

## **CHAPTER III**

### **METHODOLOGY**

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

#### **3.1 Research Design**

This research used a qualitative research method that aims to determine students' perceptions when doing project making bilingual storybook in Translation class. This study tries to ask students' perceptions about the PBL method in translation class. A qualitative research focuses on understanding how participants experience a phenomenon at a certain time, with a particular context, and the multiple meanings of it for them (Heigham & Croker, 2009). Therefore, this qualitative research is used to explain students' perceptions of project-based learning in depth through in-depth study data collection.

#### **3.2 Setting and Context**

This research carried out at one of Islamic higher education institutions in Southeast Sulawesi in the fifth semester of the English Education Department academic 2017. This research describes students' perceptions of bilingual storybook making project in the translation class. In Translation class, students are taught how

to change from one language to another, especially from Indonesian to English, for example making a story book (folklore). The students find local stories and write them in story books as a translation project.

Moreover, in Southeast Sulawesi, there is one of English lecturer who attempted PBL method in a Translation class at the 5th semester English Education Department program academic 2017. The researcher interested in investigating PBL specially on making story books because that is a new thing for 2017 students who have never previously carried out activities such as these activities and the story books are interesting because the story raised are legends that occurred in the students own area, that is in Southeast Sulawesi. The researcher wants to know the students' perceptions when doing task, especially making a story book project. So, the researcher chose this translation class because the PBL learning method was used in this class.

### **3.3 Participant of the Study**

Participants in this study were students from one of Islamic higher institutions in Southeast Sulawesi. They are from the 5th semester of English Education Department program academic 2017. The students total consist of 13 students in grades B. There are 4 groups, each group has a different number of group members. This is because in each group there were only a few people active in carrying out the task. In this study, therefore only active group members were recruited to participate. The number of active members are 13 people, which are divided into 4 groups (see

Table 3.1). The researcher chose these students because they were more confident and felt happy doing a good project which were translating and making an interesting story book.

Table 3.1 Participants' Profiles

Group	Assigned Member	Actively Participated Member	Member Returning Reflection	Member Participating in Stimulated Recall
1	5	5	DN, KA, EA, RA	DN, RA
2	4	3	RI, AU, SA	RI
3	5	2	RK, EI	RK
4	5	3	IA	IA

The researcher distributed the reflection only to the actively participated member which was thirteen students. There were ten students who returned the reflection of thirteen students. On the other hand, students that participated in the stimulated recall through the Zoom platform there were only five students. Whereas, the researcher hopes all of the members of each group could be able to join the stimulated recall through the Zoom platform. The students who attended in the stimulated recall admitted that they were the representative of their group.

### 3.4 Instruments of Study

The data for this study were collected using two instruments, which were artefacts and stimulated recall.

### 3.4.1 Artefacts

The researcher used the Zoom platform as the media in stimulated recall to collect data because at this moment is not possible to conduct interviews directly due to the coronavirus disease (COVID-19) which is endemic in all countries including Indonesia. So that, all face to face activities are directly stopped. Therefore researcher used the Zoom platform to collect participants and collect data from participants. In this stage, researcher need to know students' perceptions of project based-tasks in translation classes.

First of all, the researcher asked about the readiness of the participants to do the interview through the Zoom platform, but most of the participants were not willing to do the interview via Zoom because it coincided with their other activities. Therefore, to take advantage of time so as not to be wasted, the researcher wrote the questions in a document and then sent it to each participant via Whatsapp, so the researcher could collect data as soon as possible.

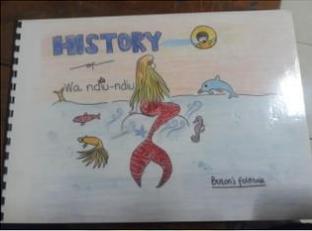
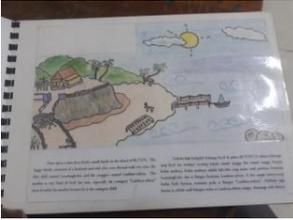
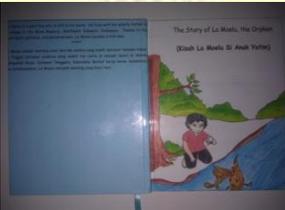
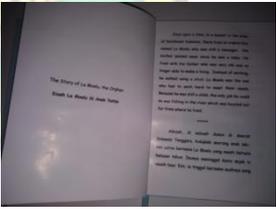
After 3 days, the participants gave answers to the questions given by the researcher, then the researcher planned the process of stimulated recall through the Zoom platform. The researcher made sure who would be the participants of this study. Then, the researcher made a Whatsapp group especially for the participants. Furthermore, the researcher distributed the Zoom link to the participants via the Whatsapp group. There were six questions in the interview which were given to the

participants in the Zoom meeting, and students answered those questions based on their experiences.

In terms of the class project, at the end of the project lesson, this class produced four project results. In the first group, they chose the story with the title the history of Wa Ndiu Ndiu which told the story of a mermaid. It can be seen in the table 3.2 Participants' Artefacts. Then, the second group their storybook told about the origin of the mountain which generally people around Southeast Sulawesi have known. The name of that mountain was Mekongga mountain. Meanwhile, the story of La Meolu was the story that the third group chose that they thought was the appropriate story in their storybook. That story told about the friendship between La Meolu and a magic fish. The content of that story can be seen in the table 3.2 Participants' Artefacts for group three. Indara Pitara and Siraapare was an interesting story that the fourth group chose in their project of making the storybook. The content of this story told about the life journey of the twins along with the heirloom keris that they had since they were born.

Table 3.2 Participants' Artefacts

Group	Title of Storybook	Cover Page	Sample of Content
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Group	Title of Storybook	Cover Page	Sample of Content
1	History of Wa Ndiu Ndiu		
2	The Origin of Mount Mekongga		
3	The Story of La Meolu, the Orphan		
4	Indara Pitara and Siraapare		

Group	Title of Storybook	Cover Page	Sample of Content
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### 3.4.2 Stimulated Recall

The instrument used in this study is stimulated recall. Stimulated recall (SR) technique, which was first used in 1954 by Bloom to investigate students' ability to recall classroom events, is theoretically based on an information-processing approach. This technique aims to improve learners' access to their memories of a specific event by providing aural or visual prompts (Gass & Mackey, 2000). Stimulated recall is one of several introspective measures available to second language researcher. To explore learners thought processes or strategies, the researcher can prompt them to recall and report thoughts that they had while performing a task or participating in an event (Mackey & Gass, 2015).

Gass and Mackey (2000) provide an extensive description of stimulated recall, together with examples of its use. Importantly, stimulated recalls are conducted using a stimulus; For example, learners may be shown a videotape so that they can watch themselves carrying out the original task while introspecting about their thought processes at the time. Also, they may be given one of their written products in the L2

so that they can comment on their linguistic revisions, motivations, and thought processes along the way. In this study, the researcher used student work products to be shown back to students who had carried out these activities. It aims to recall the students' memories about how they made the project assignment so that they can recall the events they experienced by seeing the results of their own products.

### **3.5 The Technique of Data Collection**

To obtain the data about EFL students' perceptions of project-based task or learning in translation classes, there are several implementation procedures that use in the Translation class. Furthermore, the researcher used a stimulated recall interview in collecting the data. The researcher believes that stimulated recall is an appropriate instrument to explore EFL students' perception about project based task in translation class.

#### **3.5.1 The steps of conducting project-based learning in Translation classroom**

There are several procedures to be followed in implementing PBL in the classroom to help teachers develop projects as well as guide students with the projects they undertake. The procedure consists of steps on how to carry out project-based learning and serves as the basis for carrying out project-based learning in the classroom.

First of all, students and teachers agreed on the theme of the project to work on. In this step, the students and the teachers reached agreement on the project theme. The projects ranged from structured, semi-structured, to unstructured in terms of the extent to which the teacher defines the project. Therefore the teacher must find ways so that the students can understand the assignment clearly. The theme of the project-task in the Translation class was folklore in Southeast Sulawesi.

Second, the students and the teachers determined the final outcome of the project. The students and the teachers discussed and decided the project outcomes. The agreement for the final result for the Translation project task was to make a story book (folktales).

Third, the students and the teacher prepared the projects. After the theme and final project results are determined, students work on project assignments with their assigned group. Also, the students consulted their project to lecturers so that the lecturers could see the progress of the student's assignments. In this step, the students considered their roles, responsibilities, and collaborative work. After negotiating a deadline for project completion, the students set a time to gather, share, and gather information. Then, they printed their project work in form of storybooks.

Fourth, the teacher explains related to the collection of information that must be provided. She prepares instructional activities for each information gathering task. As an example, students in English study program, if they will do the task lecturers

also play an active role in providing input to students. If there are things that they think are not right, then the lecturers will correct it.

Fifth, the students gather information. After practicing the skills, strategies, and language needed to gather information, students can immediately gather information using methods such as library searches and so on. Where possible, teachers provide relevant resources to help students begin their search for information.

Sixth, the students chose which stories are interesting to be appointed to the project assignment. They presented each of the stories they got and then after that they chose which story they thought was most interesting. After that they started designing the storybook model according to their creativity.

Seventh, the students consult for the process of translating their language so that translation errors do not occur. They also show what kind of design model they will make for the story book.

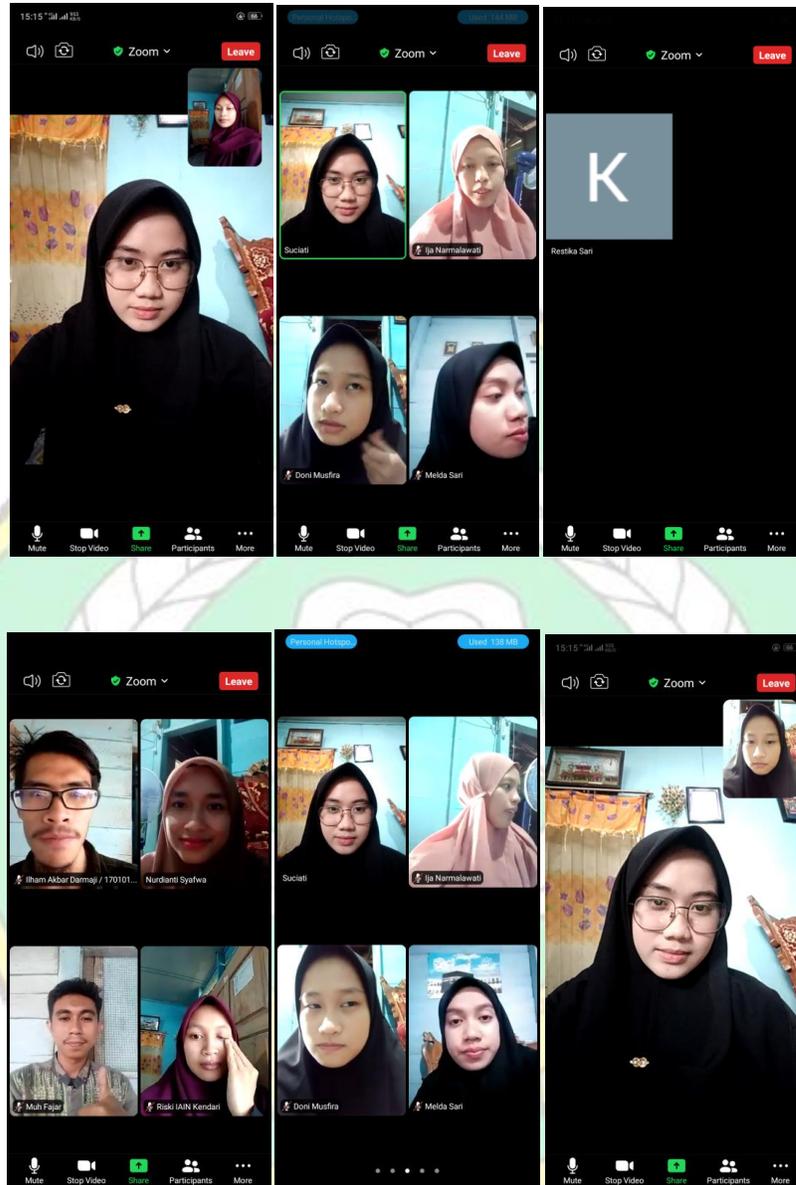
Finally, after they have consulted and there are no more translation errors, they can make the book and then print it to be submitted as a final project.

### **3.5.2 The process of conducting data through stimulated recall**

In this study, researcher used the Zoom platform as a medium in stimulated recall interviews to collect data. At this stage, researcher need to know students' perceptions when doing a bilingual storybook project in the translation class. First of

all, the researcher made a question first and then consulted it with the supervisor, after the question is received by the supervisor, the researcher used the question instrument to give to students when doing a stimulated recall. However, because many participants were not willing to do stimulated recall, the researcher took a quick step to collect data, namely by entering the stimulated recall question into a Microsoft Word document and then giving it to the participants so that the researcher could make tentative conclusions. After the participants answered the questions that had been shared, the participants gave answers to the researcher via personal WhatsApp.

After three days the participants gave answers to the questions given by the researcher, then the researcher planned the stimulated recall process through the Zoom platform. The participants have agreed to the stimulated recall schedule, to ensure further the researcher asks again how many people are willing to do the interview. Participants who are willing to conduct the interview are only the group leader from each group. The researcher continued to stimulate recall because the representative or group leader from each group had already represented or was sufficient to collect data because all that was needed was a sample from each group. The next step is that the researcher creates a special WhatsApp group for participants. Next, the researcher distributed the Zoom link to the participants via the WhatsApp group. There were six questions in the interview given to the participants of the Zoom meeting, and students answered the questions based on their experiences.



**Figure 3.1 Process of Stimulated Recall**

The stimulated recall interview lasted approximately one hour. The researcher asked the participants' perceptions when doing the project translation task. The

researcher also asked things related to their experiences when doing the project, whether there were obstacles or running smoothly. From the results of the stimulated recall, the researchers found several kinds of answers which will be discussed in depth in the finding section.

### **3.6 The Technique of Data Analysis**

The purpose of this study was to obtain data on students' perceptions of bilingual storybook making project in their translation classes. Data from stimulated recall interviews will be analyzed by taking the steps of qualitative data analysis proposed by Creswell (2016), which involved three procedures that are collected the data, analyzed, and then interpreted data. In particular, the data from the stimulated recall interview were analyzed by first transcribing the recorded data and then grouping them based on predetermined research questions. After that, the researcher coded the results of the stimulated recall interviews of students to collect data. Encoding is not the totality of data analysis. However, this is a method for organizing data in order to draw clearer conclusions. Coding data were the types used to analyzed data in this research papers.

In this study, the researcher used thematic coding (thematic analysis). Thematic coding is a way of analyzing data to identify patterns or find themes through data that has been collected by researchers (Braun & Clarke, 2006). The results of the stimulated recall interviews of students were categorized based on the

theme determined by the researcher. The theme raised is about students' perceptions of projects in the Translation class. If the researcher gets negative and positive perceptions, then the researcher will categorize them as coding themes in analyzing the data. The sample data code is as follows (see Table 3.3).

Table 3.3 Process of identifying students perception using thematic coding

Theme and Code	Students' reflection	Code
Students' reaction on bilingual storybook making project (C1)	Student1: My reaction was very happy, because with the project I had the opportunity to hone my translation skills.	C1
Students' experience on bilingual storybook making project(C2)	Student2: First, we had a discussion about what stories to choose, then we divided the tasks, some were compiling the stories and some were translating the stories.	C2
Students' challenges on bilingual storybook making project (C3)	Student3: In drawing the illustration, in determining the appropriate image.	C3
Advantage of bilingual storybook making project (C4)	Student4: The plus point is that the story is short, compact and easy to understand, with attractive images.	C4,
Drawbacks in bilingual storybook making project (C5)	Student5: The drawback is that the translation into English is still wrong.	C5

Notes:

CODE            THEME

Red (C1) = Reaction

Green (C2) = experince

Grey (C3) = Challenged

Yellow (C4)= Advantage

Pink (C5)= Drawbacks

(Adapted from Braun& Clarke, 2006)

The following is the result of coding data from participant answers collected from stimulated recall via the Zoom platform.

Table 3.4 Data Coding

No. Question	Code	Students' answer
Question 1 How do you react when you get a project assignment to make a storybook in two languages ?	C1 = Excited C2 = Challenging C3 = Suprised	<p>My reaction was quite <b>happy</b> because of the project, I was happy because it was a new thing in making a story book, let alone drawing the illustrations myself. Besides being happy, I also felt a little heavy, because it was difficult and costly to write a book. (P1)</p> <p>At first I was afraid because I thought I could not complete this task but after doing it in groups, this task could be completed well even though I had problems. This project is <b>very challenging</b> (P2)</p> <p>My reaction was very <b>happy</b>, because with the project I had the opportunity to hone my translation skills. (P3)</p> <p>I feel quite happy and <b>challenged</b> because I have never done this project before. (P4)</p> <p>I was <b>very challenged</b> and began to imagine thinking about the form of the project that would be made. (P5)</p> <p><b>Happy</b>, happy because we got group members who are understanding and clever and can gain insight from this project. (P6)</p> <p>My feeling when I got this first project, I felt <b>excited</b> because this is really a new thing that I</p>

No. Question	Code	Students' answer
		will do. (P7)
		My reaction was a little <b>surprised</b> when I got the project assignment, after that I felt excited and challenged to work on this project with my group friends. (P8)
		My reaction was very <b>happy</b> , because I really like things related to art. Even though this project is a translation project, the way or process of making it makes me very enthusiastic. So naturally, I like and feel challenged to complete this project. (P9)
		My reaction is <b>happy</b> because this is my first time getting a project to make a story book in English and Indonesian. In addition, in this project we are also directed to hone creativity in choosing what objects, images, colors and materials to use. (P10)
Question 2 How do you create a work group, determined by the lecturer or not?	<b>C 1</b> = Decided by the student <b>C 2</b> = Decided by the lecturer	It seems that the time was determined <b>by the lecturer</b> , and for the theme it was folklore, but for the title the group itself was looking for. (P1) The division of groups is determined <b>by the lecturer</b> . (P2) Regarding the selection of group friends, it is determined <b>by the lecturer</b> . (P3) Determined <b>by the lecturer</b> . (P4)  We are divided based on the determination of <b>the lecturer</b> . The lecturer chooses who is good at drawing after that a group of people is made. Each group must have someone who is good at drawing. (P5)

No. Question	Code	Students' answer
Question 3  How do you do the planning stages of this project? Do you guys find out first what story you are going to make or just do it without planning? Explain!!	<b>C 1</b> = Planning <b>C 2</b> = Discussing <b>C 3</b> = Find out an appropriate story	<p><b>Lecturer</b> (P6)</p> <p>The choice of this group is very much determined <b>by the lecturer</b>. (P7)</p> <p><b>We handpick</b> our work groups. (P8)</p> <p>In creating a working group, as I remember it was a <b>lecturer</b> who distributed us group mates. The way to divide it is by counting 1-8 if I'm not mistaken, then the lecturer directs us to gather with the same number or digits. (P9)</p> <p>In group formation this time it was distributed <b>by the lecturer</b>, but during the group division I was not present so I was again selected to join another group. (P10)</p>
	<p>Of course it is planned, the division of tasks is also <b>planned</b>. To draw the illustration, it is also planned, who can draw it will take the task and for the others, which is to make the translation. Determining the story is also arranged first so that the story is not the same as other groups. (P1)</p> <p>First, we <b>find out what story we are going to make</b>, and we read the story line. Then, we started looking for image references according to the story we were going to make and we made our own sketches of the image. After that we proceeded to the process of coloring pictures and also translating story sentences in English. And the last one determines the story book cover design. (P2)</p> <p>First, <b>we had a discussion</b> about what stories to choose, then we divided the tasks, some were compiling the stories and some were</p>	

No. Question	Code	Students' answer
		<p>translating the stories. After that, we held group work in one of our homes to complete a storybook project. There we cooperate with each other. There are those who draw and those who cannot draw, it is enough to help color the picture. (P3)</p>
		<p>Of course, <b>do the planning first</b>, what story titles will be taken, then how to model the book and so on. (P4)</p>
		<p><b>We determine the planning.</b> First, the division of tasks that draw, color, type Indonesian story narratives, and finally translate the story into English. After that, determine the concept of bookkeeping, like what is the form of a short story book. Starting from the paper material, the paper model, the book model, the theme color of the book, and the bookkeeping model. Finally, collecting fees for the completion of the book. (P5)</p>
		<p><b>Finding out first the story</b> with your own friends happens to be from Buton, it's folklore and so we find out on google. (P6)</p>
		<p>First, we discuss with our group members what stories we will use and what we will do after we get the story. After that we started to design an image whether it was using our own photo or add using a storybook fan essay pencil that we will use. after that we started to work on this project. (P7)</p>
		<p>Of course, in the completion stage. We make this project and complete it based on stages, starting from <b>finding out the folklore</b> that we will work on as our project, translating the story text into English and drawing and coloring everything through stages and well</p>

No. Question	Code	Students' answer
		<p>planned. (P8)</p> <p>The planning stages of this project <b>first we determine the title</b> (by deliberation), then, we make a look at the reference of the script on google, then we improve the Indonesian language, and we translate it using Google translate, after translating into Google translate, we see or review the existing language translated and correcting the sentences that are not quite right. After that we started to determine the paper and tools that would be used, then we divided the drawing and coloring teams. However, because drawing requires a process, the coloring team encouraged us to draw first. After everything was done, we rushed to make it a book and made a cover and put it on adhesive so that it became a book. Before we made this plan, of course we looked for the story first. (P9)</p> <p>Yes, the planning stage of this project is to <b>figure out what stories we will use</b>. Choose several stories to really like one story that in our opinion no one else took the story. After selecting the story, we decided on the concept of drawing whether to use a photo or hand drawing and the choice fell on drawing by hand and coloring it yourself. After that we determine what material will be used as the cover and content for the book in the story we are making. (P10)</p>

Question 4

In the process of working

**C 1** = Design and property

**C 2** = Teamwork

The first possible difficulty lies in drawing the illustration, in determining the appropriate image, coloring and then the last one in the translation, to change Indonesian to English is rather difficult in terms of grammar and vocabulary. (P1)

No.	Code	Students' answer
on this project did you have any difficulties ? In what ways? Explain!!	C3 = Nothing	<p>Yes, the difficulty we experienced was when we made pictures in the story because we made the pictures ourselves based on the references we got and also the difficulties we experienced, namely in the part of translating story sentences from Indonesian to English because we had to make sure whether the English sentences were correct and the sentence can be understood by the reader. (P2)</p> <p>Yes, in terms of drawing. In this project we have to present an image that fits the story and the image cannot be downloaded on the internet so we have to draw it ourselves. In our group, there were some people who couldn't draw including me so it was a little difficult, because it only relied on one person. (P3)</p> <p>There are several difficulties, namely the process of working on the book, in this case the selection of book material, making pictures in the story book, and the process of working which is rather difficult because the distance between the group's residence is rather far away. (P4)</p> <p>Yes, in terms of time to work together. It's hard to find time to gather. Because of the different "distance in the group. Then looking for material" bookkeeping because we do not know at all the types of paper for fairy tale books. (P5)</p> <p>The difficulty is sometimes we gather incomplete group members. (P6)</p> <p>There are several difficulties we face. The first is the difficulty of getting local stories.</p>

No. Question	Code	Students' answer
		<p>because at that time the lecturer gave the confirmation that only certia from Southeast Sulawesi that we could take. while there are quite a lot of grub in our class. so we have to share the story with other grub. Then the second problem we felt was the difficulty of gathering group members to work on this project. (P7)</p> <p>First, the difficulty that my group and I experienced was at the drawing stage, because none of us in our group were that good at drawing. Second, the inactivity of one group member was a barrier to the work on our project. (P8)</p> <p>During the process of working on this project I think there was no the difficulty that I found. We are happy to do it. (P9)</p> <p>Yes, we got very much trouble. Starting from the selection of stories, what materials and tools we will use and what kind of images we will use, especially when sorting out the cover images. But we can solve all that by discussing it together. (P10)</p>
<p>Question 5</p> <p>After your storybook project is finished, what are the advantage s and disadvantages of the</p>	<p><b>Strengths</b></p> <p><b>C 1</b> = Having intersting story design</p> <p><b>C 2</b> =Understandabl e text communication</p>	<p>On the plus side, the pictures are good, the layout of writing and pictures is good and kids will love it because it looks good. (P1)</p> <p>The drawbacks of the story books that we make are in the book cover design, color choices, and also in English sentences which are still not correct. (P2)</p> <p>The advantage is that this project is able to hone our translation skills, besides that we also get new vocabulary and for the</p>

No. Question	Code	Students' answer
products you produce?	<b>C3</b> = Do not mention the streght	shortcomings I don't think there is because this project is very useful. (P3)
	<b>Weakness</b> <b>C1</b> =Still having inappropriate grammar rule in the text	The plus point is that the story is short, compact and easy to understand, with attractive images. The drawback is that the translation into English is still wrong. (P4)
	<b>C2</b> =Design error	The advantage is that we are able to produce a fairy tale book for the first time. Then some skills are trained like translating to Indonesian. More responsible for completing assignments from lecturers, gaining experience in making fairy tale books manually because it is in the picture itself. The drawback is that we focus more on the pictures and care less about the grammar of the narrative. Furthermore, the teamwork was lacking in cohesiveness. In the end, the completion of this project was not optimal. (P5)
	<b>C3</b> =Do not mention	Have a good story. (P6)
		The advantage is that our story book has a very attractive appearance because it resembles a large photo album and is white in color and has a gold accent that makes it even more interesting. Then the drawback is that maybe our translation is still very messy. (P7)
		In my opinion, the projects we have completed are not yet perfect and there are still gaps. As for the advantages, in my opinion, we color our story drawings well even though we are not very proficient but the results can be said to be quite good. The drawbacks I think are in the English translation of our folk tales which has yet to be improved. (P8)

No. Question	Code	Students' answer
		<p>I think the advantages of our product are that we draw the pictures ourselves and color them ourselves, and the elongated shape of the book and the cover that attracts readers. The drawback is that some sides of the image have not been colored because they are skipped and not visible. (P9)</p> <p>For me, I feel satisfied with what we produce so that I don't feel that there are any deficiencies in our work. (P10)</p>
Question 6		<p>The drawback is the lack of books made. (P1)</p>
If there is a lack, which part would you like to improve on? Why?	<p>C 1 = book cover</p> <p>C 2 = text translate</p> <p>C 3 = Nothing</p> <p>C 4 = Coloring</p> <p>C 5 = The number of book</p>	<p>In the book cover design section, I feel that part of it is still not good enough and the design is too simple and the color choices are a little mismatched. (P2)</p> <p>Nothing. (P3)</p> <p>The drawback is in the translate into English, there are some grammar errors, we want to fix them so that they can be used as learning material for readers. (P4)</p> <p>The lack of a part of the translation is less normal. Because it is important to read so that it is easy to understand what the narrative content of the story is in English. (P5)</p> <p>Nothing. (P6)</p> <p>We are trying to improve the translate as best we can. (P7)</p> <p>In my opinion, the part that needs to be improved is the translation of our folklore text. While working on this project we had the</p>

No. Question	Code	Students' answer
		<p>opportunity to do a consul for our translated text to the lecturer concerned. But due to the limited time, we only did the consul twice, so I think the text we revised after the consul was not completely correct. My group and I had to learn a lot more in translating text from Indonesian to English in order to produce a good and correct translation. (P8)</p>
		<p>Our group will be more thorough when it comes to coloring. (P9)</p>
		<p>There are no weaknesses that I get in making stories. (P10)</p>

