

CHAPTER III

METHODOLOGY

This chapter presents methodology such as research design of the study, settings and context, participants of the study, technique of data collection, and also followed by technique of data analysis.

3.1 Research Design

This study used qualitative research which aims to know students' perceptions of the benefits of project-based learning in translation class. This research attempted to investigate the students about their perceptions to the benefits of PBL in Translation class. Qualitative research used to explain the perceptions of PBL's benefits profusely through deep data collection of study (Siregar, 2018).

3.2 Setting and Context

This study was conducted at one of Islamic higher education in Southeast Sulawesi, Indonesia, involving the fifth semester of English Education Department academic 2017. This research described students' perceptions of the benefits of project-based learning in Translation class. In translation class, the students are taught how to change a language to another especially from Bahasa Indonesia to English language, translate some discourses, identify the kind of translation in the paragraph and the last translate local stories from Southeast Sulawesi and book it become a story book. Story book making is one of project

task that the lecturer uses to improve students' ability. So, the researcher chose this class because this learning method is used in Translation class.

3.3 Participant of the study

The participant of this research are the students from one of Islamic higher education in Southeast Sulawesi, Indonesia, involving the 5th semester of English Education Department program academic 2017. It consists of 25 students including of students' class A and B randomly. Their ages are around of 19-20 years old. The researcher opts the students based on their each skills and the students are more protrude in Translation class. Both of the classes have the same lecturer so the researcher was easier to get data. The researcher chose the participants since they have more confident and feel fun for doing the project well which are translating story and making story book interestingly.

3.4 Instruments of Study

The data for the study is collected by using two instruments they are; Questionnaire and Reflective Journal. The researcher gave two opportunities for students to fill and answer the questionnaire and reflection. The first time to answer the questionnaire and the second time to answer the reflection. On the other hand, there are some themes of the questions in the reflection, they are about the first reaction of students when doing project, the kind of benefits that students get, and whether project-based learning can improve students' thinking ability and language skills.

3.4.1 Questionnaire

For the first instrument that the researcher used a questionnaire. The questionnaire consists of 20 semi-structured questions of close-ended questionnaire adapted from Siregar (2018)

In the close-ended questionnaire part, the researcher provided 20 statements including two aspects which are the perceive and the benefits of project-based learning in Translation class. The close-ended questionnaire used a rating scale questionnaire where the researcher uses Likert Scale to get information from the participants. This scale is to measure the extent of subjects' agreement with each item. The extent is measured on a five-point scale. They were column 1 which means respondents strongly agree with the statement, column 2 which means they agree with the statement, column 3 which means neutral with the statement, column 4 which means they disagree with the statement, and column 5 which means they strongly disagree with the statement. For giving the participants' response, respondent put a checkmark beside the column. This questionnaire outlines the benefits of their experiences that the students get in Translation project.

3.5.2 Reflective Journal

The second instrument is a reflective journal. The researcher gives some reflections including some questions for the students. The students answer the questions based on the experiences that the students got in the Translation project. As Park(2003) argues that reflective journal writing offers students the

opportunity to communicate with their instructors with confidence and motivation because there is no anxiety associated with judgment or assessment. So, the reflective journal in this research is adapted from Park (2003).

In this reflective journal, the researcher intends to exhume more specific and detail about EFL students' perceptions to the benefits of project-based learning in Translation class. All of question is about students' perceptions and the benefits of project for students in the classroom including of students' first reaction in making story book through Translation. Besides, the five questions in the reflective journal aims to know the students' explanations about the questions based on their answer. It can help the researcher to know the students' perceptions to the benefits of project-based learning in Translation class. The questions from questionnaire are: 1) Bagaimana reaksi awal anda saat diberi tugas untuk membuat buku cerita dalam proyek translation ini? Jelaskan!, 2) Apakah anda mendapat manfaat dalam mengerjakan proyek ini? Jelaskan!, 3) Ketika melakukan proyek, apakah skill Bahasa Inggris anda berkembang? Jika iya, skill apa saja?, 4) Apakah teknologi juga ikut berperan? Jelaskan!, 5) Jika diberi kesempatan untuk memperbaiki proyek, bagian apa saja yang ingin anda benahi?

3.5 Technique of Data Collection

For getting the data about EFL students' perceptions of the benefits project-based learning in Translation class, the researcher uses two steps to collect the data. For the first step is using questionnaire and the second is using reflective

journal. The researcher uses questionnaire and reflective journal since both of them are easy to do and get data.

3.5.1 Questionnaire

In the first data, the researcher needs to know the students' perceptions of the benefits of project-based learning in Translation class. First of all, the researcher will give questionnaire. The questionnaire was distributed for fifth-semester in Translation class in one time after they finish the project through Whatsapp application. There are 20 statements in the questionnaire, the students answered the statement based on their experiences.

3.5.2 Reflective Journal

On the other hand, the researcher needs to gain information about students' perceptions to the benefits of Project-based learning by using reflective journal. In the reflective journal, the researcher distributed five questions. The questions are about students feeling and what kind of benefits that students will get in this Translation project. The reflective journal will be filled by the students around a week and send it by online in researchers' Whatsapp application.

3.6 Technique of Data Analysis

3.6.1 Technique of Data Analysis for Questionnaire

In the analysis of the data for earlier research from Bas (2011) it was observed the students rather happy to learn English through project-based learning because they were able to progress at their own pace. Besides, in other research

from Siregar (2018) states that PBL is rooted on investigation process during learning. By investigation process, the students can: a) solve problem during learning, b) make decision in their learning, c) have scientific act so they can think and act critically. To analyze the data, the researcher uses strategy from Siregar (2018).

Data analysis is doing in writing and answering questions that have been provided by the researcher. Data collection will be done by sorting out answers that are appropriate to the needs of the researcher. In analyzing the data, the researcher used some steps such as (1) collecting the data, (2) preparing the data to analyze, (3) coding the data and description to be used in the research paper (Siregar, 2018).

The students' questionnaire given the presentation by using a formula Likert Scale and analysis theory adapted from Likert (1932) as follow:

$T x Pn$

T = Total number of respondents who voted

Pn = Likert score selection

After the result of data was calculated, the researcher concluded it in the form of written paragraph.

3.6.2 Technique of Data Analysis for Students Reflection

The researcher will analyze the data by coding. The researcher codes the students' reflection to collect the data. After the data is analyzed completely, a final conclusion will present automatically. Coding did not constitute the totality of data analysis; however, it is a method to organize the data to draw conclusion become clearer to be a complete research. The kind of coding data is used to do a description to be used in the research paper.

In coding, there are many kinds of coding in qualitative research but in this presents study the researcher will use Thematic Coding (thematic analysis). Thematic coding is a way to analyze data in order to identify patterns or to find themes through data that has been collected by researcher (Braun & Clarke, 2006). Students' reflection is read and categorized based on the theme that decided by the researcher. The theme that used concern the benefits of project-based learning in Translation class. If the researcher get 5 benefits, then the researcher categorize it as the theme of coding in analyzing the data.

The example of code the data as follow:

Table 3.1: Example of data coding

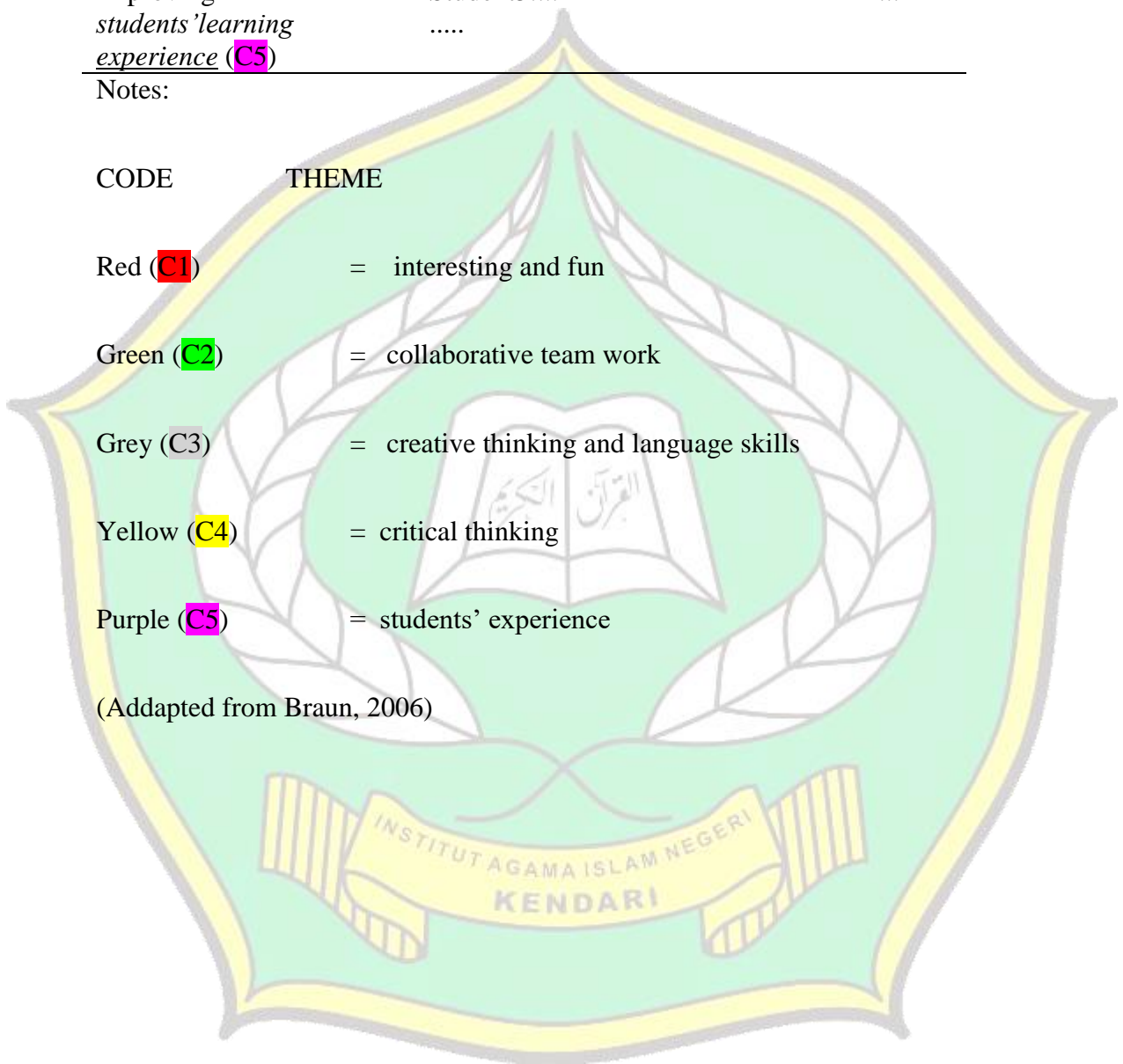
Theme and Code	Students' reflection	Code
Translation project is more interesting and fun to do than other learning methods (C1)	Student1: Translation project can improve my <i>reading, writing, grammar and vocabulary skill.</i>	C3
Developing students' confidence and collaborative teamwork (C2)	Student2: Through this project I can <i>do good work in my team.</i>	C2
Improving students' creative thinking and students' language skills	Student3: This project can improve my critical thinking for finishing the project well.	C4

(C3)
 Increasing students' **critical thinking** (C4) Student4: Based on this project **I get** C3, **new experience** C5 to make project while improving my creative thinking and language skills such as...
 Improving students' **learning experience** (C5) Student5:... ..

Notes:

CODE	THEME
Red (C1)	= interesting and fun
Green (C2)	= collaborative team work
Grey (C3)	= creative thinking and language skills
Yellow (C4)	= critical thinking
Purple (C5)	= students' experience

(Addapted from Braun, 2006)



To facilitate categorization and data processing, the following are the indicators on the research question instrument. The following table contains the blueprint indicator of the study which includes Perceptions of EFL Students to the benefits of storybook making in Translation class.

Table 3.2 Research Questionnaire Grid
RESEARCH QUESTIONNAIRE GRID

No.	Dimension	Indicator	Data Source	Tool	No item
1.	Perceptions of EFL Students to the benefits of storybook making in Translation class	➤ Students' feelings to the Translation class	Participant	Questionnaire Reflection	1,2,3,4,5
		➤ The benefits of storybook making to improve students' thinking skills and English skills	Participant	Questionnaire Reflection	6,7,8,9,10

2.	Perceptions of EFL Students to the benefits of storybook making in Translation class	<ul style="list-style-type: none"> ➤ The benefits of Translation project for students and local wisdom ➤ The benefits of Translation project to improve students' motivation 	Participant	Questionnaire Reflection	11, 12, 13, 14,15
			Participant	Questionnaire Reflection	16, 17, 18, 19, 20

