CHAPTER 1
INTRODUCTION

This chapter consist of Background Of The Research that explained about the problem and why the writer choose the topic, Indentification Of Issue/Phenomenon, Limitation And Focus Of The Research, Research Questions, Aims Of The Research, Significanes Of The Research, Theoretical Foundation, Previous Research, Frame Of Thought, and Research Method.

1.1 Background Of The Research

Every teacher has a challenge when using the cross-curricular approach to learning since it requires them to link one session to another. Savage (2011) a comprehensive approach, and the integration of knowledge, abilities, and conceptions of various subjects characterizes a cross-curricular approach to teaching. It influences a rich pedagogy that fosters learning styles that embrace and explore this broader response in a variety of ways. Being a generalist teacher is the same as teaching cross-curricular, seamlessly transitioning from one subject to the next without impairing students' cognitive abilities. (Alwasilah, 2014, p. 68). Therefore, it can be concluded that Cross-Curricular is an effort to form information patterns that can combine one subject with different subjects or through interconnected topics.

A cross-curricular approach can be applied to learning in Madrasah aliyah (MA) schools. In Indonesia, there is a secondary education level known as Madrasah Aliyah (MA), which is similar to senior high school and therefore is managed by the Ministry of Religion. Madrasah Aliyah students choose one of 4 majors, namely: Social Sciences, Natural Sciences, Islamic Religious Studies, and Languages. In addition, Madrasah Aliyah has many subjects on Islamic sciences, such as the Qur'an and Hadisth, Aqidah and Akhlak, Arabic, Fiqh, history of Islam, etc. Madrasah Aliyah also has the same general subjects as other high schools. Such as IPS, IPA, English, Indonesian, etc. Learning English/second language at Madrasah Aliyah. As a required subject, English is studied as the first foreign language. Because learning English is also regulated in the curriculum.

The curriculum according to UU No. 20 of 2003 regarding the National Education System (SISDIKNAS), the curriculum is a set of plans and arrangements pertaining to the objectives, subject matter, and instructional resources, as well as the techniques applied as guidelines for the implementation of learning activities to achieve specific educational goals. Meanwhile Mirnasulistyawati, et al., (2020) The curriculum is a crucial component in transforming concepts and ideas into a learning process, enabling students to thus far accomplish their targeted educational objectives.

There are four language skills to develop when learning English, and writing is one of them. Writing is considered a very important skill, with these skills, it can express ideas, thoughts, creativity, and abilities through writing, because writing activities are inseparable from the entire learning process experienced by students. Writing is a skill that first language (L1) and foreign language (FL) teachers actively develop. In general, writing is a skill that penetrates the entire school curriculum according to (Forbes, 2018).

Meanwhile, according to Saepudin (2014) writing is a productive talent that demands knowledge and aptitude in syntax, vocabulary mastery, mechanics, and even knowledge of concepts and how to organize them, It is described as the language ability that is thought to be the most difficult in comparison to other abilities. Therefore, writing is a very important and interesting language skill. Because, not everyone has writing skills, writing comprehension, and writing strategies.

For the process of learning to write, the teacher must create writing materials that suit the needs of students. According to Haryanti (2016) The materials is one technique to help students with their writing. Students will learn to write in a good style and as a resource for learning if the correct learning resources are used.

Based on previous research, the researcher found several problems. First, materials in schools are still limited, so teachers lack writing resources for students. Second, they only use student worksheets (LKS) as the main source of writing materials. Third, the material contained in the Student Worksheet (LKS) is

still incomplete, so the teacher must look for additional material. Fourth, Students are less interested in using materials in the classroom. so that students find learning English boring, especially when it comes to writing. So it does not motivate students to write. In order to achieve the intended learning, teachers must create materials that are in line with the requirements of the school.

Based on a case study at Madrasah Aliyah (MA), Researchers are proposing conducting research with the following title **"Creating a Cross-Curricular ESL Writing Materials For Madrasah Aliyah".** This study discusses the Cross-Curricular approach to create writing teaching materials to support the learning process in Madrasah aliyah.

1.2 Identification Of Issue/Phenomenon

Problem identification is needed to provide clarification on the problem to be studied. The researchers identified the following issues based on the research background:

1. Materials in schools are still limited, so teachers lack writing resources for students

2. They only use student worksheets (LKS) as the main source of writing materials.

3. The teacher must search for more material because the material on the Student Worksheet (LKS) is still lacking.

4. Students are less interested in using materials in the classroom. so that students find learning English boring, especially when it comes to writing. So it does not motivate students to write.

Some of these problems must be solved by conducting research on making writing teaching materials, including targets for students, and student learning needs. Creating ESL writing materials for Madrasah Aliyah (MA) can use a cross-curricular approach, where ESL teachers can collaborate with other subject teachers. According to MacKinnon et al. (2017) communication and discussion between ESL teachers and regular teachers should happen frequently because they help one another in interdisciplinary learning. This suggests collaboration between ESL teachers and other subject teachers. Thus, it will help English teachers to

create interesting writing teaching materials for students to learn to write.

1.3 Limitation and Focus Of The Research

Here the researcher limits the research to avoid big problems so he must focus on the research. In this study, researchers focus their research on making ESL Writing materials with a cross-curricular approach to meet the needs of second semester students of class XI Madrasah Aliyah (MA). and the same as the one in the background. In problem discussion and problem identification. The researcher believes that using this cross-curricular approach can fulfill students' needs for ESL writing materials.

1.4 Research Questions

1. What are the principles of the Cross-Curricular ESL Writing Materials For Madrasah Aliyah ?
2. How is the prototype of the Cross-Curricular ESL Writing Materials For Madrasah Aliyah develop?

1.5 Aims Of The Research

The Aims of this research focuses on:

1. To find out the Principles of the Cross-Curricular ESL Writing Materials For Madrasah Aliyah.
2. To develop the Prototype of the Cross-Curricular ESL Writing Materials For Madrasah Aliyah.

1.6 Significanes Of The Research

The researcher hope this research would be significant for:

1.6.1 Theoretical Significant

The results of this study are expected to increase knowledge for further researchers about ESL Cross-Curricular Writing Materials for Madrasah Aliyah.

1.6.2 Practical Significant

1. For schools, to provide a reference for goodness to be taken and to increase students' motivation and learning outcomes in learning English and to provide good input to improve good learning teaching materials to be used especially for English lessons at school.
2. For students, students get fun teaching in learning to write by using the right

teaching materials. So that it may both aid pupils in learning to write well and enhance their writing abilities.

3. For teachers, This cross-curricular ESL writing materials can help teachers increase how they offer English materials to students in order to increase learning outcomes and student motivation. It can also be used to create English learning materials for teachers that will make it simpler for them to present the subject.

4. For researchers, to be used as a guide in learning that will be carried out next.

1.7 Theoretical Foundation

This research is also challenged when research investigates a clearly raised phenomenon. Therefore, this study will explain some of the keywords in the title explicitly to be researched which consist of; cross-curricular, Definition of Writing, and Materials.

1.7.1 Cross-Curricular

Every teacher has a challenge when using the cross-curricular approach to learning since it requires them to link one session to another. According to Savage (2011) a comprehensive approach, and integration, knowledge, abilities, and conceptions of various subjects characterizes a cross-curricular approach to teaching. Many teachers find it difficult to plan a clear cross-curricular approach, especially when it comes to finding a balance between their own perspectives on the subject and others' comprehension of the relationship. In ability to track and evaluate long-term learning, the school must have a whole school policy. On the one hand, there must be individual judgment and choice based on the teacher's professional judgment (Rowley & Cooper, 2009). Being a generalist teacher is the same as teaching across-curricular, seamlessly transitioning from one subject to the next without affecting students' cognitive abilities (Alwasilah, 2014, p. 68).

Context of Cross-Curricular learning and teaching. Cross-Curricular learning is the foundation of collaborative student learning—an essential technique for teaching concepts in the context of many topics at the same time. This requires English teachers to collaborate with literature teachers, who in turn collaborate with art instructors. According to MacKinnon et al. (2017)

communication and discussion between ESL teachers and regular teachers should happen frequently because they help one another in interdisciplinary learning. This suggests collaboration between ESL teachers and other subject teachers.

Cross-curricular teaching offers a new approach to teaching and learning. According to Savage (2011) The teaching and learning process focuses with the teacher. Their views, goals and objectives all have a role in curriculum development and implementation. If instructors take back some control over curriculum design and evaluation, they can create an enriching pedagogy for cross-curricular teaching and learning. There is a widespread conviction that there is no advantage to making a false conception between "subject" and "child" the focus of the curriculum. This conviction is followed by an understanding of cross-curricular teaching and learning. In pedagogical thinking, they are hence dependent on one another. Dewey also contends that "knowing" and "judging" are components of a totality that must be internalized via experience. Teaching and learning cross-curricular by starting from the main subject objectives and then identify the themes that will achieve these goals. therefore, 'Many of the children find visualization difficult; art often helps visualize the meaning found in the text (Rowley & Cooper, 2009, p. 2).

1.7.2 Writing

Writing, one of the four language skills, is a proactive and practical way to communicating others. According to Saepudin (2013) writing is a productive talent that demands knowledge and aptitude in syntax, vocabulary mastery, mechanics, and even knowledge of concepts and how to organize them, It is described as the ability in a language that is thought to be the most difficult in comparison to other abilities in a language. Writing is a type of communication where the writer transmits his ideas and thoughts to the reader in written form. This is the author's concept technique for identifying, organizing, and communicating to the reader his thoughts (Hidayati, 2018, cited in Wingersky, 1999).

According to Siddik (2016:3) Writing means conveying or expressing thoughts or feelings through a symbol (writing). Of course, all symbols (writing)

used must be the result of an agreement between language users who understand each other. If someone is asked to write, it means that he will express his thoughts and/or feelings in written form. Meanwhile, according to Forbes (2018) Writing is a skill that first language (L1) and foreign language (FL) teachers actively develop. In general, writing is a skill that penetrates the entire school curriculum. It might be difficult to learn to write in a first or second language. The difficult skill to learn is writing because it takes practice to get good at it.

Students' ability to comprehend and write brief functional texts and short essays in the form of particular sorts of text is one of the goals of learning English in high school. They include instructions, descriptions, recounts, stories, reports, news items, hortatory exposition, spoofs, explanation texts, discussions, and reviews (Desitawardhani, 2014).

The conclusion that writing is one of the useful abilities was made above Writing is a visual type of communication that involves putting thoughts into phrases for the reader's benefit. Writing is therefore regarded as a skill that needs to be developed via research and practice.

1.7.3 Materials

Materials are resources that help students acquire a competency or a fundamental competency so they can master every requirement individually. Materials are knowledge imparted to students during the teaching and learning process (Muqodas et.al 2015). Utilizing materials effectively is crucial to the implementation of learning. With the help of instructional materials, both teachers and students will find it easier to carry out learning (Magdalena et.al 2020). In materials, there are various types of materials. According Purwanto & Rizki (2015) There are four different types of materials: printed materials, such as handouts, books, modules, student worksheets, brochures, leaflets, wallcharts, photos/images, and non-printed (non-printed), like models/mockups; interactive teaching materials, like CAI (Computer Assisted Instruction); interactive learning multimedia compact disks (CDs); and web-based learning materials.

Students will learn to write in a good style and as a resource for learning if they use the correct materials.

1.7.4 Relationship between Materials and ESL Writing With Cross-Curricular

Based on the topics described above, there is a relationship between the topics. First, materials have a variety of purposes in individual learning, including serving as the primary medium of instruction, a tool for organizing and evaluating students' information-gathering activities, and a resource for other media utilized in such activities. Additionally, using teaching resources will make it simpler for teachers to carry out instruction so that learning objectives can be successfully met. For the process of learning to write Esl, the teacher must make writing learning materials according to the curriculum used in Madrasah Aliyah (MA). In addition, making ESL writing materials for Madrasah Aliyah (MA) can use a cross-curricular approach. Where English subjects can be combined with other subjects that have the same topic/material. In writing cross-curricular ESL, A effective learning strategy must be included in the materials. This will help teachers create interesting cross-curricular ESL writing materials for students learning to write. Thus the creation of materials, and writing ESL with cross-curricular are closely related.

1.8 Previous Study

Researchers in a variety of fields have conducted numerous research and development projects. For instance, David did the first study (2019). In '' The Impact of A Multi-Strategy Academic Writing Handbook On Emergent Bilinguals Cross-Curricular Writing Competeneces'', He talks about how it affects young bilinguals. Academic writing in a second language is likely one of the hardest tasks in higher education due to the linguistic, strategic, and procedural components it incorporates as well as the higher cognitive processes needed. Professors have yet to discover an effective method for teaching and evaluating writing that ensures student growth and continued support throughout their learning process, despite writing's ongoing presence in academia. In order to construct and assess the efficiency of the Academic Writing Reference Handbook, this mixed methods case study (AWRH). The writing process, a genre-based approach, error analysis, and formative assessment are the foundations of this

manual. Written samples, questionnaires, and interviews were used to gather data. The results indicate that AWRH is a useful tool for providing learners with the direction they require and assisting them in developing their writing skills. The outcomes did, in fact, reveal an improvement in the discourse, structure, and syntax of their work. However, outside factors like the pupils' prior writing experience and background in language development can have an impact on how much they connect with the material.

Futhermore, Bauer (2016) In a study titled "A New Approach: Closing the Writing Gap By Using Reliable Assessment to Guide and Evaluate Cross-Curricular Argumentative Writing," also conducted cross-curricular research. The secondary school educational standards that place an emphasis on cross-curricular literacy and complex skills are the subject of this study. The importance of argumentative writing across fields is reflected in these criteria. It is essential to use evaluation approaches that take into account the changing and increasingly sophisticated writing standards. The capacity to improve student learning and inform teaching are the two key elements of a good assessment. The study involved two inclusive, urban education classrooms with teachers and students. One class represents the control group, which was given the first and last treatment scenarios without any experimental intervention. The second class is an example of the experimental group that implements a tier-based intervention plan under the direction of an evaluation instrument. The validity of the instrument as a cross-curricular rubric for argumentative writing was also evaluated by four educators. The findings demonstrate that considerable improvements in literacy achievement were made quickly by a graded intervention that was supported by accurate evaluation. The findings also demonstrate that compared to typical evaluations, the rubric developed for this study merits more trustworthy rankings across educators across curricular boundaries. Additionally, educators stated that they preferred process-oriented approaches of evaluation to conventional ones.

Moreover, The study in question is titled "English Writing Materials Based On Local Needs For Students In Remote Areas" and was done by Aspiandi et al. in 2015. This study intends to create writing resources for kids in rural
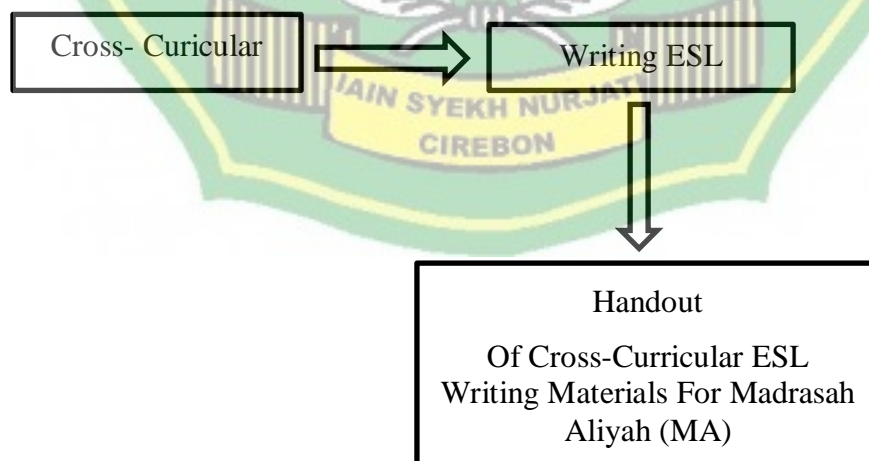
places, especially SMPN 3 Satap Toba, based on local needs. By modifying the David Jolly and Rod Bolitho development model, this study was carried out using the research and development methodology. A requirements analysis is needed to gather information on regional needs. information gathered through surveys, interviews, and direct observation. The evaluation's findings indicate that there are both positive aspects and negative ones. On the basis of comments and recommendations from professionals, weaknesses are fixed. Students have suggested that the content be updated with some unique photographs and detailed directions. It is transformed into the finished product after repair and professional guidance.

Additionally, recent research mentions Haryanti's (2016) study titled "Developing Writing Materials For Student Of The Eighth Grade Of SMPN 3 TEMPEL." This study had two main goals: (1) to determine the needs of class VIII students at SMP N 3 Tempel, and (2) to create suitable resources for them. This study falls under the category of research and development (R&D). Students from SMP N 3 Tempel in grade VIII served as the study's subjects. A needs analysis had to be completed, a course grid had to be created, a first draft had to be developed, a first draft had to be evaluated, a first draft had to be modified, and so on for the technique research. It was altered from the Tomlinson model by Jolly and Bolitho (1998) Equipment that must be gathered The information was provided using questionnaires for expert judgment and needs analysis. The tools to be used in the collection, frequency and percentage, were used to conduct a quantitative analysis of the data from the needs analysis. Both needs analysis and expert judgment questionnaires were utilized to collect the data. Descriptive statistics were utilized to objectively examine the data from expert opinions, and the first draft of the material was revised using comments. The end result of this research is a "Writing Guidelines" stationery set for class VIII pupils at SMP N 3 Tempel. The writing challenges are divided into three units: "My Best Friend," "My Unforgettable Experience," and "My Favorite Story." Each unit consists of 15–17 pre-writing, drafting, replying, and editing tasks in total. The generated material's overall quality was 3.62, which is in the range of 3.25 x 4, and can be

characterized as "very good" according to research and expert opinion.

1.9 Frame Of Thought

The biggest factor in the research that researchers are currently doing is a cross-curricular approach, this learning approach every teacher can connect subjects with one another through the same topic/material as needed. As in the ESL writing learning process, the teacher must create writing materials that suit the needs of students, the material taken must be in accordance with the curriculum used in Madrasah Aliyah (MA). One of the supporting factors for cross-curricular ESL writing learning is the materials made by the teacher. A teacher can operate as a manager who oversees the execution of learning activities during the learning process. Utilizing materials in teaching makes some aspects of learning easier and more efficient. It will be easier for teachers to teach with materials, and it will also be simpler for students to learn. One of the teaching materials used in learning English is Handout, because its use is very practical. Handout generally only contain a summary or conclusion or parts of the material that are important. We can only hope that these elements will influence teachers' writing instruction and help students become better writers. because one of the four talents that students need to possess is the ability to write.

Cross- Curicular → Writing ESL

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Handout

Of Cross-Curricular ESL Writing Materials For Madrasah Aliyah (MA)

Figure 1.1 Frame Of Thought

1.10 Research Method

1.10.1 Research Design And Steps Of The Research

The purpose of this study was to develop writing materials for class XI students at Madrasah Aliyah (MA). This writing teaching material was developed based on the students' needs. The research design used by the researcher in this study used a Research and Development (R&D) design. The R&D research method is known as research that produces products or develops products that are used to solve learning problems and everything related to students. According to Martianingtiyas (2019) This kind of research aims to develop specific products, either new invention products or existing products that are improved to create new products.

Meanwhile, Research and development (R&D) is a research technique used to produce certain items and assess their effectiveness, according to Sugiyono (2017). Researchers must conduct an analysis of the problem before developing a specific product so that it would solve the problem and they must then test the product's efficiency. The product developed is Cross-Curricular ESL writing materials intended for XI grade students of Madrasah Aliyah.

The development model used in this study is an adaptation of the 10-step Borg and Gall development model that Sugiyono adapted. (1) Potential and Problems, (2) Data Collection, (3) Product Design, (4) Design Validation, (5) Design Revision, (6) Product Trial, (7) Product Revision, (8) Usage Trial, (9) Product Revision, and (10) Mass Production are all included in research and development (R&D) development.

1. **Potential and Problems**

Researchers may stray from the problem or potential. Anything with potential will be more valuable if it is used. Problems are variations between what is anticipated and what actually occurs. The study's potential and problems must be supported by empirical evidence. Instead of needing to personally hunt out information, data on potential and problems might be relied on other people's study reports or record of activity reports from specific people or agencies that are still current.

2. Data Collection

A data collection method aims to gather information that can be used to plan particular products that are predicted to be able to answer particular problems.

3. Product Design

Research & development produces a variety of product designs. To be utilized as a reference for creating and evaluating products, product design must be represented in drawings or charts. A description of the materials, sizes, tolerances, tools, and labor procedures that went into making each component of the product must be included with the product design. This product design is currently purely speculative. Because its efficacy has not been established, it is referred to as hypothetical; this will become obvious after the tests.

4. Design Validation

In order to determine whether a product design—in this case, a new work system—will conceptually be more effective than the existing one, design validation is a process. It is stated logically since the study that supports it is still grounded in reason and not in actual facts.

5. Design Revision

An improvement in design is one that has already been confirmed through consultations with professionals and other specialists since it can reveal flaws. Then, by strengthening the design, an effort is made to lessen these flaws. In order to improve the design, researchers must.

6. Product Trial

Product trials are conducted once the validator's design has been revised or improved. Product design in the context of education refers to the creation of instructional materials that may be tested immediately after being verified and modified by the validator.

7. Product Revision

A revision is made if there are flaws that need to be fixed after completing small and big group testing. To make the things created better, changes are made.

8. Usage Trial

Tested under real conditions. This trial is to determine the feasibility of the resulting product.

9. Product Revision

Revising the product is a repair activity if there are still deficiencies in the product according to the results of the use trial.

10. Mass Products

If the tested product is deemed practical and efficient for usage, it is put into mass production so that it can be used to solve the problem and even be manufactured further.

This development research procedurally went through several steps or stages as described above, but the application of this Borg and Gall research and development model in Creating Cross-Curricular ESL Writing Materials for Madrasah Aliyah to improve the writing skills of class XI students at Madrasah Aliyah (MA), not implemented until the final stage. Research is conducted in this development in accordance with research needs. because the sole purpose of this study is to create writing instruction tools for undergraduate students. Generally speaking, the stages of development suggested by the expert were condensed into three stages based on the needs of the research: the potential and problem stage, the stage of data collecting, and the stage of product design. The following are the steps the researchers took in the development process:

1. Determining Potential and Problem

The potential in this research is to develop ESL writing materials with a cross-curricular approach for Madrasah Aliyah. Because these materials play such a significant part in the learning process, they become a potential for research and development. The problem right now is that there aren't enough teaching resources in schools, and those that are used in the Student Worksheets (LKS) aren't complete enough to support the desired learning process.

2. Data collection stage

In the process of data collection, it is done factually and can be used as material for planning certain products which are expected to overcome problems

in making cross-curricular ESL writing materials. Researchers collect materials and data for materials to be developed using a cross-curricular approach. After that, the selection of materials and data in accordance with the material being taught. In addition, researchers make designs and initial product concepts.

3. Product Design Stage

The resulting product design or development model is the creation of cross-curricular ESL writing materials for Madrasah Aliyah students. Here the researcher makes a product of teaching materials in the form of a guide handout for teachers and handouts for class XI students. After that, the researcher took one of the English learning materials in class XI, namely an explanation text about "Natural Phenomena". In this explanation text material requires additional material from other subjects that have the same topic/material. After that, the researchers found the same material/topic in the Geography subject regarding "Natural Phenomena". Therefore, in making this material, it is necessary to combine English subjects with Geography subjects. After that, just make teaching materials in the form of handouts with discovery learning learning models by paying attention to the steps. So that in the end the researchers only made a prototype product design. As stated (Van den Akker, & Plomp 1993 in Hanafi 2017) defines development research with two goals, namely the creation of a product prototype and the formulation of methodological advice for the creation and evaluation of the product prototype.

1.10.2 Source and Types Of Data

A critical literature study was carried out in order to respond to this research topic. Reading books, journals, and other sources helps researchers follow the origins of this material as they compile information from the literature. Various sources (Journals) of information on cross-curricular ESL Writing were used to collect this data. According to Nashruddin and Mustaqimah (2020 p. 85) To learn more about the data's collection process, a literature search was done. Information on this topic can be found from a wide variety of sources, including books, journal articles, and websites devoted to literature reviews.

Resources	Web Adress
Google	https://www.google.com/?hl=id
Google Scholar	https://scholar.google.com/
Database of International electronic sources	
Research Gate	https://www.researchgate.net/
Z–Library	https://z-lib.org/
Database of Indonesian electronic sources	
Garba Rujukan Digital (Garuda)	https://garuda.kemdikbud.go.id/

Table 1.1 Resources and Web Adress

So, To find relevant articles or topics, it is important to know the linked keywords when using data sources and website addresses.

1.10.3 Data Collection Techniques and Instruments

The methodology, data collection methods, and research instruments are all documented. Documentation techniques are used to collect data from published sources about the topic under study. Various sources were used to collect data. To answer the research questions, all data were collected into one document after the collection process. Instrument collection and process techniques.

Inclusion	Exclusion
1. Book, Journals	1. Book and journal published pre 2007
2. Published between 2008-2022	2. Not index nationally (IPI, SINTA) or internationally (Scopus)
3. Cross–Curricular	
4. Writing ESL	3. Research article which do not involve Cross–Curricular, Writing ESL, Materials
5. Materials	

Table 1.2 Inclusion and Exclusion

When deciding on inclusion or exclusion criteria, SCOPUS and the Google Scholar journal index must be taken into consideration. Inclusion and exclusion criteria must be developed to restrict and focus journal article search results more on the desired topic or issue (Ningtyias, 2020). Using DOI or ISSN, you can find out where the journal is published by looking at the citation (Nashruddin & Mustaqimah, 2020, p. 87). Digital objects identified by a DOI are articles that have been given one. The magazine ISSN is another name for the International Standard Serial Number (ISSN).

1.10.4 Research Timeline

This research took seven months to be researched starting from writing a research proposal to revising a thesis. This research was started from January to July 2022 as shown in the following table.

No	Activities	Times		
		January	February to June	July
1.	Proposal thesis			
2.	Revision of Research Proposal			
3.	Planing the review to select keyword and data (journal, and book)			
4.	Conducting Review			

No.	Activity				
5.	Grouping the Result of Rreview				
6.	Concluding the Data				
7.	Developing the Product				
8.	Expert finalisation of the research				

Table 1.3 Research Timeline