

CHAPTER III

RESEARCH METHODOLOGY

In order to answer the research questions in this study, there are several things that need to be expanded. Therefore, this chapter provides the research methodology used in conducting the research and this chapter consist of research questions, research design of the study, sites and respondent of the study, research procedure, data collection techniques and data analysis. As it is formulated in Chapter I, the research questions used in this study is: How does the teacher assess students' in Project-Based Learning activities?

3.1 Research Design

This study used a qualitative description research design. It is a design that has substance of explanations about the central phenomenon investigated in the study, the respondents in the study, and the research site. Creswell (2009) states that it also delivers appearing pattern and research words drawn from qualitative inquiry. Relating it to the definition, this study concerned on the teaching learning through Project-Based Learning that includes the way teacher assess the students through Project-Based Learning.

This study is aimed to find out the teacher assesses the students' in implementing Project-Based Learning. In obtaining a deep understanding, qualitative approach was considered to be used at this study. The method aims at investigating detail rendering people, places, or events in a setting in qualitative approach (Creswell, 2012). The methods facilitate the researcher to create a significance of a phenomenon from the participants' views, which means recognizing a culture sharing group and studying how it expands shared patterns of behavior over time.

3.2 Site and Respondents

This study took place in two public junior high schools in Bandung. It was conducted in seventh grade class and ninth grade class. The schools were selected for some reasons. First, this school was chosen because the school is opened to

conduct research and studies. The researcher took one class in the junior high school that has been selected based on the data from the teacher in the school. Second, the teachers were implementing project-based learning activity in that school.

The study was conducted to find out how the teacher assesses the students. The respondents of this study were the students of seventh and ninth grade class. All the students in this class have participated in this study as the requirement to answer the research question of this study.

In the present study, the researcher took a role as a document analyst when collecting data from teachers' documents. The researcher played a role as an observer as the same time when teaching and learning process in project-based learning activity.

3.3 Data Collection

This research used qualitative method with document analysis and observation as research instruments in order to collect the data.

In order to describe the phenomenon in a certain event, the researcher needs the instruments in gaining information. Therefore, document and classroom observation took part as the instruments of the study to help the researcher in gaining data. The instruments are beneficial to answer the research questions and to verify the hypothesis.

This instrument has been undergone by the validation process and checked by the validator. Several steps were prepared by the researcher in formulating the instruments. The first step was the blueprint of the instrument. That means, the researcher made a scheme of instruments first based on the theory adapted from Patton (2012), which included variables, indicators. Several items of the instrument were revised and afterwards the instruments were ready for research.

All instruments in this study have been validated by two experts. They have been in the field of teaching-learning in EFL for about more than 5 years. The experts have an expertise in evaluating language teaching and learning observation items and in conducting research on English language teaching. Therefore, the instruments in this study can be considered valid and feasible for use.

3.3.1 Document

The document data investigated in this study were taken from lesson plan and assessment tool that the teacher used the material in implementing project-based learning and also the assessment in Project-Based Learning. The function of document is to explore whether the teacher designing the assessment tool in learning activities and assessment section in lesson plan.

The procedures of the instruments, the students learned English subject as usual in the classroom. The researcher analyzes the lesson plan and assessment tool used by the teacher. The researcher observed the classroom within three meetings to four meetings was conducted during the processes of teaching learning activity.

Furthermore, the teacher administrated and gathered the assessment each meeting. From the lesson plan, it is known which assessment materials are used, whether adaptation to materials takes place, what delivery strategies are used and whether the activities are organized based on certain lesson structure.

3.3.2 Observation

The instrument used in this research was observation sheet. In observation sheets, the researcher described what happened during a lesson, it was done shortly after the lesson. With the observation, a researcher is able to find the real state that happened on the certain occasion. Through the observation, the researcher is able to gain information accurately, naturally and thoroughly.

The main purpose of report writing was to check how assessment is administered. In capturing the course of the lesson, the researcher used the form of a guidelines checklist which were prepared by the researcher (see Appendix D).

The procedures of the instruments, the students learned English subject as usual in the classroom. The students had known that teacher would implement the project-based learning activity in teaching and learning process. The researcher observed the classroom within three meetings to four meetings was conducted during the processes of observation.

The teaching and learning process in each meeting was recorded using video recorder to enable the researcher to watch repeatedly and recheck it easily. The observation sheet was about the teacher and students' activities in implementing

project-based learning and some assessment techniques. Since this study used descriptive qualitative method to describe how the teacher teach the students' in implementing to the students, the researcher acted as a participant observer.

3.6 Data Analysis

After getting all the data needed from the document analysis, observation, and interview, the data were analyzed to answer the research question. Since the researcher used descriptive qualitative method, the findings were analyzed based on the explanation and elaboration from the result of the data gathered. The study analyzed the question by using lesson plan used by the teacher and also the framework i.e. the assessment techniques that is used in teaching and learning activities through project-based learning. The following is frameworks in order to analyze the answers.

The data taken from the document analysis is based on the lesson plan and assessment tool the teacher handed in before the class begins. For the analysis of the lesson plan, first, the analysis will seek for the organization of activities based on teaching through project-based learning stages. And second, the analysis also seek for which assessment will be used.

The analysis for the classroom observation can be done through the use of video recording of the classroom processes. The result of the video can yield the classroom activities conducted in the classroom. The data of the observation will be a list of procedures in conducting classroom activities through project-based learning. The procedures aim at giving description of the teachers' activities with the materials.