

Chapter III

Methodology

One of important factor in doing a research is the use of the research methodology. Therefore, the correct ways in choosing the applying method will decide the success of the research. The research methodology is the method find and discovers the truth, the fact and also problem solution. Methodology in research is very important. This is suggested by Sukardi (3003:3); he stated that “research methodology is usually about the ways of applying some approach method used to solve the problem”.

From explanation above, the researcher describes the methodology used to conduct the study. They are research design, subject of the study, research method, and instruments of the research, the data collection and data analysis. The researcher would be explained them one by one as follows:

3.1 Research Design

Research design is a plan on how researcher to process to gain an understanding of some groups or some phenomena in natural setting (Ary, 2002 : 426). Based on the problems and research objectives, the researcher decide that this study used a qualitative study design, because the researcher want to analyze the implementation of project-based learning on the teaching learning English. Therefore, descriptive research design is considered as the most appropriate using in this study because the purpose of this study to describe the teaching and learning activities to read

properly in the classroom. Ary (2002 : 22) explain that qualitative research focuses on understanding social phenomena from the perspective of human participants in this study. Researcher choose the specific design of the study and also want to generate a theory about the implementation of Project Based Learning in the class. This study aims to find out : 1) How is the implementation of project-based learning (PBL) in teaching and learning English at the seventh grader students in SMPN 1 Gresik? 2) How are the student's responses towards project-based learning (PBL) during the learning English activity at the seventh grader of SMPN 1 Gresik? In this study, researcher used a descriptive qualitative method

3.2 Subject of the Study

The subject are teacher and students in the seventh grade junior high school SMPN 1 Gresik. The reason why researcher chooses only class VII because the implementation of project-based learning in the 2013 curriculum has been applied in the 7th grade students.

The researcher only used the teacher as subject because she wants to focuses on process implementation project-based learning in English teaching activities until she gets answer of her research question about How is the implementation of project-based learning (PBL) in teaching and learning English at the seventh grader students in SMPN 1 Gresik. English teacher who are able to communicate in English, graduated from S2, he had been experience in project based learning about three years and he also experience in teaching English about fifteen years and English teacher at SMPN 1 Gresik has been granted by education authorities to

provide training as well as socialization of 2013 curriculum in the district of Gresik. The content of the training is not only how the way to teach English in the classroom, but training on how make assessment and prepare a lesson plan before going to teach in the classroom.

3.3 Data and Source of Data

3.3.1 Data

The data is expected information about how the students understading of poject based learning. Research data related to the research focus. In this case, the researcher gives some notes in observation cheklist in three meeting which contain questions for students and an interview to the students after teaching learning activities in the classroom and the English teacher who taught in the class. The researcher can see directly what kind of difficult or obstacles faced by students and teacher in implementation project-based learning in the classroom.

In this study, the researcher get three meeting to do classroom observation, in the classroom the researcher find that the teacher implement six steps of project-based learning and the students produce the poster about national day as their project.

3.3.2 Sources of the Data

The data and information required to be obtained from two main sources: Human and non-Human. This human study is including students at seventh grader is about 8 students from every group by randomly and one English teacher who tauch in the 7th grade. Furthermore, the data

sources associated with the non-human inform from documents related to the lesson plan and student's project.

3.4 Research Instrument

The instrument is needed to collect the data. In qualitative research, the main instrument to collect the data is the researcher herself (Arikunto, 2006:17). In this study, the researcher conducted classroom observation, while collect the data is observation, interview and documents.

3.4.1 Observation

According to Thomas (2003:60). "Observation is gathering information by means of observation involves watching and listening to events, the recording what occurred". Based on that statement, the researcher used observation got the specific data of implementation project-based learning in the classroom and how the responses of students about implementation project-based learning method. Observation is the most basic method for obtaining data in qualitative research. In this study the researcher uses non participant observation. Non participant observation means the observer without participating or taking any active in the situation (Ary,2002:430).

In this observation, the researcher used an observation checklist. It gives some information and describes the activity in the classroom during teaching learning process. Observation checklist used to describe the phenomena dealing with the implementation of student to understand the content in teaching learning process and procedure to make the project. The phenomena observed is including the point about the teacher's

activity, the students' activity, teaching and learning process, material, and media.

According to Best (1981:162) the checklist is the simplest of the devices it consists of a prepared list of items. The presence or absence of the item may be indicated by checking yes or no this is done to determine the observation checklist. The researcher do observation checklist in three meeting and every meeting the researcher can see the obstacle and development of students activities during implementation of project-based learning method.

3.4.2 In depth Interview

The second step of collecting the data of this research is interview. It is supported by Marshall and Rossman (1989:82) "An interview is a method of data collection that may be described as an interaction involving the interviewer and interview, the purpose of which is to obtain valid and reliable information.

The researcher is going to interview English teacher in order to answer the first research question. The interview is a qualitative research technique that conducting intensive individual interviews with a small number of respondents to explore their perspective on a particular ideas, programs, or situation. It means that by doing interview, the goal of it to cross check the validity of observation with the interview. Then, the interview is hold after observation; it is about did observation English teacher as long as the teaching activities.

In-depth interviews are optimal for collecting data about an individual's personal history, perspectives, and experiences, particularly when sensitive topics are being explored (Morgan, 1988 as cited in Bogdan and Biklen 1988). Interviewing is conducted by researcher with the subject of some students and teacher. Researcher chooses English teacher who taught the class to get answers based on the research questions. The interview is about the learning process, the implementation of project-based learning and the advantages and disadvantages in the implementation of project-based learning. Researcher also interviewed several students related on how students learn project-based learning in the class.

3.4.3 Documents

Another form of data is the documents. Documents are some sources which is written (Arikunto, 2006:158). The documents used by the researcher such as lesson plan and material that is used by the teacher to teach project-based learning also the product or project from the students.

3.5 Data Collecting Procedure

According to Bogdan and Biklen (1998:50), in collecting the data, there are three techniques in qualitative research: (1) Non participant objective, (2) In-dept interview, (3) Document. There are some steps that the researcher did as the procedure to collect the data:

1. Describing observation about the analysis of students in make a project and understanding the material with make the project. The resercher come to the class observed by noting some of the activities of the

teacher and student activities when students learn the step to make the project and how students are able to presentation the result of project.

In this study, the researcher observation in three meeting, the first meeting teacher implement three steps of the project, in the second meeting teacher implement two steps of the project and the last meeting the teacher implement one step of the project, in the last step teacher give evaluate the students' project.

2. Interviewing the teacher about the material that the teacher used in classroom.

The researcher interview to the teacher what kind of material that can used implement with Proje project-based learning ct Based Learning method.

3. Interviewing several students to know their responses about the process during make the project to understand the English material.

The researcher interview eight students from every group by randomly, and most of the students interest to make the project.

4. Taking some documents such as, the lesson plan, material, students project. Then, the researcher analyzed the documents to cross check with the observation result.

The researher get lesson plan from the teacher, teks books that used by teacher and also poster as students project.

3.6 Data Analysis

In this study, the data obtained from the learning process in the classroom. The researcher describe the interaction data class when the

teacher explains about steps to make the project, and the researcher also identifies students to be able to apply what has been explained by the teacher. that's where researcher can determine whether or not students are able to understand a step of project.

In qualitative analysis there are three flows of activities: data reduction, data display, and conclusion drawing or verification (Miles and Huberman, 1994:10-11)

3.6.1 Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcription. The first data reduction, the researcher used pre activities, while activities and post activities related with the teacher explained the material, giving assignment for the students and help students in understanding the step to make the project. The researcher fill the observation checklist based on the give some notes during the teaching learning process. The second data reduction was the data from dept interview with the teacher and the student and to analyze and cross check with observation check list. The third data reduction was from studying any document that the teacher used during teaching and learning process. After the researcher chooses the subject and collecting data, here the researcher makes data into form and then developed with a good report, from the collecting of the data that has been obtained and will be made into a report that can be used as references for teacher.

3.6.2 Data Display

Data display is an organized, compressed assembly of information that permits conclusion drawing and action. The display include many type of matrices, graphs, chart, and networks (Nur Rohman Nazilah:2011). The first data display was from recording observation. The researcher will display the transcribes in appendix and the students response to make the project.

The second data display was observation checklist tool. The researcher display the observation checklist by using list tabe. The purposed of observation checklist is to displas what actifity happened in the classroom. The third data display from depth interview with the teacher and the student. The researcher wrote it to make the reader understanding its content. The researcher displays result of the interviews in appendix. The fourth data display is from any document. The researcher collected some documents such as; lesson plan, material

3.6.3 Data Conclusion

This activity is the third element of qualitative analysis. Data conclusion involves stepping back to consider what the analyzed data mean and take the coclusion about it. The reseacher analyzed the data from recording observation, check list and interview about the implementation of project-based learning. Based on the result of the data analysis, the researcher made clear conclusion to give clear understanding about the implementation o project-based learning, the problems which are experienced by teacher in implementating the project-based learning and

the solutions which are given by teacher to overcome the problems in implementing the project-based learning.