

CHAPTER III

METHODOLOGY

This chapter presents the method and information on how this study is conducted. This chapter consists of research design, setting, and context, participants, instrument of the study, the technique of data collection, and the technique of data analysis.

3.1 Research Design

This study is qualitative research which focuses on students perception on use Project-Based Learning. This is research was trying to ask students to describe the effectiveness of using the PBL method in their class. Qualitative research aims to explain the phenomenon profusely through deep data collection (Creswell & Poth, 2013). A qualitative approach is also used to know student perception after using PBL in teaching and to describe phenomena about student perception focusing on the use of project-based learning in EFL learner.

3.2 Setting and Context

This study was conducted at the English Education Department in IAIN Kendari. The subjects of this study are 31 students in Syntax class A at the fifth semesters' academy year 2019/2020. In this class, learning activities were carried out based on project-based learning which students attempted to accomplish a project for one semester called the Syntax challenge project. There are three kinds of Syntax Challenge Project, they are story weekly WhatsApp, Weekly Journal as a weekly assignment, and identifying Syntax Error, that students must analyze the

error from signboard in public places and present it in a journal as a Mid Test and the Final Task is writing on their social media. So, that is why the researcher chooses this class to know the students' perception on use of PBL since this class uses various types of PBL in self-mastery, Mid test, and final test.

3.3 Participant

The participant in this study is 31 students. The researcher chooses all of the students in Syntax class A in the fifth semester in the English Education Department at IAIN Kendari. 31 students participate in this research are 28 females and three males. The students who are involved in this study have an active involvement in the Syntax class and have a good mark in the classroom so that they also have a good participant to know their perception in this study.

3.4 Data Collection

The researcher collected the data by using two instruments. The first instrument is a questionnaire to know students' perceptions about the PBL method in their learning process. The second is interview to gaining deeper data on students' perceptions about PBL method in their learning process.

There are 17 numbers in a questionnaire. Student perception of use project-based learning collected by a questionnaire distributed at 11 Maret 2020 for all of the participant classes in one meeting to efficient the time. No students were presented in the class. Before that, the researcher explained to whom filled the questionnaire sheet. Then, the students filled the questionnaire at home to give them time to answer earnestly and they have submitted it in 12th March 2020.

In gaining deeper data on students' perceptions, the researcher conducted an interview. At the root of in-depth interviewing, it is an interest in understanding

the lived experience of other people and the meaning they make of that experience and also interviewing is most consistent with people's ability to make meaning through language (Oko, 1992). He also argues that choosing the participants an interview who is interested in your research to give you an effective contribution and has a good response to the questions. So, from 31 students in the class, the researcher chooses 5 students who agree to give a good contribution. The five participants are students who gained the highest score, lower score, and steady score to be involved in the interview. In this section, the researcher asked the interviewees to respond and give their perception about the implementation of the PBL method on the learning process in the class.

There were six questions for asking their opinions and responses regarding the use of PBL methods in the classroom. They aim to provide the transcript to give a clear interview description. The interview was conducted on 1th April 2020 until 8th April 2020 via telephone. Using telephones to conduct in-depth interviews is a faster, easier way to approach primary research. The telephone is often the preferred method of interviewing since it takes less time to schedule and conduct than a face-to-face interview (Block & Erskine, 2012).

3.5 Instrumentation

This research was used two instruments. There is a questionnaire, and interview guideline.

3.5.1 Questionnaire sheet

The first instrument that the researcher was used is a questionnaire. The researcher collected using questionnaire in order to gain insight into students' perception on the use of Project-Based Learning in the learning process. The

questionnaire adapted from (Biggs, 1994). Ary, Jacobs and Razavieh (2009) stated that a questionnaire is an instrument of the study to gather information through the respondents' written responses to a list of questions. In this study, the researcher used a closed-ended questionnaire.

For the questionnaire, the researcher provided seventeen statements covering two aspects. Those two aspects could give proof to show the reliability and validity of the instrument. They are the process and the implication of PBL. The aspect of the PBL process represented by eight statements while the aspect of PBL implementation is represented by nine statements. The researcher was provided four choices for each statement. They were column 1, which means respondents strongly disagree with the statements, column 2, which means they disagree, column 3, which means they agree, and column 4, which means they strongly disagree. In giving the response, respondents put a checkmark inside the column.

3.5.2 Interview Guideline

The second instrument was the interview. The guideline of the interview adapted from Putri and Hidayat (2019). The interview is one of the most commonly used research instruments to gather data on subjects' opinions, beliefs, and feelings about the situation (Wongdaeng & Hajihama, 2018). The researcher interviewed students to know deeper and to cross-check their perceptions and suggestion on the implementation of PBL that they have written in the questionnaire. In this study, the researcher provides an interview guide that covers six questions about their perception of the implementation PBL method in Syntax Class. The researcher has recapitulated the results of the interview then wrote them in the form of paragraphs.

3.6 Data Analysis

In analyzing the data the researcher followed four steps. The first step was analyzing the results of the questionnaire. The data collected from the questionnaire are recapitulated in the form of a table (Rabinovich & Kacen, 2010). There were four choices of responses to the statement on the questionnaire as follows; 4 strongly agreed, 3 for agree, 2 for disagree, and 1 for strongly disagree. To get the assessment of the presentation, the researcher would use a formula base on Likert (1932):

$$T X Pn$$

T = Total number of respondents who voted

Pn = Likert score selection

Then, the researcher counted the percentage of each response. The researcher interpreted the results in the form of written paragraphs. The next step to classify the results of the questionnaire. Then, the researcher also transcribes the results of the interview and classified it. The last step interpreted the results of the interview. In interpreted the interview transcript, the researcher was careful and used mindful interpretation since the results of the interview cannot be concluded by the number of statements (Nunan, 1992).