
1	Content Feasibility and Learning Objectives	Alignment of learning objectives	The objectives are clear and aligned with students' needs	1
		Relevance of materials	The materials are relevant to students' abilities and interests	2
		Authenticity of context	Activities reflect real-life communication relevant to students	3
		Skill integration	Activities support speaking skills while reinforcing other skills (listening, vocabulary)	4
2	Meaningfulness and Learning Impact	Students' confidence	Students feel more confident speaking English after the activities	5
		Students' participation	Students are more active and engaged during speaking tasks	6
		Skills improvement	Students show improvement in speaking fluency	7
		Motivation and creativity	Activities such as games, role-plays, and storytelling increase motivation	8

2	Appropriateness of Media and Learning Resources	Appropriateness of media	Media and tools are easy to use and engaging for students	9
		Suitability of learning resources	Supporting materials (texts, videos, worksheets) match the topic and students' level	10
3	Implementation and Practicality	Time adequacy	The allotted time is sufficient to achieve the learning objectives	11
		Teacher and student involvement	Both teacher and students are actively engaged throughout the activities	12
		Feasibility of implementation	The program can be carried out with the available resources	13
4	General Feasibility and Sustainability	Applicability	The program is suitable to be continued or implemented in other schools	14
		Overall effectiveness	The program supports overall improvement in speaking skills	15

5. Questionnaire for Student's response

After revising the product based on expert validation, the researcher implemented the CLT-based English-speaking syllabus for the supplementary course in the English Fun program with the students and distributed a questionnaire to gather their perceptions of the product. The questionnaire was administered in Indonesian to ensure clarity and prevent misunderstandings between the researcher and respondents. The blueprint for the questionnaire instrument is presented in the table below:

Table 3.7 Blueprint of the Product Practicality Evaluation (Dörnyei (2001), Littlewood (2014), Richards (2001), Tomlinson (2011), dan Stufflebeam (2003))

No	Assessed Aspect	Indicators	Item Number
1	Motivation and Enjoyment of Activities	• 1. Students feel happy participating in the English Fun activities. • Students show increased learning motivation. • Students enjoy various activities (games, role-play, storytelling). • The activities are not boring.	1–4
2	Confidence and Speaking Ability	• Students are more willing to speak English. • Students feel their speaking ability has improved. • can use new expressions and vocabulary. • Students feel more confident when speaking in front of others.	5–8
3	Relevance of Materials and Learning Activities	• The materials are easy for students to understand. • The activities match the students' proficiency levels. • The activities help students learn English in an enjoyable way. • The allotted time is sufficient for learning and practice.	9–12
4	Media, Teacher Support, and Digital Activities	• The learning media used are engaging (videos, songs, PPT, vlogs). • Students are enthusiastic when creating digital projects (vlogs, drama). • The teacher provides good guidance throughout the activities.	13–15
5	Overall Evaluation and Program Sustainability	• English Fun activities increase students' interest in learning English. • Students hope similar activities will be conducted again. • Students are satisfied with the overall activities.	16–18

F. Technique of Data Analysis

The data analysis technique used by the researcher in this study is a qualitative descriptive analysis, which describes the results of the development of a CLT-based English-speaking syllabus for a supplementary course. This stage was implemented according to predetermined procedures.

1. Expert Validation Analysis Technique

   The following are the steps in analyzing data on syllabus expert and English teacher evaluation:

   a) Giving scores to each criterion with the following provisions:

Table 3.8 Expert Validation Assessment Score

Description	Score
Very good	5
Good	4
Good enough	3
Less	2
Very poor	1

   b) The validation results listed in the validation sheet were analyzed using the following formula:

$$\boldsymbol{P = \frac{F}{N}\ 100\%}$$

P = Questionnaire data percentage number

f = Number of scores obtained

N = Maximum number of scores

   c) The score results are used to determine the feasibility of the syllabus. Score interpretation criteria according to the Likert scale as follows:

Table 3.9 Feasibility Interpretation Criteria

Percentage	Interpretation Criteria
90-100	Very feasible
80-89	Feasible
75-79	Fairy feasible
60-74	Less feasible
< 60	Not feasible

According to the information above, if the validation level reaches 75%, the product is considered feasible for implementation; if it has not reached 75%, the product needs to be revised and revalidated.

2. Student's Response Analysis Technique

The researcher developed a student response questionnaire containing questions. The following are the steps in analyzing students' questionnaire data:

a) The questionnaire that has been provided is answered by giving a checklist mark in the category provided by students based on a Likert scale consisting of 5 rating scales as follows:

Table 3.10 Scoring on Students' Questionnaires

Answering Options	Score
Strongly agree	5
Agree	4
Moderately agree	3
Disagree	4
Strongly disagree	1

b) The results of the students' response questionnaire can be analyzed using the formula as follows:

$$\boldsymbol{P = \frac{F}{N}\ 100\%}$$

P = Questionnaire data percentage number

f = Number of scores obtained

N = Maximum number of scores

c) The score, in the form of a percentage, determines how practical the product is. The score interpretation criteria according to the Likert scale are as follows:

Table 3.11 Feasibility Interpretation Criteria

Percentage	Interpretation Criteria
90%-100%	Very practical
80%-89%	Practical
75%-79%	Fairy practical
60%-74%	Less practical
0%- 59%	Not practical

Based on the information above, it shows that:

- If the percentage level reaches 90%-100%, it is said that the product is "very practical" for students.
- If the percentage of 80% - 89% is said to be "practical" in use by students.
- The 75%-79% range is considered "fairy practical" for students.
- If the 60-74% range is said to be "less practical" for students.
- If the percentage of 0% - 59% is said to be "not practical" in use by students.