

CHAPTER III

RESEARCH METHOD

A. Research Design

This research uses qualitative research approach. Creswell (2014) explains that qualitative research is an inquiry process of understanding a social or human problem based on a building complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. According to Levitt et al, (2017) a qualitative research is inductive in nature and the researcher generally explores meanings and insights in a given situation. Qualitative research relates to ideas, perceptions, opinions or beliefs of the person being studied and all of them cannot be measured by numbers.

The type of this research is descriptive qualitative research. According to Kothari (2004), descriptive qualitative research is description of affairs as it exists at present. Descriptive qualitative research is a type of research that aims to obtain information to systematically describe a phenomenon, situation, or population. This descriptive qualitative research is used to gain the information on the process of teaching writing by using Project Based Learning, the difficulties faced by the teacher in applying Project Based Learning and the students respond the implementation of Project Based Learning at SMPN 1 Simpang Empat.

B. Research Setting

This research was taken the place in SMPN 1 Simpang Empat, located on Jl. Sampurna, Baroqah, Kec. Simpang Empat, Tanah Bumbu, South Kalimantan. To be more specific, the researcher observed the process of teaching English in a classroom at that school. The reason for choosing this setting is because the teacher from that school have already implemented PBL and because it is relevant to the study that is conducted.

C. Participants

The researcher investigated project based learning in English writing classroom in SMPN 1 Simpang Empat. This school was chosen because they have already implemented PjBL method in their English subject. The participants consist of 10 students and one teacher. The students from two class of 7th H and 7th I grade taught by one teacher. Grade 7th students were chosen in this research based on teacher that taught in this class used PjBL in English subject. The 10 students that chosen for interview are based on ranked in the class and recommended by the teacher.

D. Data

The main data source of data in this study was results on observation and interviews with students and English teacher at SMPN 1 Simpang Empat. The data in this research about the implementation of project based learning in teaching writing, the difficulties faced by teacher, and students respond about implementing project based learning. The data is collected from the participant who are the students in grade 7-H and 7-I of SMPN 1 Simpang Empat.

E. Technique of data collection

In this research conducted by using observation and interview. The data collected by using qualitative data and the research conducted interview for finding to the research questions about the difficulties faced by teacher in implementing project based learning and students respond in implementing project based learning. According to (Kabir, 2016) interviewing involves asking and getting answers from participants. There several ways to conduct interviews, such as face-to-face, group interview and individual interview.

The interview is conducted February 22nd to February 23rd 2024. There are 12 questions for the 10 students who were recruited through students ranking and teacher recommendation.

1. Observation

The researcher used observation as the first research technique. For the first step, the researcher will visit school to meet the English teacher. Here, the researcher observes carefully about the English learning process in the seventh grade.

This method is completed with the observation sheets, which consists with several questions related to the study about the project based learning in English writing classroom at junior high school. The researcher conducted observation about project based learning by observed the learning process in the classroom. The researcher expects that the result of this observation can provide a framework regarding to describe teaching writing by using PjBL.

2. Interview

The interview is used semi-structured interview, according to (Kabir, 2016) an “interview guide” is created and used by interviewer. This is a list of questions and topic that should be addressed throughout conversation, usually in a particular order.

Interviews were conducted in detail to obtain data through semi structure interviews regarding the implementation of Project Based Learning method at SMPN 1 Simpang Empat. Interviews were used to explore the secondary data needed. Interviews with students and teacher were carried out in school starting from February 22nd to February 23rd 2024. After that, researcher can find out the difficulties

faced by the teacher and students' responses about implementing PjBL.

F. Data analysis

According to Miles and Huberman (2007), the positivist paradigm serves as the foundation for data analysis (p. 173). The following is how data analysis is done:

1. Data Reduction

Data reduction is carried out by condensing field notes and identifying the key elements related to research issues. Then, the data is organized systematically to define and facilitate data searching in the event that it is no longer required. Not all the research's collected data are significant. It implies that the crucial information must be retained while the irrelevant information must be disregarded. The researcher focused, selected, and abstracted the data in the field note as part of the data reduction procedure. During research operations, data reduction is performed. If the data are useless or do not support the data the researcher wanted, they were reduced during the study activities in this case. The researcher first shorting the data from observation to know about the implementation of project based learning in English writing classroom. After getting the findings on the first research question, the researcher reduce the collected data from

observation to specify the findings of the first research question. The researcher also reduced the collected data from interviews for the second and third research question in this study about the difficulties faced by the teacher and students' responses about implementing project based learning.

2. Data Display

The full description of the outcome is known through data display, which can take the form of a matrix or coding. It implies summarizing data in the form of descriptive or narrative so that the researcher can get to a conclusion and confirm that it is significant data after it has been completed. This approach is used to arrange the data, description, or narration in order to draw conclusions as the second step in data analysis. The researcher thought about what the researcher should do before presenting the results. Based on her knowledge, the researcher can evaluate the other activity. The researcher has presented the results of observation and interviews about the implementation, difficulties and students' responses of project based learning in the form of table and explanation.

3. Conclusion and Verification

The third component of qualitative analysis is this process. Drawing conclusions requires taking a step back to explore what the studied data represent and to evaluate their implications for the

problems under consideration. Verification, which is closely related to developing conclusions, requires going back to the data as many times as necessary to cross-check or verify these conclusions that have developed.

After this stage the researcher has classified to answer the research question with research theory. The researcher had to match theory, the result of all data process were elaborates in sentences through a descriptive qualitative.