

CHAPTER III

Research Methodology

In the beginning of this chapter, the formulation of the problem is restated to keep the focus of the study. This methodology chapter provides the explanation how this present study was conducted. It describes the research design, research site and participants, data collection, and its data analysis.

3.1 Formulation of the Problem

As what have been stated in the first chapter, this research was expected to contribute to the enhancement of English teaching materials and strategies course that all at once could improve and maintain students' learning motivation especially in writing activity. Therefore the research questions were (1) how was the project-based learning integrated with ARCS motivational model conducted? (2) what categories of ARCS motivational model that affected the students most?, and (3) what challenges did the students encounter to accomplish the writing project?

3.2 Research Design

This qualitative research is a case study. Merriam cited by Hood (2009) states that a case is a 'bounded system' that focuses on particular research participants including its contextual features that the researcher wants to explore. In this case, one of the aims of the study was to observe how the project-based learning integrated with the ARCS motivational model was conducted by the students of Visual Communication Design in ESL/EFL context.

3.3 Research Site and Participants

The research was conducted in an art and design tertiary school in Bandung which has five study programs, namely, Visual Communication Design, Interior Design, Product Design, Fine Art and Textile Craft and Fashion Study Programs. The data from this research was taken from the 14- meeting lectures in writing course (English II) that had 2 credit hours in a week, weekly group discussion conducted outside class, and some writing counseling with the instructor.

At first the class took place at 16.20 to 18.00 on Thursday on one of the theory classes on the third floor. For the aim of research, on the second meeting, the time was replaced to Tuesdays at 10.20 until 12.00 on the second floor. Therefore the participants could have more time to carry on the discussion if they could not finish it inside the class. The classes were facilitated with the projector for the presentation and Air Conditioner (AC) to make the students feel comfortable.

The participants chosen to be observed were from a class of Visual Communication Design Study Program Year 2013/2014. They were at the second semester. The research involved 38 female and male students in the age range of 18 to 19 years, mostly coming from outside Bandung. They had taken English I that focus on building writing skill and it was given in the previous semester. Their English I scores were not really satisfying (C in average) due to the implementation of the previous temporary curriculum that placed around 200 students at the same time and place. It made the students found difficulties to accept the information properly.

Based on the unplanned interview with some lecturers, the nature of art and design schools' instructions put its biggest concern on practice rather than theory. Hence, the students had a lot of tasks to create art works that needed process for

days, weeks or months. It tended to make the students gave less attention to English as a merely weekly 2-hour subject. On the other hand, in reality, English is really required to develop their future career and to support the institution's vision towards World Class University (WCU).

To cope with this problem, the teacher, who was also the researcher, integrated the English writing course with the art basic knowledge they had gained in the first year program. Some discussions were also conducted with other interdisciplinary lecturers before and while the program. It is hoped that the collaborative writing project which was about basic knowledge of art and design would much more engage the students than the other topics since it was related to their interest, and learning goal (Harmer.2007a).

3.4 Data Collection

To gain a complete data, *triangulation* technique was carried out. The term is derived from navigation and military strategy, meaning a methodology combination to understand a phenomenon (Alwasilah, 2011). Evans and Gruba, as cited by Emilia (2009) claimed that the function of this technique is to guarantee the research validity. The triangulation technique consists of:

3.4.1 Observation

Observation is defined as the conscious noticing and detailed examination of participant's behavior in a naturalistic setting, such as classrooms, teachers' room, or any environment where the language is being studied (Cowie: 2009). In this study, it was conducted during the research to give a clearer, valid and authentic description for the information that cannot be recorded by interview or questionnaire. Therefore, Cohen and friends (2007) claims that observation will give 'live' data from naturally occurring social situation.

3.4.2 Questionnaire

Questionnaire used was Instructional Materials Motivation Survey (IMMS) that the researcher got directly from John Keller, along with the other supporting documents, through on-line communication. He states that it is designed to measure reaction to self-directed instructional materials (2010: 227). It had 36 questions that had been adapted with this writing project activity. They consisted of 9 items measuring the degree to which the instructional material, in this case--project-based writing activity, initiated and sustained students' motivation in each category Relevance and Confidence, 6 items for Satisfaction category, and 12 items for Attention.

To answer the second question, the questionnaire was delivered in groups after the students finished their writing project and heading to the publishing/ presentation session. At this moment, the students already had experiences and were able to reflect them. The questionnaire was given outside the class, the same as their counseling time for about 15 minutes for each interview session.

3.4.3 Interview

Interviews were given by the researcher to several competent lecturers in the field of Art and Design before the program began to find out the students' needs, and asked their permission to give design counseling, not to mention give assessment and comment to the students' works until the program ended. The interviews were also given to 12 students of Visual Communication Design at the end of the study. Since the latter involved the creative process and interaction within colleagues involving mental processes, the interview was carried out to get in-depth information in order to validate the third research question of this research in this writing project and clarify the phenomena found in the observation phase.

The interview type used was open-ended questions instead of structured and semi-structured interviews for exploring the students' experiences, feelings, and views. Although, the researcher had something in mind, the direction of the interview was mostly driven by the interviewees. However, Alwasilah (2011) also reminds

that the weakness of the interview is dishonesty; hence this triangulation technique that also involves observation with the questionnaire is required to maintain the data validity.

3.5 Data Analysis

In observing the students activity in producing the text in this PBL, the researcher recorded all the learning process in the classroom. The other video recordings were also carried out by the students when they made discussion outside the class. Before being interpreted, to answer the first question, the data is described. The observation description was compiled by making field notes while the research was running. In this study, the researcher used three-column system by dividing a notebook into three columns. The left side column was for documenting day and date, the middle one was for the field note, and the third column was for analytical notes and comment which were usually made after the observation moment. To validate the phenomena found in this observation process, the result will be confirmed to the students through the interview session. In this observation phase, the students writing improvement, as a part of PBL implementation, could also be found as well in revising and editing process.

Students' learning motivation is calculated with IMMS Likert scale, consisting of 36 questions. These questions were already classified in four categories, namely Attention 12 items, Relevance 9 items, Confidence 9 items, and Satisfaction 6 items. Having counted, the result numbers were determined to the 5 ranges of interpretation starting from Very Low- Low- Neutral- High- Very High.

To answer the third question, the researcher interviewed 12 selected students. The interview results was recorded, transcribed, categorized into particular groups and interpreted.

3. 6 Concluding Remark

This chapter revealed how the study was conducted. It was a case study that involved the 38 students of art and design tertiary school. The data was compiled through observation, questionnaire, and interview. The observation was recorded by the researcher and the students since the site also took place outside the class, as well as the interview given to the twelve students. All of these data collection were recorded before they were transcribed, grouped and interpreted. Meanwhile the questionnaire with the 36 points were categorized into the ARCS aspects, described and interpreted. To give a clear description about it, chapter four will impart the teaching programs, research findings, and its discussion.