

CHAPTER III

RESEARCH METHOD

3.1 Approach and Development Model

This study employs a Research and Development (R&D) approach using the 4D development model (Define, Design, Develop, Disseminate), as it is considered appropriate for the research objectives, which not only focus on analyzing the use of English in beauty brand promotional content but also on developing an applicable product in the form of a guidebook that can be directly utilized by users. The 4D development model was developed by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel in 1974 and has been widely adopted in educational product development due to its systematic and structured development process (Zamsiswaya et al., 2024). The R&D approach enables a structured development process through stages of needs analysis, design, development, and evaluation, resulting in a product that meets the criteria of validity, practicality, and effectiveness.

The 4D model is selected due to its systematic yet straightforward structure, as well as its emphasis on continuous validation and revision processes in the development of instructional materials or practical guides (Zamsiswaya et al., 2024). Furthermore, this model has been widely applied in development research in Indonesia, as it is capable of producing products that are empirically tested in terms of validity and practicality (Januar et al., 2024).

In addition, the 4D model provides a structured development flow that is oriented toward the creation of instructional materials or practical guides. It facilitates a step-by-step development process, beginning with needs analysis, followed by design, development, and testing, allowing product quality to be continuously improved through iterative evaluation. This model

is considered suitable for the characteristics of this study, which aims to develop a guidebook on English caption writing for beauty brand promotions, as it emphasizes expert validation and user-based practicality testing. Therefore, the selection of this model is based on its alignment with the research objectives and context, with the expectation of producing a product that is feasible, effective, and applicable within the beauty industry.

3.2 Research and Development Procedure

This study employs the 4D development model, which consists of four stages: Define, Design, Develop, and Disseminate. Each stage is carried out systematically and involves data collection as well as data analysis activities to ensure that the developed product meets the intended objectives and quality standards.

3.2.1 Define

The define stage is conducted to explore the needs and challenges that form the basis for product development. At this stage, the researcher identifies existing conditions, examines the characteristics of the target users, and determines the goals to be achieved through the development process. The activities carried out include needs analysis, learner analysis, task analysis, and concept analysis, as proposed in the 4D development model by Thiagarajan et al. (Hariyanto et al., 2022). To obtain comprehensive information, data are collected using multiple techniques that combine qualitative and quantitative approaches.

3.2.1.1 Technique of Data Collection

a. Semi-Structured Interviews

Semi-structured interviews are employed to obtain in-depth qualitative information regarding the needs, challenges, and relevance of English copywriting in the beauty industry. This interview method provides flexibility for the researcher to further explore participants'

experiences and perspectives. The interviews involve key informants from SMKN 6 Semarang, including 2 (two) beauty vocational teachers and 5 (five) students from the Beauty Program.

Table 3. 1 List of Question for Interview with Students

No.	Question
1.	How common is the use of English in the practice?
2.	Have you ever felt confused or stuck when trying to offer beauty services or products to others, especially when you have to use English?
3.	If there were a book that explained how to promote things in English in a simple and cool way, wouldn't that be help for you?
4.	How important do you think it is to be fluent in English to be successful in the beauty industry?
5.	Does the current beauty program curriculum include material on promotion or copywriting in the beauty industry?

Table 3. 2 List of Question for Interview with Teachers

No.	Question
1.	What skills does the industry actually need most from beauty students when they do their internship or start working?
2.	What concepts or materials are absolutely essential to include in this module so that participants can immediately start promoting beauty services?
3.	What are the most common challenges beauty students face when studying business communication?

b. Questionnaire

In addition to the interviews, questionnaires are distributed to beauty industry practitioners to obtain insights regarding current industry expectations and professional requirements. The

respondents consist of representatives from established beauty companies, namely KAH I Indonesia and ITJEHER Group. The questionnaire employs a five-point Likert scale ranging from Strongly Disagree to Strongly Agree. Through this instrument, the researcher gathers information related to industry standards, the importance of English proficiency, and the copywriting skills considered essential within the beauty sector.

Table 3. 3 List of Questionnaire for Beauty Industry

No.	Questions
1.	How important is the ability to create promotional captions for social media in your job?
2.	How important is the ability to write promotional copy that grabs the attention of potential customers?
3.	How important is the use of compelling words (e.g., glowing, flawless, natural) in promotional content?
4.	How important is the ability to use English when creating promotional content?
5.	How important is an understanding of the structure of promotional writing headline, body, and call to action?
6.	How important is the ability to clearly explain the benefits of a product or treatment in promotional writing?
7.	How important is creativity in creating promotional content that stands out from the competition
8.	How important is consistency in tone and style in brand promotional content?
9.	How often do you create or write promotional captions for social media?
10.	How often do you find it difficult to come up with engaging promotional copy?
11.	How often do you use English when creating promotional content?
12.	How often do you find yourself struggling to find the right words for your promotions?

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13. How often do you look at or search from examples of captions from other brands?
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3.2.1.2 Data Analysis Technique

a. Semi-Structured Interview

The qualitative data in this study were obtained through semi-structured interviews with subject teachers and students in the beauty care program at SMKN 6 Semarang. To ensure the accuracy of the data analysis process, all recorded interview results were subsequently transcribed into written form. Referring to Braun and Clarke (2006), the transcription process serves not only as a stage for converting oral data into written data but also as part of the process of deeply understanding the experiences, views, and responses conveyed by the participants.

After the transcription process was completed, the researcher thoroughly reviewed the interview content to gain a deeper understanding of the collected data. Data analysis focused on identifying the meanings emerging from the participants' responses to uncover various learning obstacles, student needs, and curriculum requirements related to English copywriting instruction. The results of this analysis were subsequently used as the basis for designing and developing a guidebook tailored to the characteristics and needs of the target users.

b. Questionnaire

The data obtained from the questionnaire administered to beauty industry practitioners was analyzed using descriptive analysis techniques. Respondents' answers regarding industry needs and the level of importance of various required skills were processed to determine the percentages and

distribution trends of the responses. The percentages were calculated using the following formula:

$$P = \frac{f}{N} \times 100 \%$$

Information:

P : Percentage

f : Frequency of responses

N : Total number of respondents

3.2.2 Design

This stage is intended to develop instructional materials and generate the preliminary version of the product. It serves as a transition between the results obtained in the define stage and the actual development of the product in its tangible form. The design stage consists of four key components: the construction of criterion-referenced tests, media selection, format selection, and the development of the initial design (Hariyanto et al., 2022).

The development of criterion-referenced tests functions as the starting point that connects the define stage to the design stage (Hariyanto et al., 2022). In this study, the researcher prepares an evaluation framework in the form of practice tasks that are aligned with the established learning objectives and the characteristics of students in the beauty program. These instruments are developed by considering students' cognitive levels and are complemented with scoring criteria and answer keys to assess their understanding of copywriting materials after using the guidebook.

The media selection process focuses on identifying the most appropriate instructional medium based on the nature of the English copywriting materials and the characteristics of the target users. This decision is informed by the results of concept analysis, task analysis, and the planned implementation of the product. Accordingly, the researcher selected a printed guidebook format as the instructional medium, considering its suitability for presenting structured materials and supporting both independent learning and classroom activities.

The format selection stage emphasizes the development of content organization and delivery strategies. In this process, the researcher determines a visual design that reflects the aesthetics of the beauty industry while also selecting suitable approaches for presenting creative writing materials effectively. The chosen format is intended to ensure that complex or technical content can be understood more easily through a structured and visually engaging layout.

The design stage concludes with the development of an initial product draft prior to implementation. This draft includes a well-organized content structure, practical examples of copywriting applications, and a variety of structured learning activities. The resulting product at this stage is referred to as Prototype I, which will subsequently undergo expert validation in the development stage.

3.2.3 Develop

This stage focuses on transforming the initial design into a complete learning product. In this phase, the guidebook is developed into its physical form through a series of systematic procedures. The development process includes refining the learning materials, arranging the content structure, and improving supporting visual elements to ensure that the guidebook is well-organized, easy to understand, and

suitable for the characteristics of the beauty industry (Hariyanto et al., 2022).

Furthermore, the developed product undergoes an expert validation process to assess its appropriateness and quality. The validation is conducted by academic experts who evaluate the accuracy, relevance, and comprehensiveness of the content presented in the guidebook. The feedback and recommendations provided during this process are used to identify areas that require improvement. Based on the validation results, revisions are carried out to enhance the overall quality and effectiveness of the guidebook before it is distributed to the target users. The expert validation instrument consists of 2 (two) main aspects.

Table 3. 4 Product Material Validation

No.	Indicators	Score			
		1	2	3	4
1.	The material is in accordance with the learning objectives				
2.	Clear explanation of the structure of basic copywriting (Headline, Body Copy, CTA)				
3.	The accuracy and comprehensiveness of the explanation of copywriting methods (AIDA, PAS, FAB, 4Ps, BAB)				
4.	The information delivered is accurate				
5.	The material reflects real conditions in the field				

6.	Detailed practical guidelines for making engaging captions
7.	The language used is easy to understand
8.	There are various bilingual phrases that support practice
9.	Sentences are structured effectively and communicatively
10.	The concepts presented in the material are appropriate

Table 3. 5 Product Media Presentation Validation

No.	Indicators	Score			
		1	2	3	4
1.	The media design is attractive and professional				
2.	The media's structure and learning objectives are clear				
3.	The media's format is consistent and the layout is neat				
4.	The media has attractive color and easy to read fonts				
5.	The media suits the characteristics of the target users				
6.	The media has attractive cover and supporting illustrations				

7.	The presentation of the material is not confusing
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8.	The instructions for use are clear
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9.	The media is easy to use
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10.	The media is practical and relevant to the early stages of the professional world
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The data obtained from the validation process are analyzed using both quantitative and qualitative approaches. Quantitative data are processed by calculating the average scores to determine the validity level of the product, while qualitative data are interpreted based on the comments, suggestions, and recommendations provided by the experts. The findings from both analyses serve as the basis for revising and improving the guidebook. Product revisions are carried out progressively to address identified weaknesses and enhance its overall quality. This cycle of evaluation and revision continues until the guidebook is considered appropriate and feasible for use.

3.2.3 Disseminate

The *disseminate* stage aims to implement and distribute the developed product to the target users. At this stage, the guidebook *A Guide to English Copywriting for Beauty Industry* is distributed to students and teachers of the Beauty Program at SMKN 6 Semarang. The dissemination process is conducted to introduce the guidebook and obtain users' responses regarding its usefulness as a supporting learning resource. In addition, this stage aims to determine the effectiveness of the guidebook in helping users understand English copywriting materials in the beauty industry (Hariyanto et al., 2022)

3.2.3.1 Technique of Data Collection

Data collection is conducted through questionnaires distributed via Google Forms to students and teachers of the Beauty Program at SMKN 6 Semarang. Before completing the questionnaire, respondents are asked to read and study the guidebook *A Guide to English Copywriting for Beauty Industry*. The questionnaire consists of closed-ended statements and open-ended questions. The closed-ended statements use a Likert scale to assess the visual appearance, language use, content quality, and usefulness of the guidebook. Meanwhile, the open-ended questions are intended to gather respondents' opinions regarding the most favorable parts of the guidebook and suggestions for future product improvement.

3.2.1.2 Data Analysis Technique

The data obtained from the questionnaires are analyzed quantitatively using percentage calculations to determine the level of effectiveness and practicality of the product. The percentage is calculated using the following formula:

$$P = \frac{f}{N} \times 100 \%$$

P: Percentage

f: Frequency of responses

N: Total number of respondents

The results of the percentage calculations are then interpreted to evaluate users' responses toward the developed guidebook. In addition,

qualitative data obtained from the open-ended questions are analyzed descriptively to identify users' perceptions, the strengths of the product, and aspects that require further improvement. The findings from this stage are used as the basis for evaluating and refining the guidebook before its wider implementation (Hariyanto et al., 2022).

3.3 Task Division

The development of the guidebook requires collaborative efforts to ensure that theoretical concepts can be effectively translated into practical applications. The task distribution in this study follows the framework of the 4D Model, allowing each stage of the development process to be carried out systematically and efficiently.

Table 3. 6 Task Division

Name	Stage	Activities
Hailaikala Fiorentinaresa Santosa	Define	- Collecting data through an analysis of the instructional objectives and learner characteristics. - Analyzing current visual styles of beauty brands and feature requirements for the module.
	Design	- Drafting module materials in English. - Creating basic layouts, selecting a "beauty" color scheme, and designing the module.

Btari Mathena Nareswari	Develop	- Producing the module by finalizing layout, content, and visual elements. - Conducting expert validation (language and media) and revising the product based on feedback.
	Disseminate	- Deploying the guidebook printing. - Conducting effectiveness testing through distribution to users and data collection (questionnaires).

3.4 Schedule Planning

This study is conducted at SMK Negeri 6 Semarang as the primary research site, along with other supporting locations relevant to the data collection process. The research is carried out over a period of 3 (three) months, from April to June 2026, covering all research and product development activities.

Table 3. 7 Research Schedule

No.	Activity Type	Month		
		April	May	June
1. Define				
2. Design				
3. Develop				
4. Disseminate				

3.5 Budget and Costing

To ensure transparency in the implementation of this research, the estimated costs required for both the research activities and the development of the learning product are summarized in the following budgeting plan.

Table 3. 8 Budgeting Plan

No.	Item Description	Quantity	Unit Cost (IDR)	Total Cost (IDR)
1.	Printing draft document + Soft Cover	3	50,000	150,000
2.	Printing the Guidebook	4	37,500	150,000
3.	Intellectual Property Rights	1	200,000	200,000
4.	Illustrator	1	1,500,000	1,500,000
Total				2,000,000