

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology which includes formulation of problems, research method, data analysis and interpretation.

3.1 Formulation of Problem

1. How does the project work run in English classroom?

3.2 Research Method

This research employed a qualitative method. Based on Hennik, Hutter, and Bailey (2011: p. 8-9) qualitative research is "approach that allows you to examine people's experiences in detail by using a specific set of research methods such as in depth interviews, focus group discussion, observation, content analysis, visual methods and life histories or biographies". There are two reasons why this method is taken. The researcher used this method because the research questions were about the steps in using project work and the students' speaking performance. The researcher should observe the steps in conducting project work and record the supporting data. In addition, students' speaking performance can be described more detail by using qualitative method. Thus, qualitative method is the suitable method for this research.

3.3 Population and Sample

The population of this research is the first grade of one private vocational school in Bandung. Then, the sample is one class and it consists of 37 students. Their age between 15-16 years old. Mostly, they speak Bahasa Indonesia as the first language and they use English as foreign language (Cahyono & Widiati, 2006).

3.4 Data Collection

3.4.1 Observation

According to Ary et al (2006: 431) “*observation is a basic method for obtaining data in qualitative research and is more than just ‘hanging out.’*”. Observation has both advantages and disadvantages. The advantage of observation is the researcher can determine if what is said matches actions or not. In this research, observation is aimed to gain a complete description about the student’s attitude in certain setting rather than a summary of observed behaviours.

In this research, the role of the researcher is observer as participant. Furlong, Lovelace, and Lovelace (2000:528) explain that observer as participant is “*a technique where the researcher becomes a member of the group under the study and consequently is able to interact directly with others as they engage in the natural activities of the group*”. It means that the researcher has two roles: researcher and teacher. Teaching and observing are done at the same time. The researcher takes part in the classroom activities, however the interaction between the researcher and the students is limited.

To record all data in observation, the researcher takes notes and it is called field notes. Alwasilah (2002), Cresswell (2002), and Ary et al (2006) suggest that in a field note, there are two recorded parts. First is descriptive part or part that describes situation, students, interaction, and series of events. Second is reflective part or part that describes the observer’s feeling about the occasion and comments about the research method, teacher’s decision’s and difficulties. The researcher takes notes while the students are doing their exercise or discussing their work. The researcher do two types of field notes as suggested by Alwasilah (2002), Cresswell (2002), and Ary et al (2006).

3.4.2 Interview

This research takes semi structured interview. Based on Sage encyclopedia, semistructured interviewing is

“an overarching term used to describe a range of different forms of interviewing most commonly associated with qualitative research. The characteristic of semistructured interviews is that they have a flexible and fluid structure, unlike structured interviews, which contain a structured sequence of questions to be asked in the same way of all interviewees.”

The interview is quite easy to conduct because the researcher does not have to arrange a series of question based on certain criteria. The interview questions are random questions related to the project work.

In line with this, the researcher asked seven questions to the respondents and the researcher expects to get specific information which can be compared and contracted with information gained in other interviews. To do this, the same questions need to be asked in each interview and the interviewer can still arise other questions (Dawson, 2007). Then, the researcher wrote the transcription. In this research, the interviewees were 24 of the first graders of a private vocational school in Bandung. The type of interview is one on one interview. It is a process of data collection where the researcher asks one by one participant some questions and records the answers (Cresswell, 2002). The interview questions are in Bahasa Indonesia because the students are not used to asking and answering questions in English orally so that it is easier to interview them in Bahasa Indonesia. The questions and responses will be recorded by an audiotape and noted briefly. The followings are questions in interview :

Indonesian version

1. Apakah penggunaan project work dapat membantu anda memahami bahasa inggris?
2. Apakah penggunaan project work membuat pembelajaran lebih menarik?

3. Apakah kamu menyukai kegiatan belajar berbicara dengan menggunakan project work?
4. Adakah kesulitan yang kamu hadapi saat mengerjakan portofolio/project work?
5. Bagaimana kamu mengatasi kesulitan yang kamu hadapi saat mengerjakan project work?
6. Menurut kamu apa kelebihan dari teknik project work/portofolio?
7. Menurut kamu apa kekurangan dari teknik project work?

English Version

1. Does the use of project work help you to learn English?
2. Does the use of project work make the lesson more interesting?
3. Does you like the use of project work in teaching and learning English?
4. What is the difficulties in doing the project?
5. How did you solve the difficulties?
6. What are the advantages of project work?
7. What are the disadvantages of project work?

3.4.3 Questionnaire

Questionnaire is used to discover the students' attitude toward project work technique. It consists of a sets of statements that the students should respond. As Fraenkel and Wallen (1990) and Ary *et al* (2006) suggest that questionnaire comprises numbers placed on continuum in which the students circle the number representing their feeling about the teaching technique included in the statement/questions in the scale. Thus, to complete the questionnaire, the students should mark one of the options (strongly agree, agree, disagree, and strongly disagree) in responding to each statement. The form of questionnaire consists of 15 positive statements with the framework as follow :

Table 3.1

Aspects in the questionnaire

No	Aspects	Item Numbers	Total
1.	Response to the implementation of project work technique	1 and 2	2
2.	Response to the importance of learning English through project work technique.	3, 4, 5, 6, 7, 8, 9, and 10	8
3.	Response to the lesson content given in learning English using project work.	11 and 12	2
4.	Response to the role of the teacher in teaching and learning English using project work.	13, 14, and 15	3
Total			15

3.5 Data Analysis and Interpretation

3.5.1 Observation

There are three steps to analyze the observation, namely transcriptions, coding, and catagorization (Cresswell, 2002). Initially, the researcher views, reviews, and listens to field notes and video records. Field notes and video records are put into transcriptions and it is the way to start the analysis. According to Alwasilah (2002: 158)

“transcription can be used by the researcher to review what kind of questions she asked, when those questions are asked, and how all of them is asked by the researcher. After reviewing those questions, the researcher will know what should be improved, eleminated, and explored on the next interview”.

Every word is transcribed directly so that it can avoid potential bias in interpretation. As transcriptions are made, notes are made to provide non verbal information that can give added meaning. After transcriptions, coding process is done. Cresswell (2002: 243) stated that “*coding is the process of segmenting and labeling text to form descriptions and broad themes in the data. Although there are no set guidelines for coding data, some general procedures exist*”. The researcher uses coding categories to sort out the descriptive data by categorizing them. The observation transcripts are read and each data is assigned with appropriate coding category. Labelling or coding is done in order to recognize differences and similarities in the data. After coding is completed, begin considering whether codes can be put together into categories and categorization is based on emic substantive categories. Ary *et al* (2006: 486) explained that “*substantive categories is categories developed from participants’ perspective and words*”. By categorize the data, a number of themes gradually comes up and they enable the researcher to interpret the data.

3.5.2 Interview

The analysis for interview is quite similar with observation. However, the process of interpreting interview transcriptions does not take a long time. The interpretation does not use coding and labelling as in observation does. The analysis is started by listening to audio records and then transcribing them. After doing the transcriptions, the researcher reviews the interview questions and collects the same answer. At the end, the researcher makes some interpretation toward the answer and combines it with some theories.

3.5.3 Questionnaire

In analyzing the questionnaire, four categories are used to classify students’ responses to each statement: strongly disagree (STS: sangat tidak setuju), disagree (TS: tidak setuju), agree (S: setuju) and strongly agree (SS: sangat setuju). The

researcher counts the result of each respond and then calculate the percentage of each response based on the frequency by using this formula:

$$P = \frac{f_o}{N} \times 100\%$$

Where : P = percentage

Fo = frequency of answers

N = total response