

CHAPTER III

RESEARCH METHODS

A. Research Design

The type of research is descriptive phenomenology. Padilla-Díaz (2015) categorizes descriptive phenomenology as a study of direct experience and involves describing or interpreting certain phenomena experienced by participants in an investigation. In this study, the researcher examines the Project-based Learning implementation to Learn English using Instagram Carousel in the 7th grade English class of MTsN 3 Hulu Sungai Selatan.

Padilla-Díaz (2015) highlighted the process of conducting descriptive phenomenology involves the following steps:

1. The researcher shares their personal experience with the object of study to identify personal biases, ensuring their analysis is objective.
2. The researcher makes sure that all quotes and topics expressed by participants are equally important by listing them. This list then serves as the basis for describing the study in words.
3. The researcher groups the relevant topics into units of meaning.
4. The researcher writes the text description and includes direct quotations.

5. The researcher writes the structural description.
6. Lastly, the researcher finds the phenomenon by looking at what all the participants have in common.

B. Research Setting

The place of this research was carried out in a 7th-grade English class of MTsN 3 Hulu Sungai Selatan. This study is carried out in the first semester of 2022/2023. This is because the research only focuses on one learning topic held in two or three meetings.

C. Participants

This study was participated by the English teacher and the students of MTsN 3 Hulu Sungai Selatan. The determination of the subject is based on observations and information regarding the implementation of Project-based Learning using social media features Instagram carousel in the 7th grade English class of MTsN 3 Hulu Sungai Selatan. The subject is determined using a purposive sampling technique, where the participant is selected according to the criteria and information needs required. The research was participating an English teacher and 27 students from B class of 7th grade MTSN 3 Hulu Sungai Selatan.

The main participant of this research was the English teacher of MTsN 3 Hulu Sungai Selatan. He was born in Banjarmasin, on April 9th, 1987. He graduated with an S1 degree from STKIP Banjarmasin, by taking an English

Education major. He has been promoted to ASN for 3 years and teaching English for about 11 years.

He loves experimenting with new approaches to teaching his English class. He frequently changes the media he uses to keep the students' attention. The media he often uses include YouTube videos, singing, and various visual aids such as pictures, posters, slides, and more. He's also not hesitant to use games and dialogues to get his students involved. He ensures that the media is relevant to the situation and the uniqueness of his students based on his expertise. He also uses a variety of computer software and applications to aid in the teaching and learning process. With the proper combination, he ensures that all students will get the most benefit from each media element he uses.

Aside from English, he is also responsible for teaching Information and Communication Technology, and also Multimedia as extracurriculars. He recognizes how students' enthusiasm for technology, motivates him to combine English with various digital media such as applications, videos, and others. Students can practice English from a variety of angles by using digital media, such as reading and writing, listening and speaking, watching and creating content, and so on. He has used a variety of new technology media to assist students in improving their English language skills.

His curiosity and desire to keep learning led him to various awards in regional learning media competitions. He also actively participates in

educational training and workshops, and always takes part and contributes to the local MGMP groups for English teachers.

D. Data and Source

In this study, two types of data were involved, namely primary and secondary data. Primary data was acquired from interviews and observations with teachers and students at MTsN 3 Hulu Sungai Selatan, which describes the implementation of Project-based Learning using the Instagram carousel in the 7th grade English class of MTsN 3 Hulu Sungai Selatan. and The secondary data used is in the form of photos, videos, and recordings that can support obtaining research information regarding the implementation of Project-based Learning using Instagram carousel in the 7th grade English class of MTsN 3 Hulu Sungai Selatan. The data sources in this study were teachers who were the targets of implementing Project-based Learning using the social media feature "Instagram carousel" in the 7th grade English class of MTsN 3 Hulu Sungai Selatan.

E. Data Collection Technique

Miles, Huberman & Saldana (2014) describe qualitative data as a source of well-grounded, rich descriptions and explanations of human processes. To collect the data, several techniques need to incorporate. Data collection techniques used in this study were observation, interviews, and documentation.

1. Observation

Observation is a data collection technique through participation and observation in a group or individuals over an extended period of time (Moser & Korstjens, 2018). There are three observation stages: descriptive, focus, and selective. Descriptive means a holistic observation that occurs in the setting. Focused means the researcher observes a certain situation at a time. Selective means observation that follows strictly on a specific issue. Each step plays a significant role in the process.

In this study, the researchers observed how the implementation of Project-based Learning using social media by engaging directly in the activities carried out by the teacher, by observing how the learning process took place in class to optimize the observation process with the involvement of researchers, researchers were able to appreciate and feel directly what is felt by the subject, so that the data obtained has a definite position by the actual situation. In general, observation aims to support data collection that can be carried out immediately after or during an event.

2. Interview

Interview is another data collection technique that dug more into participants' personal experiences of a certain event. Moser & Korstjens (2018) clarify that the researcher's main job is to interpret the meaning of the participant's answer regarding the central theme that the

researcher is looking for. An interview is written in some sort of guidelines with a flexible sequence following the individual answers through the conversation.

In this study, interviews were conducted using interview guidelines. The purpose of the interview from this research is to find out in-depth about the implementation of Project-based Learning using the social media feature "Instagram carousel" in the 7th grade English class of MTsN 3 Hulu Sungai Selatan.

3. Documentation

Sugioyono (2017) noted that documentation is used to complete the data from observations and interviews so that the results from observations and interviews can be trusted with documentation. Documentation is a method of gathering data and information in the form of books, archives, documents, written numbers, and photographs in the form of reports and information that can be used to support research.

The selected documentation was in the form of videos or, screenshots of the use of Instagram as a learning media, and photos that support the conclusion of research data such as syllabus, lesson plans, and others.

F. Data Analysis

When all data was collected by the three techniques, the data explained in a form of descriptive qualitative. This descriptive qualitative analysis uses the three steps revised models of Miles, Huberman & Saldana (2014) as follows:

1. Data Condensation

As mentioned by Miles, Huberman & Saldana (2014), the process of selecting, focusing, simplifying, abstracting, or transforming the collected data are called data condensation. It differs from the previous term, data reduction which makes data appear weaker, meanwhile condensation makes data stronger. It is a system of analysis that sharpens, sorts, focuses, discards, and organizes data for the researcher to be able to draw and verify the conclusion.

After collecting data by observation, interview, and documentation, the researcher will condense the data by selecting, focusing, and identifying necessary data which have relevance to the research questions. Data will be discarded and avoided if it is not relevant. This research will mainly focus on collecting data on the process of project-based learning in using Instagram carousel in English class in 7th grade of MTsN 3 HSS.

2. Data Display

Data display assists the researcher to comprehend the research as a whole in every form of display. Miles, Huberman & Saldana (2014) recommend that the data can be displayed in the type of tables, graphs, charts, and networks or other equivalents of them. By displaying the

data, the researcher can easily conclude and analyze what was happening with the collected data and begin doing the next step of the research based on what has been planned.

The data displayed in this research is the results of the observation, and interview, these results will be shown in the fourth chapter. The researcher displays the important data or information have been organized and compressed in the data condensation step. The data from observation, interviews, and documentaries are presented in text form or narrative text to be easier to understand.

3. Drawing Conclusion/Verification

Miles, Huberman, and Sadana (2014) address that the last step in qualitative data analysis is drawing conclusions and verification. Once the researcher finishes all the steps above, which are condensing and displaying data, the researcher will conclude and verify the data. The data will be comprehensively looked on all stages since data is collected to be displayed.