

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, researchers used Qualitative Descriptive approach. This approach aims to describe and analyze an event, belief, or social activity and the thoughts of individuals or groups. Its emphasis on rich description and practical relevance makes it particularly well-suited for addressing research questions that require a comprehensive understanding of the phenomenon under study.

According to Bogdan and Taylor (Nugrahani, 2008), they define qualitative research as a research process that produces descriptive data in oral or written form from the people and behavior observed. Creswell (Murdiyanto, 2020) defines qualitative research as the process of investigating a social phenomenon and human problem. Qualitative research is also defined as a strategy to search for meaning, understanding, concepts, characteristics, symptoms, symbols and descriptions of a phenomenon, objectively and multimethodologically, naturally and holistically, prioritizing quality, using various methods and presented in a narrative style. (Marinu,2023,p.2898)

In this study, researchers want to know how teachers teach English using problem-based learning methods and students' reactions to the problem-based learning methods used by teachers to teach maritime English

vocabulary. Bearing this in mind, researchers conducted questionnaires and interviews to collect data.

B. Research Setting

This research was conducted at the SMK Islam *Pelayaran* Al Bukhari the Major *Nautika Kapal Niaga* (NKN) , Kotabaru City, South Kalimantan. This research was conducted in two months from August 30, 2023 until October 30, 2023 and the data was taken on Monday, 1 September, 2023 and 8 September, 2023. This research took place in the school because teacher used media.

C. Participants

The Researched in Class X SMK Islam *Pelayaran* Al-Bukhari Kotabaru the major is *Nautika Kapal Niaga* (NKN), This participant of this study were one English teacher and 23 cadets. Interview for teacher and Questionnaires for cadets.

D. Technique of Data Collection

In this study the authors used data collection techniques in the form of questionnaires and interviews with students:

1. Interview

According to (Melong, 2015, p. 186), an interview is a conversation with a particular person for a particular purpose. This conversation is carried out by two parties, namely the interviewer who asks questions and the person being interviewed who answers the questions.

In this research, researcher used semi-structured interviews, the implementation of which enabled this research to discover problems more openly, where the interviewees were asked to provide their opinions and ideas. The interviews conducted about to explore the implementation and effectiveness of Problem-Based Learning (PBL) in teaching maritime English vocabulary. During the interviews, participants would have been asked about their experiences with PBL, including their perceptions of its effectiveness, challenges encountered during its implementation, and suggestions for improvement. In this case, the researcher must listen carefully and note down what the participant says. (Argo, et al ,2020, p. 1)

2. Questionnaires

Questionnaires are an important tool in data collection, therefore in this research you must be able to make a questionnaire well so that it is easy for respondents to understand and where errors can be found when answering in data collection. This questionnaire is a data collection tool that uses a form containing questions submitted in writing to a person or group of people who receive responses or answers and information needed by the researcher. In this study, researchers gave a questionnaire related to maritime vocabulary. A questionnaire was submitted to determine the level of knowledge about maritime English vocabulary in Problem Based Learning, namely SMK Islam *Pelayaran* Al Bukhari teaches English Vocabulary related to Maritime and Problem Based Learning which is

implemented at SMK Islam *Pelayaran* Al Bukhari Kotabaru.
(Velina,2022,p. 936)

E. Data Analysis

In this research, the data analysis process begins when the research collects data. Data analysis during data collection is carried out by sorting out which data is important or not. To measure whether this data is important or not, it refers to its contribution when answering research with focus. According to (Smith & Joanne, 2010, p.147), qualitative data analysis enables researchers to explore complex phenomena in depth, uncovering the perspectives, experiences, and meanings embedded within the data.

The steps taken by researcher in analyzing data were revealed by Miles & Huberman, if data analysis consists of three streams of activities that occur simultaneously, these activities are carried out interactively and continue continuously until completion.

1. Data reduction

Data reduction is an activity of summarizing, selecting the subject matter, focusing on important things, and looking for themes and patterns.

In this research data reduction would involve the process of data collected during the study. This would include interviews and the researchers would sift through the gathered information to select the most relevant and significant aspects related to the implementation and effectiveness of Problem-Based Learning (PBL) in teaching Maritime English. They would focus on extracting important themes and patterns that

emerge from benefits of PBL, challenges faced in its implementation, and strategies for successful integration into the curriculum.

This condensed data will then serve as the foundation for analysis and interpretation, ultimately contributing a comprehensive understanding of the implementation and effectiveness of PBL in teaching Maritime English in SMK Islam *Pelayaran* Al-Bukhari Kotabaru.

2. Presentation/presentation of data

The data display is seen by Miles & Huberman as a collection of structured information and provides the possibility of drawing conclusions and taking action. They can also see that the most frequently used form of data display for qualitative research is narrative text. Taking this view can help research understand what is happening and conducting analyzes or alerts can better understand it.

In this research, researcher employ narrative text to describe the findings and insights obtained from interviews and document analyses from questionnaire. This narrative text would provide a detailed of the experiences, perspectives, and observations of participants regarding the implementation and effectiveness of PBL in teaching Maritime English.

By presenting data in narrative text, researcher can provide rich descriptions and contextualize the findings within the broader framework of the study. This allows readers to gain a deeper understanding of the complexities and nuances involved in the implementation of PBL in

teaching Maritime English, facilitating further analyzes, interpretation, and action based on the research findings.

3. Drawing conclusions or verification.

Drawing conclusions/verification is an activity to formulate research results that answer the research focus based on the results of data analysis. This conclusion is presented in the form of a description of the research object based on research studies.

In this research, drawing conclusions or verification involves formulating research findings that directly address the research focus and objectives based on the results of data analyzes. Researcher analyze the collected data, identify patterns, themes, and key insights, and then draw conclusions that provide a comprehensive understanding of the implementation and effectiveness of Problem-Based Learning (PBL) in teaching Maritime English.

Researcher would first synthesize the findings from interviews, and questionnaire and based on the synthesized findings, researcher would then formulate conclusions that directly address the research focus and objectives.