

CHAPTER III

RESEARCH METHODOLOGY

The previous chapter has reviewed relevant literature which functions as foundational theories to this study. This chapter presents the methodology that were used in conducting the research and obtaining the answers from the research questions proposed in the first chapter. In order to answer the research questions in this study, there are several things that need to be expanded. This chapter consists of several major sections which encompass research design of the study, site and respondents of the study, data collection techniques, data analysis, and research procedures.

3.1 Research Design

The main focus of this research was on Project-Based lesson plans designed by English teachers to teach Senior High School students. The primary purpose of this study is analyzing and interpreting data in order to reveal how teachers make lesson plans and to find out how teachers cope with the challenges in the designing process of Project-Based lesson plans.

Due to the aim of this research, this study employed a descriptive qualitative research design in order to answer the research questions. Descriptive qualitative is aimed to investigate and understand a phenomenon in the field such as the participants, places, and events, in depth and detailed way (Creswell, 2009; Gay, 1996) and it was employed to its nature which provides actual settings as the direct source of data from the phenomenon in the field (Bogdan & Biklen, 2006). As the research results were directly taken from the respondents' views and attitude of past events, individual, subjective, and broad interpretation is most likely to appear as the result of this study.

Looking at the focus of this study which is in detailed investigation, analysis and interpretation of the obtained data to reveal how teachers make lesson plans and to find out how teachers cope with the challenges in the designing process of Project-Based lesson plans, descriptive qualitative is suitable

to be employed in this study since this research design aimed to investigate a phenomenon in depth as Bogdan and Biklen (2006) supported that descriptive qualitative study views that everything is potential to provide a clue that reveals more comprehensive understanding.

3.2 Site and Respondents

The study took place in one public Senior High School in Bandung. It was conducted to analyze the teacher-made Project Based lesson plans prepared to discover how teachers make Project-Based lesson plans and to investigate the ways teachers cope with the challenges in the process of designing the lesson plans in order to provide information for teachers in designing Project-Based lesson plans. This study involved two teachers as the respondents of this study who implemented Project-Based Learning to teach Senior High School students and taught for 8 meetings under two Project-Based lesson plans.

3.3 Data Collection

In order to obtain richer and deeper insight into this research, the data of this study were collected through documents and interview to clarify the data from document analysis as Murray (2012) supported with the statement that the study is considered compatible using qualitative research if the data of research are collected through one or more of the following; questionnaire, interview, observation or focus group transcripts. The instruments of the research were adapted from previous researchers which were drawn based on theories from related experts then they were formulated to discover how teachers make lesson plans and how they cope with the challenges in designing the lesson plans. The processes of data collection are elaborated as follows.

3.3.1 Document

In this research, the content of the lesson plans that were used to implement Project-Based Learning were matched with theories proposed by Linse and Nunan (2005), Brown (2000), Moon (2000), and Reiser and Dick (1996) to

analyze the lesson plans. The theories then were made into rubric on which the analysis of lesson plan is based. The rubric serves as framework of this study which can be found in Data Analysis section of this chapter. The documents which were used in this study were originally written in Indonesian. For the purpose of this study, translation of some aspects in the lesson plan were done to provide the findings in order to answer the research questions of this study.

3.3.2 Interview

The interview is an applicable and suitable method in order to obtain detailed information in qualitative research directly from the participants or respondents on the field (Creswell, 2008; Alwasilah, 2002). The researcher conducted an interview to a total of two teachers who taught the tenth grade of Senior High School students using Project-Based Learning to teach English in order to get more detailed information related to lesson plans and how the teachers cope with the challenges they faced when designing Project-Based Learning lesson plans. The interviews were used as the final instrument in this study to recheck and clarify the data from lesson plans that have been obtained in advance through document analysis. Semi-structured interviews were used in this research to explore questions and responses further. The order of the questions could be changed depending on the direction of the interview on different respondents. In addition, the interviews were conducted in Indonesian language to enable the respondents to share their experiences and express their feelings regarding the issue more freely.

3.4 Data Analysis

The data collected from documents of the teacher were critically analyzed using theories from Linse and Nunan (2005), Brown (2000), Moon (2000), and Reiser and Dick (1996). Furthermore, the data were elaborated descriptively in detail to provide findings. The data analysis were conducted as follows:

3.4.1 The Analysis of Document

The data collected from lesson plans by the teacher were analyzed in terms of their content. The content of the Project-Based lesson plans were categorized based on the components of lesson plan which consists of objectives, indicators, learning activities, materials, media, and assessment. Each of the component presents the theories proposed by related experts Linse and Nunan (2005), Brown (2000), Moon (2000), and Reiser and Dick (1996) in form of a rubric. The contents of the lesson plans then were matched with the theories to find out how teachers make lesson plans. The outline of rubric used to analyze the data from the teachers' lesson plans is presented in the table below.

Table 3.4.1.1
Outline to analyze the Project-Based lesson plans

No.	Aspects of Lesson Plan	
	Aspects	Characteristics
1.	Objectives	Derived from basic competences
		Containing ABCD aspects
		Measured on the assesment tool
		Cover 3 learning domains
2.	Indicators	Derived from basic competences
		Cover 3 learning domains
3.	Learning Activities	In line with objectives
		Project-Based Characteristics: <ul style="list-style-type: none"> • Leads students to investigate important ideas and questions
		<ul style="list-style-type: none"> • Is framed around inquiry process
		<ul style="list-style-type: none"> • Is driven by student independent production and presentation rather than teacher delivery of information
		<ul style="list-style-type: none"> • Requires the use of creative thinking, critical thinking, and information skills to investigate, draw conclusions about, and create content

		<ul style="list-style-type: none"> Connects to real world and authentic problems and issues
		Receptive to Productive skill
		Controlled to Less-controlled
		Easy to Challenging
		Concrete to Abstract
		Connected to each other
		Following the steps of Project-Based Learning
4.	Materials	Authenticity
5.	Media	Practicality Effectiveness Appropriateness
6.	Assessment	Congruent with objectives and activities Using Project-Based Learning assessments

(Adapted from: Linse & Nunan, 2005; Brown, 2000; Moon, 2000; and Reiser & Dick, 1996)

3.4.2 The Analysis of Interview

The data from interview were transcribed and interpreted mainly to discover teachers' difficulties and ways of coping with the difficulties in Project-Based lesson planning. The teachers' interviews were conducted after the researcher completed the document analysis. The result of interview session was used to strengthen and enrich the data gathered from document analysis. The interview covered several questions regarding the teachers' experiences, perceptions and opinions in lesson planning especially in Project-Based lesson planning.

The first step was transcribing the data into written form to help the researcher in processing the data. Then, the interview transcription was analyzed based on its importance. The data were analyzed in terms of their contents that were matched with the underlying theories proposed by Linse and Nunan (2005), Brown (2000), Moon (2000) and Reiser and Dick (1996) as related experts to

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clarify the data from document analysis. Finally, the data were descriptively interpreted and elaborated in detail and presented in Chapter IV to answer the research questions proposed in Chapter I of this study.

3.5 Research Procedure

For the purpose of collecting the data of the study, there were several procedures that must be done by the researcher in order to get the data and answer the research questions of the study. The procedures conducted to complete this study are gathered by several steps. These steps are written below.

a. Collecting the Project-Based lesson plans from the teacher

The first step to conduct this study is by collecting the Project-Based lesson plans from the teacher that were implemented in the classroom. These lesson plans are required to be analyzed later in this study.

b. Drawing criteria based on theories from experts

The second step is drawing criteria from experts' theories. Relevant theories from Linse and Nunan (2005), Brown (2000), Moon (2000), and Reiser and Dick (1996) were used to guide the process in analyzing what has been found in the Project-Based lesson plans.

c. Conducting interview

Then, interview was conducted to answer the second research question aimed to investigate how teachers made the lesson plans and how teachers cope with the difficulties they faced by the teachers in designing a Project-Based lesson plans. The respondents were two teachers who taught the same grade using Project-Based lesson plans. Interview is required to get more comprehensive data and to crosscheck what has been found in the lesson plans with the teachers' point of views.

d. Transcribing the data from the interview and synchronizing data in the lesson plans with the criteria

The interview data transcription and lesson plan data synchronization with the criteria steps were done to help the researcher interpret the data.

e. Interpreting analyzed data and figuring out general conclusion

The last procedure in this study is interpreting the data gathered by the researcher and figuring out general conclusion of the study.