

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In this study, researcher used a qualitative descriptive. According to Kim et al, (2017). Qualitative descriptive research generates data that describe the 'who, what, and where of events or experiences' from a subjective perspective. Qualitative descriptive research is research that describes the conditions that will be observed in the field more specifically, transparently, and in depth. Vickie & Clinton, (2012). The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. According to Sugiyono (2005), states that descriptive method is a method used to describe or analyze the results of research but does not make broader conclusions.

The purpose of this study is to describe and explain the research that took place on the implementation of project-based learning in students' speaking skills and strengths and weeks of project-based learning in teaching speaking.

#### **B. Research Setting**

This research has been carried out at MA Al-Falah Putera which is located in Landasan Ulin, Liang Anggang, Banjarbaru City, South Kalimantan. The reason for choosing this research location is because the school implements

project-based learning in learning English, especially in grade 12. In addition, the results obtained are that the implementation of PBL increases students' interest in learning and increases students' confidence in speaking English.

### **C. Participants**

The participants in this study were 1 English teacher and 30 students in class XIII Bahasa of MA Al-Falah Putera, which is located on Jalan Platform Ulin, Liang Anggang, Banjarbaru City, South Kalimantan. Class XIII Bahasa This class is the most active class in learning English. In addition, the teacher uses the PBL method for learning English in this class.

### **D. Technique of Data Collection**

In this study data collection was done by observation and interviews.

#### **1. Observation**

Observation is one method of collecting information by someone with the aim of feeling and then understanding knowledge about a phenomenon. Gorman and Clayton (2005) define observation is research that involves the systematic recording of certain events or behaviors that may be observed in nature.

In this case, several aspects observed were the classroom situation, teacher techniques in carrying out the learning process, and student responses when they were in the learning process. The researcher observed and recorded what happened in the pre-research activities, during the action, and after the implementation of project-based learning in students' speaking skills.

## **2. Interview**

An interview is a conversation that aims to gather information in the life description of the interviewee in relation to the interpretation of the meaning of the 'phenomenon described' (Almaz, 2019). According to Schostak (2006), an interview is a protracted conversation intended to elicit detailed information about a certain subject or issue. Phenomena might occur during an interview and be interpreted based on the meaning the phenomena convey to the interviewer.

Interviews have an important role in data collection. Used to determine the views of teachers and students on the teaching and learning process. Researchers interviewed students and teachers especially the atmosphere of the speaking class using PBL in activities, the advantages and disadvantages of applying PBL to students in speaking, and the causes. The researcher took an English teacher and three students to be involved in interviews as respondents to get the most accurate data for the study. There were 8 questions asked to the teacher and 6 questions asked to students about their opinions and responses about the use of the PBL method in the classroom. The aim is to obtain data from the point of view of teachers and students.

## **E. Technique of Data Analysis**

Data analysis in qualitative method is aim to analyze data in form of words or paragraph. According to Creswell (2012), data analysis in qualitative research can go hand-in-hand with other stages of doing the study, namely data gathering and writing up the findings.

In this research the researcher analyze the data follow three concurrent by Miles and Huberman (2014) Including data reduction, data display and drawing conclusion/verification.

### **1. Data Reduction**

According to Rijali (2018), Data reduction is a selection process that concentrates on the simplicity, abstraction, and modification of raw data derived from field notes. In this data reduction, organizing the findings obtained in the field with the aim of simplifying the data obtained during data collection in the field. In this study, researchers collected data about implemntation of project-based learning to improve students' speaking skills through questionnaires and interviews, then the data was transcribed. Data that is not important according to the researcher that is not related to the research will be discarded. Then, after collecting and reducing the data, the researcher presented the data in descriptive form. After getting the results of the questionnaire and interviews, the data was reduced by the researcher to collect data suitable for research to be consistent with the research questions and research objectives.

## **2. Data Display**

After reducing the data, the next step is to display the data. According to Rijali (2018) Data presentation is an activity when the collection of information regulated, thus providing the possibility of withdrawal conclusions and take action. This step is done by presenting a set of information obtained in a structured manner to then draw conclusions.

## **3. Conclusion / Verification**

In the process of analyzing data, the last step is conclusion or verification. The qualities of the conclusion in this study are transient. If the researcher discovers weak support for more data collecting, this may alter. The results were also confirmed during the research, according to Rijali (2018), by: (1) rethinking when writing, (2) examining field notes, (3) reviewing and brainstorming among colleagues. (4) Prolonged attempts to replicate a discovery in another data collection. (5) Intensive efforts to create intersubjective agreement. Drawing conclusions continuously until there is nothing to reverse it, here it is necessary to add to the understanding of the researcher about the incident or case. In this study, researchers make conclusions from the appearance of the data. From the data obtained, the data can answer the research questions above.