

CHAPTER III

RESEARCH METHOD

A. Research Design

This study was designed to find out how was the implementation of project-based learning model for students' critical thinking skills on descriptive text and how was the influence of project-based learning model for students' critical thinking skills on descriptive text. It was also intended to find out whether the teaching and learning process in schools had changed with time to determine the pattern of change pedagogical practice at school.

This research was used qualitative research. Qualitative research has the advantage that researchers get better inspiration. This research was expected to provided inspiration for further research in the linear field and also inspire readers to apply writing-based projects in their teaching (Hasani, Hendrayana, & Senjaya, 2017).

B. Research Setting

This research conducted at SMA N 1 Long Ikis. SMA N 1 Long Ikis was located at Tajur vilage, Long Ikis district, Paser Regency, East Kalimantan Province. This research started on 26 September to 26 November 2022. This research was conducted in the first learning hour, with a learning duration of 120 minutes.

C. Participants / Subject

The participants in this research were English teachers and students in one of the public schools, namely SMA Negeri 1 Long Ikis at Tajur village, Long

Ikis District, Paser Regency, East Kalimantan Province. The participants of this study were students at high school in X-1 class, there are 36 participants. The students in this class was active during teaching progress.

The teacher gave freedom to students to asked questions and discussed, so that students can felt comfortable in class. The students were selected to assess individual student competition during learning, to estimate student organizational competence in learning, student courage in deciding action, how student and direct learning goals, to taught student to train strategies and operation in learning.

D. Data

The main data in this study collected procedure was the observation, and interview of participating and collecting documents and information related to the implementation of project-based learning in learning.

The data in this study were teacher to implement project-based learning as it allowed students to design, and students who were in the transitional age of development and need to improve their critical thinking skills and English skills especially on writing.

E. Technique of Data Collection

The data of this research was collected by observation, and interview.

1. Observation

Data collection has also be carried out through observation using a rubric scale developed by the researcher. The researcher was

observed the class teach for a week in class using the observation rubric to record the results of this observations.

Teaching the session was observed to find out how the teacher apply project-based learning methods in teaching writing descriptive texts for their teaching.

2. Interview

Interviews was conducted face-to-face with English teachers and students at SMA Negeri 1 Long Ikis. Correspondence participants was make an appointment to interview session. Average of two interview sessions conducted with teachers and students for one week.

Time and interview session date for each participant was different, no group interview sessions were conducted for participant. The duration of the interview session was different. Interview sessions conducted at school time. Interview session with a minimum of duration was done in twenty-five (25) minutes while the maximum was for 35 minutes.

F. Data Analysis

In analyzing the data, the researcher was use descriptive-qualitative technique. The analysis while in the field was mentioned by Rijali (2019), narrowing the focus of the study (must remember narrowing the focus of study which means holistic that is phenomenological, was not the same as specifying the object of study that thinks partial positivistic style) (Rijali, 2019).

Determine the type of study, whether research history, study taxonomy, genetics, etc., develop continuously analytic questions. While on the field researchers ask questions, seek answers, and analyze them, then develop new questions to obtain answers, once it was done continuously, then the research can lead to grounded theory, write comments made by researchers themselves, efforts to explore research ideas and themes on respondent subject as scoping analysis (this step of course must be done in the early stages of research) (Rijali, 2019).

Reading return to relevant literature while in the field (this way helps to develop writing ideas, but there are the danger; researchers can be influenced by ideas, concepts, or models used by the author of the book), using metaphors and analogies concepts. While the post-field analysis was take a long break; and ready to get back to work with fresh mind (Rijali, 2019).

According to Rijali (2019), sources of data in qualitative research were: (1) words and (2) actions, the rest were additional data such as documents or sources of written data, photographs, and statistics. Words and the actions of those who were observed or interviewed are main data source.

The main data sources were recorded through notes in writing or by recording video/audio tapes, taking photographs, or movies. While additional data sources that come from sources written sources can be divided into books and scientific magazines, sources from archives, personal documents, and official documents (Rijali, 2019).

Field notes seem very necessary to be used in data collection while in the field, he is the main instrument inherent in various techniques qualitative data collection. The form of this field note: (1) notes facts: qualitative data from observations and interviews in the form of detailed descriptions and direct quotations, (2) theoretical notes: analysis results researchers in the field to conclude the structure of society that researched, as well as formulating the relationship between the topics (variables) the importance of inductive research according to the facts in the field, (3) methodological notes: the researcher's experience when trying to apply qualitative methods in the field. Fill in each note there were two; first descriptive note: contains the main part, second reflective notes/memo: contains criticisms of descriptive notes (Rijali, 2019).

1. Data reduction

Data reduction was a selection process, focusing attention on simplification, abstraction and transformation of raw data emerged from written notes in the field. This process continued throughout the research, even before the data was actually collected as can be seen from research conceptual framework, study problem, and approach data collection selected by the researcher (Rijali, 2019).

Data reduction includes: (1) summarizing the data, (2) coding, (3) tracing themes, (4) making clusters. How: strict selection on data, summaries or brief descriptions, and classify them into in a broader pattern (Rijali, 2019).

2. Data Presentation

Data presentation was an activity when a collection of information arranged, so as to provide the possibility of withdrawals conclusions and taking action (Rijali, 2019).

The form of presenting qualitative research data in the form of narrative text in the form of field notes, observations and interviews. These forms combine information organized in a compact and easily accessible form, so it is easy to see what is happening, whether the conclusions are correct or should analyze more deeply (Rijali, 2019).

3. Conclusion Drawing

Efforts to draw conclusions were carried out by researchers continuously. Continuously while in the field. From the start of collection data, qualitative researchers begin to look for the meaning of things, take notes regularity of patterns (in theory notes), explanations, possible configurations, causal pathways, and propositions (Rijali, 2019).

These conclusions were handled loosely, nevertheless open, and skeptical, but conclusions are already provided. At first not yet clear, but later increased to be more detailed and firmly rooted (Rijali, 2019).