CHAPTER III

METHODOLOGY

This chapter presents the methodology utilized in this study. The chapter begins with discussion of research design, setting and content, participant, data collection, and elaboration of data analysis relative to the instruments used.

3.1 Research Design

This study used a qualitative descriptive method that focused on certain information of EFL students' experience on Translation project-based learning. This research decided the qualitative analysis to be compatible with the aimed of the study since descriptive research design can use a wide variety of research methods investigated one or more variables and accurately describe situations and phenomena.

3.2 Setting and Context

This study was conducted at one of the Islamic institutes in Kendari by students in the fifth-semester academic year 2019/2020 as the participant. The participants had conducted a Translation project where project to find the regional story in Southeast Sulawesi. The translation project was given two weeks to complete. The project needed to translate the regional from Indonesia into English. The project is supported by pictures. Students used drawing or sketch to animate the story. However, this project gave students experiences to do the project such as the obstacles during the project, the unpleasant experiences they had, and the opinion of the translation project. Therefore, this is a significant thing to investigate students' experiences in the Translation project.

3.3 Participants

The participants of this study were 25 students in classes A and B of the fifth semester in the academic year 2019/2020 majoring in the English Education Department, who had done translation projects and had great scores at the end of the course. Instruments were given to 25 students. This is research was conducted based on issues they face on the project. The researcher chose English Department as participant-related some issues.

3.4 Data Collection

Collecting data is the crucial thing in every research to know the information related to what is needed in research. The researcher used a questionnaire and reflection test in collecting data. The questionnaire is used in case resources are limited as a questionnaire can be quite inexpensive to design and administer and time is an important resource which a questionnaire consumes to its maximum extent, protecting the privacy of the participants as participants will respond honestly only if their identity is hidden and confidentiality is maintained, and corroborating with other findings as questionnaires can be useful confirmation tools when corroborated with other studies that have resources to pursue other data collection strategies (Roopa, 2012).

Reflection beyond the thought of a passing idea to an attentive act of focusing on an idea and considering the implications of any actions with that idea. Purposeful reflection reduces random decision-making and allows an individual to make choices by carefully examining information gathered from various experiences, resulting in purposeful thinking (Lindroth, 2015).

The researcher gave two weeks for participants to complete the questionnaire and reflection. The researcher sent the questionnaire to participants, then the

researcher gave them one week to complete the questionnaire. Then, the researcher sent reflection to students and also gave one week to complete reflection, questionnaire, and reflection sent via google form to each participant. The researcher sent the link of the questionnaire and reflection in WhatsApp. The participants used Bahasa Indonesia to answer the reflection and questionnaire so that they were easier to recognize information and researcher became easier to organize data.

3.5 Instrumentation of the study

This study utilized two instruments in collected data, they were questionnaire and reflection. The questionnaire and reflection formed in Bahasa to collect data more quickly and reliably.

3.5.1 Questionnaire

The questionnaire collected data from a large number of people in a short period, inexpensive, and can take their time to complete the questionnaire at their leisure truthfully. The questionnaire was adapted model Likert scale from Joshi et al., (2015) using two indicators namely interaction with nine points and the environment with ten points in process of project Translation. The researcher changed the indicator "environment" into "influence" with seven points. The questionnaire has scales in the positive and negative statements with different scores (Joshi et al., 2015). The range of value 1 = strongly disagree (STS), 2 = disagree (TS), 3 = neutral (N), 4 = agree (S), 5 = strongly agree (SS). In the questionnaire, there are five positive points and four negative points for interaction indicators. For the influence indicator, there are four positive points and three

negative points. The category score on negative 5 = strongly disagree (STS), 4 = disagree (TS), 3 = neutral (N), 2 = agree (S), 1 = strongly agree (SS).

Table 3.1 Lattice of Questionnaire

No	Indicators	Items		Total
		Positive	Negative	
1.	Interaction	5	4	9
2.	Influence	4	3	7

3.5.2 Reflection

The second instrument used is reflection. Reflection assessment refers to students' experiences when they have done Translation project learning. reflection is active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it (Kalk et al., 2014). So, reflection is a chance for the students to review things students did before, this is able students to make it easier in learning and measure students' extent of ability. Then, reflection can transform experience into genuine learning about individual values and goals and larger social issues.

Reflection challenges students to connect service activities to course objectives and to develop higher-level thinking and problem-solving. The purpose of reflection in this research is to know how the students' impression of their experience in project Translation deeply. Indicator of reflection focuses on students' experience in Translation project, for instance, "what was of the most interesting you discover while working this project?" or "what were some challenges you got?

3.6 Data Analysis

The researcher analyzed the data qualitatively through several steps: assembling the data, coding, identified the data, and classified the data(Antonio et al., 2010).

First, all data obtained over the research process is assembled by the researcher. The data were the entire students' questionnaire and reflection. The researcher assembled the data such as field notes, interviews, and so on data in a general way to show broad patterns so it could be compared and contrasted (Utami, 2014). Thus, this helped the researcher to see what occurred in the field.

Second, in this step, the researcher identified data to know the impression of EFL students' experiences translation project-based learning in qualitative descriptive. In this case, the researcher analyzed the students' experience in translation project-based learning by using questionnaires and reflection. The researcher distributed questionnaires and reflections to all students through a google form.

The answer of each questionnaire used likert scale and analysis theory adapted from Joshi et al., (2015)with positive and negative points:

T x *Pn*
T: Total number of respondents who fill Questionnaire
Pn: Likert score selection

Table 3.2 Scores of questionnaire in Likert Scale

Categories	Score	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly disagree	1	5

Third, the researcher classified the data from the questionnaire and reflection through a coding process. In reflection, the researcher used thematic coding (thematic analysis). Thematic coding is the way to analyze data to identify patterns or to find themes through data that has been collected by the researcher (Braun & Clarke, 2006). Students' reflections were read and categorized based on the theme decided by the researcher. The theme that is used concerns the students' experience of project-based learning in the translation project. The example of code data is the following table 3.3:

Table 3.3 Example of data coding

Theme code	Students' reflection	Code
Useful (C1)	The project improved my translating skill	(Red)
Happy (C2)	I enjoyed work on this project	(Green)
Enthusiastic (C3)	I felt excite and challenge work on the project	(Blue)

(Adapted from Braun& Clarke, 2006)

Classification is a data mining technique that assigns items in a collection to target categories and predicts student results might be developed based on observed data for students' academic performance over some time (Sumathi et al., 2016). In this stage, the students' answered each questionnaire classified from positive and negative points and categorized the data coding reflection based on students' experience of the translation project. Finally, the researcher concluded by displaying finding table of instruments and made them in form of written paragraphs.

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