

CHAPTER III RESEARCH METHODS

This chapter covers the method that was utilized in this study. It contains several parts, namely the design, site, and participants of the study. Besides that, this chapter provides the data collection procedures and data analysis procedures of the study.

3.1 Research Design

The aim of this study is to investigate the implementation of project-based learning to teach writing narrative text in one senior high school in Bandung. In order to meet the desired purpose, this study used a qualitative research approach. It is relevant to the aim of this study as its characteristics and holistic account make this study not focused on the cause and effect of the variables, such as in the quantitative research approach, but rather the process of the interaction between variables (Sugiyono, 2013). In this case, this study is more focused on the process of using project-based learning in teaching writing skills instead of the effects of using project-based learning on students' writing skills. Thus, the qualitative research approach was more suitable compared to the quantitative research approach.

Furthermore, this study employed case study research design among the research designs in a qualitative approach. The reason why this study chose case study is caused by the interest of this study to conduct an in-depth analysis of a case (Creswell & Creswell, 2018). In this study, the case refers to the process of teaching writing skills in writing narrative text to high school students using project-based learning.

3.2 Research Site and Participants

The site of this study is one of private senior high school in Bandung, West Java, Indonesia. Senior high school was chosen because of the research gap found in previous studies. They revealed the lack of research on investigating the implementation of project-based learning in high school students' writing, which led this study to conduct the research in senior high school. Additionally,

Indonesian senior high school are mostly dominated by English as Foreign Language Learners or EFL learners so they will be more fit to the context of this study.

In addition, this study involved 21 tenth-grade students as participants. The participants were chosen using the purposive sampling technique, which refers to the sampling technique with several considerations and specific purposes (Sugiyono, 2013). The reason why this study used this technique is the aim of this study that needs students who learned writing skills in writing narrative text by using project-based learning. Thus, the students were chosen as they have experience in learning narrative text during their junior high school or in another class, such as in Indonesian Language class

3.3 Data Collection Procedures

As mentioned above, this study collected data by using two instruments. One of which was the project, as it can provide details on how the project-based learning was implemented in the classroom. Then the second one was classroom observations. This type of data allows this study to get firsthand experience with participants who learned to write narrative text using Project-based learning (Creswell & Creswell, 2018). Besides that, Creswell and Creswell (2018) also revealed other benefits of using classroom observation the researcher is able to record any information and unusual aspects at the same time as it occurs. Thus, the researcher played a role as a participant as observer in observing the participants. This type of observation is relevant to the role of the researcher who acted as a researcher as well as the teacher who implements project-based learning in teaching writing skills to the students.

In collecting the data, this study allocated the project to be conducted for four meetings, so the students were observed during the four meetings. Besides that, as classroom observation was believed to be lacking on the observer side, due to the observer is possibly not good at attending and observing (Creswell & Creswell, 2018), the researcher also recorded the process of teaching and learning. It was helpful to support the findings from the classroom observation and projects. To make it clearer, the procedures for collecting the mentioned data above was explained further below.

3.3.1 The Project

In order to describe how project-based learning was implemented in the teaching writing narrative text, the project was used to be the data. It was caused by the students who were required to conduct a project during the class. They needed to produce a final product in the form of a book that contains a collection of narrative text made by the students. The project was expected to be administered for four meetings which was conducted by following the framework of project-based learning's four-phase by Buck Institute of Education (2019). According to them, to conduct project-based learning, there are four phases or stages that should be followed, namely 1) launching project, 2) building knowledge, understanding, and skills, 3) developing and critiquing products, and 4) presenting products.

At the first stage, launching project, the students were introduced to the project by giving the driving questions based on the real-world problems. In this study, the real-world problem that was investigated was related to the low reading interest in Indonesia. Then, the teacher guided them in designing the project by discussing the plan for the project, the timeline, and the expected final product. As a result, the students agreed to create a book to help the improvement of reading interest in Indonesia. Moving on to the next stage, building knowledge, understanding, and skills, the students were required to build the essential knowledge, understanding, and skills they should acquire in order to do the project. At this stage, the students could use variety of sources that would facilitate them in gathering information under teacher's supervision. Then, based on what they had learned in the second stage, in developing and critiquing products stage, the students had to develop their product after receiving feedback. Finally, at the last stage, presenting product, the students were required to present their product to the public while also evaluating and reflecting their learning using project-based learning.

Besides following the four stages of project-based learning by Buck Institute of Education (2019), this study also used the seven principles of project-based learning during the implementation in order to ensure that the output of the learning using project-based learning would meet the expectation. The seven principles refers to the seven gold standard of project-based learning as stated by Larmer (2020). Each of the seven principles was associated into the compatible

stages of project-based learning by the researcher. It was caused by the possibility of ineffectiveness to use all of the standards for every stage. In short, the steps of collecting the data in this study can be seen in the following table.

Table 3.1 Outline of the Study in Implementing Project-Based Learning to Teach Writing Narrative Text

Time	Phase of project-based learning based on Buck Institute of Education (2019)	Activities
First Meeting	Launching project: entry event and driving question	<ol style="list-style-type: none"> 1. Introducing students to the project by using media 2. Presenting the driving question
First - Third Meeting	Building knowledge, understanding, and skills to answer the driving question(s)	<ol style="list-style-type: none"> 1. Facilitating students to find resources related to narrative text 2. Providing lessons and guidance for the students
Third Meeting	Developing and critique products and answers to the driving question(s)	<ol style="list-style-type: none"> 1. Helping students apply what they learned to the project 2. Facilitate feedback on students' project
Fourth Meeting	Presenting product(s) and answer(s) to the driving question(s)	<ol style="list-style-type: none"> 1. Helping students evaluate their work 2. Facilitate students to reflect on the process and learning

3.3.2 Classroom Observation

In obtaining the data, this study conducted a classroom observation that could be used to answer the research question of investigating the process of implementing project-based learning in teaching writing narrative text. However, since the researcher played two roles at the same time, who also acted as the teacher who implemented project-based learning in teaching writing narrative text, the researcher used classroom observation sheet to help the researcher observing the students. This data also can help the researcher to describe the process of teaching narrative text to the students using project-based learning because the researcher was able to recheck and review all of the activities that had been done in the classroom.

The observation sheets was in the form of observation checklist that was developed from the four phases of project-based learning (Buck Institute of Education, 2019) and the seven gold standards of project-based learning (Larmer, 2020) which are important to the success of project-based learning implementation. By these, the researcher is able to find out whether each stage of project-based learning used the seven gold standards of project-based learning. In addition, the whole four meetings of implementing the project-based learning was recorded in order to help the researcher in observe the students outside the class session. Thus, as the researcher added notes in the observation sheet, the evidence based on the recording was useful to support the claim. The following table will present the observation sheets that was used in this study.

Table 3.2 Classroom Observation Checklist

Launching project: entry event and driving question			
Observation Items	Yes	No	Notes or evidence
Challenging problem or question			
Authenticity of the project			
Creating a sense of ownership of the students toward the project			

Building knowledge, understanding, and skills to answer the driving question(s)			
Observation Items	Yes	No	Notes or evidence
Sustained inquiry: in-depth process to seek information and investigate			
Student voice and choice: students can choose the resources to be used to find answers			

Developing and critiquing products and answers to the driving question(s)			
Observation Items	Yes	No	Notes or evidence
Critique: the students learn how to give and receive feedback.			
Revision: the students improve their work based on the given feedback			

Presenting product(s) and answer(s) to the driving question(s)			
Observation Items	Yes	No	Notes or evidence
Public product: projects are published or made them work in public			
Reflection: the teacher and students reflect on what, how, and why they are learning			

3.4 Data Analysis Procedures

This study was collecting the data from two main instruments namely the project and classroom observation. As mentioned earlier, in this study, the

classroom observation was supported by classroom observation checklist and videotapes of the meetings. The classroom observation checklist was intended to investigate whether each stage of project-based learning used the seven gold standards of project-based learning. Besides that, the project was also used to explore how the project-based learning was conducted in the classroom. Hence, these data were analyzed using the framework of Buck Institute of Education (2019) to examine the stages of project-based learning that were conducted in this study. Then, this study also used another framework to analyze the classroom observation sheet and the project, namely the seven gold standards by Larmer (2020). His framework was used to analyze whether during the implementation of project-based learning, the seven gold standards of project-based learning could be accomplished.