

CHAPTER III

RESEARCH METHOD

A. Research Design

The purpose of this study was to examine of how the implementation of project based-learning in teaching speaking and describe the difficulties by the teacher when used project-based learning in teaching speaking at MTs Raudhatussyubban Banjarmasin. In order to present a more thorough perceptive of how to apply the technique, the researcher investigated how teachers implemented project-based learning in teaching speaking and how the teacher difficulty.

Related to the aim of the study, the researcher chose to use the qualitative method with a descriptive research design. Qualitative research, explained by Gratton and Jones, was a kind of research that uses non-numerical data to describe and understand concepts. The concepts are difficult to convert meaningfully into numbers, and the data is in the form of words that have to be interpreted by the researcher. Gratton and Jones explained that descriptive research describes a particular phenomenon, focusing on the issue of what happened, or how much has happened, rather than why it happened. A qualitative method with a descriptive research design was suitable for this research because this study aimed at the process and perception that cannot be done using numerical data (Gratton, 2010).

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data. Because this research describes the process of the implementation of project-based learning in teaching speaking and narrates teacher difficulties while utilizing the project-based learning at the ninth grade MTs Raudhatussyuban Banjarmasin.

B. Research Setting

The research occurred in MTs Raudhatussyuban Banjarmasin, located at Sungai Lulut, Banjarmasin, South Kalimantan. The researcher chose this school because this school has the potential to fill the data needed by the researcher to answer the research questions. MTs Raudhatussyuban Banjarmasin has different with other school because this school girls and boys have to be separated when in class and which is divided into three grades, namely seventh grade, eighth grade, and ninth grade. Research letter send to the school on August 27th. To get the data, research has been conducted three time, it is on September 3rd at class IX boys, November 4th at class IX girls and on September 5th, 2023 for the interview.

C. Participant

The participants of this research were the English teacher of MTs Raudhatussyuban Banjarmasin who teach English using project-based learning. The students of ninth-grade class consisted of 20 students. The researcher conducted the research in this class because, after observing, the class was more active than other classes. Therefore, the teacher also recommended this class as a place to do the research.

D. Data

1. Data of The Research

The data of this research were the results of observation and interviews about the implementation of project based-learning in teaching speaking and teacher difficulties of implementation project-based learning at MTs Raudhatussyubban Banjarmasin. The conversational script for the teaching and learning process and the teacher answers in the interview.

2. Source of The Data

In this research, the data source was the subjects where the data can be found.

The researcher used two sources of the data:

1) Primary Data

The primary data is the data that was collected by the researcher directly.

The primary data of this research was the activity of teachers and students in learning English speaking using project-based learning.

2) Secondary Data

The secondary data is the data that the researcher collected to complete the primary data. The secondary data of this research was the project do by students who used the project-based learning in speaking.

D. Techniques of Data Collection

Interviews and observation were two of the techniques used by the researcher to collect data. The following explanations were provided for these strategies:

1. Observation

In this research, passive observation was conducted to see the process of the implementation of project-based learning in teaching speaking. The researcher adjusted the step of project-based learning from Kriwas as cited in Bell's as the standard. The researcher observed in the class. During the observation, the researcher made a note to write down the teaching and learning process and a checklist of the observation activities. The researcher observed during two meetings, the first meeting was conducted on September 03rd, 2023 and the second meeting was conducted on September 04th, 2023.

2. Interview

In this research, the teacher was interviewed about her difficulties and about the process of the implementation of project-based learning in teaching speaking. The one of English teacher was chosen based on the activeness of the other English teacher in school. The teacher was asked several questions about her difficulties and about the implementation of project-based learning in teaching. The indicators of teacher difficulties can be seen from their answers, response, and understanding of the implementation of project-based learning in teaching speaking. During the interview, the researcher made notes highlighting some crucial points.

In this study, the research used semi-structured interviews. A semi-structured interview is considered more formalized and limited to the prepared set of questions. It is the combination of a structured and unstructured interview in

which questions were formulated and can still be modified during the interview. It was chosen because the researcher wanted to make an enjoyable interview activity that let the researcher give additional questions based on the student's answers in the interview guide to obtain more data (Aung, 2021).

B. Data Analysis

In this study, the researcher analyzed the data from observation and interviews to answer the research questions about how to implement project-based learning at MTs Raudhatussyuban Banjarmasin.

From the observation, the researcher examined the implementation of project-based learning in teaching speaking. Here the researcher adjusted the step of project-based learning from Kriwas as cited in Bell's as the standard. From the interview, the researcher examined her difficulties based on the factors of the difficulties that would be asked in the interview section. The researcher also analyzed the interview data based on the indicators of the teacher difficulties that can be seen from their answers, response, and understanding of implementing project-based learning in teaching speaking. The analysis of this research was conducted based on Miles, which involves three steps: data condensation, data display, and conclusion drawing/verification (Miles, 2014).

1. Data Reduction

The first step in analyzing qualitative data involved data condensation. Data condensation is selecting, simplifying, focusing, abstracting, or transforming the data in the body of written-up field notes, interview transcripts, or observation

sheets. The researcher collected the data about implementing project-based learning in teaching speaking at MTs Raudhatussyuban Banjarmasin through observation and interview. Then, after collecting and condensing the data, the researcher displayed those data in the form of descriptive.

2. Data Display

The second step in analyzing qualitative data was data display. A display is an organized, compressed gathering of information that permits conclusion drawing and action. The process of condensing and displaying the data was based on formulating the research question.

3. Conclusion Drawing/Verification

The last step in analyzing qualitative data was conclusion drawing/verification. The qualitative analyst interpreted what things mean by noting patterns, explanations, causal flows, and propositions from the beginning of the data collection. The conclusion drawn was begun after the data were collected by making a brief conclusion. In other words, it can be said that the conclusion was analyzed continuously and verified the data to get the perfect conclusion about the process of the implementation of project-based learning in teaching speaking and what are the difficulties faced by the teacher while utilizing the project-based learning at the ninth grade MTs Raudhatussyuban Banjarmasin.