

CHAPTER III

METHODOLOGY

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

3.1 Research Design

This study uses a qualitative method that aims to determine the challenges of EFL students in Project-Based Learning in the Translation class. This study tries to examine the challenges of students in making Project-Based Learning (PBL) bilingual storybooks in the Translation class. Qualitative research is used to explain and examine the challenges of PBL in the Translation classroom through data collection and in-depth research.

3.2 Setting and Contexts

This study research was conducted at the Islamic States Institute of Kendari, in the fifth semester of the English Education Department in academic 2017. This research describes students' challenges of Project-Based Learning during their Translation class. In Translation class, students are taught how to change a language to another language, especially from the Indonesian language to English, for example making a storybook as the project in the Translation class. So, students must find local stories and write them in a storybook as a Translation project. Moreover, the fifth semester has applied PBL in their Translation class.

3.3 Participants

The participants of this research were students from the Islamic States Institute of Kendari. They were from the fifth semester of the English Education Department program in academic 2017. The participants consist of 10 students from class A and there are four groups each group consisting of four students in each group. The participants are around 22-23 years old. The participants were selected since they have more confidence and felt fun doing this project well: translating stories and making storybooks.

Table 3.1 Participant Profiles

No	Participants Name (pseudonym)	Gender	Age (year)	Semester
1.	PTS 1	Female	22	5
2.	PTS 2	Female	22	5
3.	PTS 3	Female	22	5
4.	PTS 4	Female	22	5
5.	PTS 5	Female	22	5
6.	PTS 6	Female	22	5
7.	PTS 7	Male	21	5
8.	PTS 8	Female	22	5
9.	PTS 9	Male	22	5
10.	PTS 10	Female	22	5

3.4 Instrumentation

The data for this study was collected through reflection as an instrument. The reflection was shared through Google form as a medium to collect the data. The reflection sheet consists of five questions that lead to students' challenges.

3.5 Data Collection

To obtain data on the challenges of EFL students in Project-Based Learning in the Translation class the researchers used reflection sheets in collecting data through Google forms. The Researchers use reflection sheets to collect data because it is easy to do especially during a pandemic like this which requires everyone to work from home to avoid physical contact in order to reduce the spread of the COVID-19 outbreak. The Researchers only need to send reflection links to participants online via the WhatsApp platform. Therefore, this event is the safest and easiest way for researchers to collect data during a pandemic.

3.6 Data Analysis

The purpose of this study is to obtain data on the students' challenges of Project-Based Learning in the Translation class, the study employed adopted from Saldana (2016). The data was collected through reflection. After collecting the data, the data were analyzed based on the student's reflections. The researcher doing the step of reading through the data and data that has been read will code using colored coding and will be used the concept of thematic analysis by Saldana (2016).

After collecting the data, the researcher used several pseudonyms (the use of numerical). The pseudonyms used were “PTS 1, PTS 2, PTS 3, PTS 4, PTS 5, PTS 6, PTS 7, PTS 8, and PTS 9”. The coding of the data is presented as follows:

Table 3.2 Example of Data Coding

PTS	Questions (Q)		Open Coding	Axial Coding	Selective Coding	Theme
Rio	Q2	When doing this storybook project, what challenges did you get? Please explain. (THEME: The students' challenges in making a storybook project)	There were several challenges experienced while working on this project, one of which was drawing because our group chose to draw our own using drawing tools such as color markers, and the difficulty was finding illustrations that we would use as sample images for each character in the story.	1) Self-drawing by using a marker drawing tool manually 2) Looking for image illustrations for characters	Drawing character illustration	Character illustration

	Q3	Did this Translation project benefit you? If so, please explain. (THEME: Benefit of Translation project in making a storybook)	I can hone my translating skills, especially in translating my own local language into English.	1) Hone the Translation skills	Improve Translation skills	Practice your Translation skills
	Q4	In working on this project, did you encounter any difficulties in completing the tasks of this project? If so, please explain.	Translating regional languages into English	1) Difficulty in Translating regions into English	1) Difficulty Translating stories into English	Translate stories into English
	Q5	In your opinion, does this Translation project improve your ability to learn English?	Translating skills began to improve than before.	1) Improve the ability to translate stories into English	1) Improving the ability to translate into English	Experience in designing storybooks Student's experience in designing storybooks

Notes:

CODE

THEMES = RED