

CHAPTER III

RESEARCH METHODOLOGY

The previous chapter has reviewed relevant theories related to this research. Meanwhile, this chapter presents the methodology that will be used in conducting the research and getting the answers from the research questions in chapter I. It consists of six major sections: research design, research setting and participant, research instruments, research procedure, data collection, and data analysis.

3.1 Research Design

This study used a qualitative research design. Starman (2013) states that qualitative research is categorized by an interpretative paradigm, which emphasizes subjective experiences and meanings they have for an individual. It means that the result of the study would be very depended on participants' perspective towards the problems. Thus, this study used a qualitative approach. According to Creswell (2003), "a qualitative approach is one in which the inquirer often creates knowledge claims founded primarily on constructivist perspectives or advocacy/participatory perspectives or both".

Furthermore, in obtaining a deep understanding, this study used a descriptive qualitative method. Descriptive qualitative method, according to Creswell (2009), aims at investigating detail rendering people, places, or events in a setting in qualitative approach. In relation to the definition, this study concerned on implementing project-based learning to teach writing descriptive text. The researcher who acted as the teacher described and analyzed how to teach writing descriptive text through project-based learning and discovered the students' responses to the implementation of project-based learning in teaching writing descriptive text.

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3.2 Site and Participants

This study took place in one of senior high schools in Bandung. Besides, it was conducted in one class of tenth graders that was chosen by the English teacher of the school. The participants that have been participated in this study were 34 students of X MIPA 2.

The study was conducted to describe how to teach writing descriptive text through project-based learning and discover students' responses to the implementation of project-based learning in teaching writing descriptive text. Therefore, the participants of this study were students of tenth grade who learned descriptive text in the first semester of the academic year 2017/2018 according to the curriculum and the syllabus.

3.3 Research Procedure

In order to gain data and to answer the research questions of this study, there were two steps in the research procedure that have been conducted by the researcher: preparation and implementation.

3.3.1 Preparation:

There were several activities done before implementing the study. The activities were selecting the text, preparing lesson plans, formulating observation sheets and formulating questionnaire.

3.3.1.1 Selecting the text

The first activity done in the preparation stage was selecting the text. In this case, the researcher chose some written texts of descriptive. Thus, there were some criteria for the texts used in the teaching process. First, they contained all of the elements of descriptive text started from linguistic feature to organizational structure. Second, the level of difficulties in grammar, vocabulary, structure,

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language use and the length of the text were also considered and adjusted to be used as teaching materials for the participants of tenth graders.

3.3.1.2 Preparing lesson plans

Lesson plans were designed to be implemented in this study for four meetings. The design of those lesson plans was concerned on implementing project-based learning in teaching writing descriptive text. The following table is a summary of the lesson plans.

Table 3.1 Summary of Lesson Plans

Lesson Plan	Objectives	Activities
Lesson Plan 1	<ul style="list-style-type: none"> ▪ Students are expected to explore descriptive text and its elements. 	<ul style="list-style-type: none"> ▪ Group Discussion ▪ Game ▪ Planning a project ▪ Deciding the timeline for the project
Lesson Plan 2	<ul style="list-style-type: none"> ▪ Students are expected to write the first draft of writing descriptive text 	<ul style="list-style-type: none"> ▪ Writing the first draft ▪ Giving feedback to students' writing
Lesson Plan 3	<ul style="list-style-type: none"> ▪ Students are expected to revise and edit the text they have written. 	<ul style="list-style-type: none"> ▪ Giving feedback to students' writing ▪ Revising and editing the text
Lesson Plan 4	<ul style="list-style-type: none"> ▪ Students are expected to create a wall magazine of their writing. 	<ul style="list-style-type: none"> ▪ Creating a wall magazine

3.3.1.3 Formulating observation sheets

In this study, there was an external observer namely the English teacher of the school who was helping the researcher in observing the teaching process during this study. The reason for included an external observer was to avoid bias in this study. The observer used guidelines in observation sheets, provided by the researcher. Therefore, the observation sheets were used as the guideline in

observing the process of teaching writing descriptive text through the implementation of project-based learning in four meetings.

Table 3.2 Observation Sheets

Observation Items	Yes	No	Notes
GETTING AN IDEA:			
1. Designing the project based on curriculum content			
2. Coming up with essential questions			

Observation Items	Yes	No	Notes
DESIGNING THE PROJECT:			
1. Teacher explains the plan of the project			
2. Teacher and students make a timeline for the project			

Observation Items	Yes	No	Notes
TUNING THE PROJECT:			
1. Teacher (researcher) presents the plan of the project (to all students, an external observer and a colleague)			
2. Open a discussion (question and answer session)			

Observation Items	Yes	No	Notes
DOING THE PROJECT:			
1. Students are engaged in the project.			
2. Teacher monitors the process of the project.			

3. Teacher gives critiques to the project.			
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Observation Items	Yes	No	Notes
EXHIBITING THE PROJECT:			
1. Students exhibit their project.			
2. Teacher and students do evaluation			

(Observation sheets were adapted from Patton (2012))

3.3.1.4 Formulating questionnaire

In order to answer the second research question namely to discover the students' responses to the implementation of project-based learning in teaching writing descriptive text, a list of close-ended questionnaire has been composed. The questionnaire used Likert's scale form where the responses in the questionnaire were categorized into four levels of agreement namely strongly agree, agree, disagree and strongly disagree. In order to help students in filling the questionnaire as the responses, the questionnaire used Indonesian language. However, before formulating questionnaire, indicators of students' responses to the implementation of project-based learning in teaching writing descriptive text has been arranged first.

Table 3.3 Indicators of Students' Responses to the Implementation of Project-based Learning in Teaching Writing Descriptive Text

No.	Indicators	Number of Items
1.	Students' response to writing descriptive text	1, 2, 3
2.	Students' response to project-based learning	4, 5, 6
3.	Students' response to the implementation of project-based learning in teaching writing descriptive text	7, 8, 9, 10

Table 3.4 Students' Questionnaire

No.	Pernyataan	Respon			
		Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	<i>Saya menikmati proses kegiatan menulis teks deskriptif di kelas.</i>				
2.	<i>Menulis teks deskriptif membutuhkan proses mengumpulkan informasi terkait objek yang akan ditulis.</i>				
3.	<i>Menulis teks deskriptif membutuhkan feedback dari guru.</i>				
4.	<i>Saya tertarik dengan penggunaan project-based learning di kelas.</i>				
5.	<i>Project-based learning melatih kreatifitas saya.</i>				
6.	<i>Project-based learning melatih kemampuan bekerja secara kelompok.</i>				
7.	<i>Kegiatan menulis teks deskriptif menjadi lebih menarik dengan project-based learning.</i>				
8.	<i>Penerapan project-based learning memotivasi saya dalam menulis teks deskriptif.</i>				
9.	<i>Penerapan project-based learning tidak membantu saya dalam belajar menulis teks deskriptif.</i>				

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10.	<i>Penerapan project-based learning bukan salah satu cara yang tepat untuk mengajarkan menulis teks deskriptif.</i>				
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3.3.2 Implementation:

There were some activities done in this implementation stage: teaching process, observation and administrating questionnaires.

3.3.2.1 Teaching Process

The teaching process done after all elements in the preparation stage waere completed. Thus, the teaching process was based on the lesson plans that have been arranged before. Moreover, in the teaching process, there were some processes of writing namely planning, drafting, revising and editing done by students before they created a wall magazine of their writing as the end product of project-based learning.

3.3.2.2 Observation

During the teaching process, the researcher who acted as the teacher also observed students' behavior and the activities done in the classroom. Moreover, there was an external observer namely the English teacher of the school who was helping the researcher in filling the observation sheets. The observation sheets used by the observer as the guideline were provided by the researcher.

3.3.2.3 Administrating questionnaires

In order to discover students' responses to the implementation of project-based learning in teaching writing descriptive text, questionnaires were administered to 34 students as the participants of this study namely after the teaching processes done in four meetings.

3.4 Data Collection

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Data collection techniques used in this study were taken from three instruments: classroom observation, students' writing and questionnaires as provided below.

3.4.1 Classroom Observation

According to Burns (2010), observation is a data collection phase where the researcher use 'open-eyed' and 'open-minded' tools to collect information about what is happening. It means that the researcher has to observe activities in the classroom and students' behaviors in the teaching and learning process. The observation was supported by observation sheets filled by by the external observer namely the English teacher of the school. Furthermore, video recordings were used to help the researcher to watch and recheck the situation in the classroom repeatedly since it showed the real situation during the teaching process. The researcher was helped by the researcher's colleague in the videotaping. Thus, the classroom observation helped the researcher to answer the first research question of this study namely to describe how to teach writing descriptive text through project-based learning.

3.4.2 Students' Writings

According to Fraenkel et al. (2012), content analysis refers to the analysis of documents or other form of communications, for instance textbooks, essays, newspapers, novels, magazine articles, and etc. In this study, the document analysis was the analysis of students' writings. Students were required to write descriptive texts as the end product of project-based learning. Thus, the writing processes were conducted in four meetings, including the four stages of writing namely planning, drafting, revising and editing. Before writing the text, the teacher and students discussed and decided the topic for writing descriptive text. Students then worked in pairs to discuss and collect the information about the topic that they got. It was aimed to help them in the process of brainstorming. However, in writing the text, students worked individually. In analyzing students'

writings, the researcher took three texts to be analyzed namely the text from a higher achiever, a middle achiever and a lower achiever. The categorization of higher, middle and lower were based on students' scores of writing descriptive text.

3.4.3 Questionnaires

The questionnaires were used to answer the second research question of this study namely to discover the students' responses to the implementation of project-based learning in teaching writing descriptive text. The questionnaires were administered to 34 students as the participants of this study. Besides, they were given in the last meeting of this study namely after the teaching processes have been done in four meetings.

Close-ended questionnaires were used to help the researcher in analyzing students' responses towards this study in form of percentage. Moreover, in order to help students in filling the questionnaire as the responses, the questionnaire used Indonesian language.

3.5 Data Analysis

After gaining all data from three instruments namely classroom observation, students' writings and questionnaires, the researcher analyzed them descriptively in form of elaboration. The following is the data analysis techniques.

3.5.1 The Analysis of Classroom Observation

In this study, the researcher who acted as the teacher implemented the project-based learning in teaching writing descriptive text. The researcher used observation sheets to collect the data during classroom observation. Thus, the researcher invited an external observer who was the English teacher of the school that was helping in filling the observation sheets provided by the researcher. Next, the researcher described the process of how project-based learning was

implemented in teaching writing descriptive text based on the data of observation sheets filled by the external observer.

Moreover, the process of collecting data during the classroom observation was also supported by video recordings. Thus, the excerpts from video recordings were used to support the data obtained. Furthermore, the researcher's colleague helped her in videotaping. In addition, the researcher's colleague also took some pictures as documentation in the process of how project-based learning was implemented in teaching writing descriptive text. Therefore, all of activities including students' action and interaction in the classroom have been analyzed by using these instruments.

3.5.2 The Analysis of Students' Writings

In this study, students' products of writing descriptive texts have been assessed using a writing scoring rubric of descriptive text proposed by Brown (2007). Thus, it can be seen in Appendix E. Students' scores on writing were used to support the qualitative data which were collected from other instruments. There were three texts that have been analyzed namely the text from a higher achiever, a middle achiever and a lower achiever that were chosen based on students' scores of writing descriptive text.

3.5.3 The Analysis of Questionnaire

The questionnaire in this study was used as an instrument to discover students' responses to the implementation of project-based learning in teaching writing descriptive text. The level of agreement in the questionnaire was adapted from Likert (1932). In addition, Likert's scale which was used in this study was categorized into four levels of agreement as follows.

Table 3.5 Response Categories

Categories	Strongly Agree	Agree (A)	Disagree (D)	Strongly
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	(SA)			Disagree (SD)
Score	4	3	2	1

To analyze the data from questionnaire, the percentile formula was also used in this study. Thus, the percentile value has been calculated using a formula proposed by Hatch and Farhady (1982) as follows.

$$P = 100 \times \frac{F}{N}$$

Notes:

P = Percentile

F = Frequency of students' answer

N = Participant