CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

Based on the title of this study, the researcher used a qualitative method. Researchers choose to use qualitative research methods because this research uses a natural background, emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols and descriptions of a phenomenon, is focused and multi-method as well as natural and holistic which prioritizes quality and uses several methods. and presented in a narrative.[71] Therefore, to collect the data, the data is presented in narrative or descriptive.

And as researchers use qualitative research methods, researchers will use descriptive research. Researchers use this research to describe or clarify a phenomenon, phenomenon, or social reality that exists.[72] Descriptive research is one of the research methods that aim to describe an existing phenomenon, where the phenomenon can run in the present

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[71] Umar Shidiq and Miftachul Choiri, *Metode Penelitian Kualitatif Di Bidang Pendidikan*, ed. by Anwar Mujahidin, *Journal of Chemical Information and Modeling* (Ponorogo: CV.NATA KARYA., 2019), LIII <http://repository.iainponorogo.ac.id/484/1/METODE PENELITIAN KUALITATIF DI BIDANG
PENDIDIKAN.pdf>..

[72] Samsu, *METODE PENELITIAN :Teori Dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Methods, Serta Research & Development*, ed. by Rusmini, *Diterbitkan Oleh: Pusat Studi Agama Dan Kemasyarakatan (PUSAKA)* (Jambi: PUSAKA, 2017).

or the past. This study describes the condition and a state that does not include manipulation and changes in the independent variables. This research can also define the situation and describe a problem by making the stages of development and is usually called developmental research.

Based on the explanation above, that researchers can conclude to use qualitative research methods as research methods. Because with qualitative research methods, researchers will be able to fulfill the research objectives, namely to find out the perspectives of teachers and students regarding the Project Based-Learning model in learning writing skills.

B. Unit of Analysis, Research Location and Research Subject

The unit of analysis is something that connects the research focus that will be taken into account as the research subject. With this unit of analysis, researchers can find validity and reliability in conducting research. Units of analysis in research can be individuals, groups, objects, organizations, regions and times that can be seen and adjusted to the focus of the problem.[73]

Therefore, the unit of analysis in this study is in the form of objects because it can include thoughts or ideas and thus the unit of

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[73] Arip Rahman Sudrajat, "Perilaku Organisasi Sebagai Suatu Konsep dan Analisis", (Bali: NILACAKRA, 2021), 6.

analysis in this study is the perspective of teachers and students regarding the Project-Based Learning model.

This research was conducted at the school of MAN II Kab. Serang. This school was selected because of considerations with teachers who teach using the Project Based-Learning model and as a place for PPLK researchers. Therefore, the researchers chose the MAN II school, one of the schools that uses the Project Based-Learning model in learning to write. This research was conducted from September to November. The research was carried out starting from observations, interviews with English teachers, giving questionnaires to students, and doing documentation. The following is the schedule for conducting the research.

Table 3.1 The Schedule of the Study

No	Day and date	Time	Information
1	Tuesday, 7th of September 2021	10:54 WIB	Asking permission to conduct research and school observations
2	Thursday, 18th of November 2021	08:00 WIB	Instruction Observation
		10:00 WIB	Giving questionnaires to students of X MIPA
		11:20 WIB	Interview with English Teacher A
3	Wednesday, 24th of November 2021	13:50 WIB	Instruction Observation
		16:07 WIB	Interview with English Teacher B

This research was conducted on 2 English subject teachers and 20 students from MAN II Kab. Serang. The English teacher considers students in the class using a purposive sampling technique, where this technique aims to determine the appropriate sample and consider matters related to research. The researcher also chose this class because students could apply the Project-Based Learning model to learn to write in style.

C. Instrument of the Research

In qualitative research, the instrument or research tool used is the researcher himself. Researchers here as human instruments that can function in determining the focus of research, selecting participants to be used as data sources, collecting and assessing data quality, analyzing data and making conclusions on their findings. Therefore, researchers as research instruments must be ready to conduct research and be able to master the insights that will be examined both academically and logistically.[74]

For this reason, the researcher as an instrument that functions in collecting data, the researchers conducted observations, interviews, documentation, and questionnaires as instruments of data collection techniques in this study. The researcher will interview English teachers

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[74] Sugiyono, *"Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, R&D)"*, (Bandung: ALFABETA, 2015), 305-306.

who use the Project Based-Learning model to find out their opinion about implementing the Project Based-Learning model and the strengths and weaknesses in implementing the learning model for learning students' writing skills. The type of interview that the researcher will use is semi-structured. interviews where the purpose of this interview is to find problems broadly and informants are only asked for their opinions and ideas.[75]

And also, the researcher will give questionnaires to students to find out students' perspectives on the implementation of the Project Based-Learning model in writing learning activities. The type of questionnaire used in this study is an open questionnaire. The researcher only asks questions whose answers are not determined, and respondents are asked to answer freely based on their opinions and ideas. In addition, researchers used documentation as a data collection technique for this research. This documentation aims to support the data that has been taken from other data retrieval techniques. In qualitative research, there are several stages regarding the use of qualitative methods, one of which is making a research design in the initial step of starting research. Therefore, the researchers created a research design and developed a

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[75] Umar Shidiq and Miftachul Choiri, Metode Penelitian Kualitatif Di Bidang Pendidikan, 2019, 64.

protocol according to the instrument used. The following are the instruments and protocols used in this study.

a. Observation

One of the data collection techniques used in qualitative research is observation. The definition of observation described by Sukmadinata, as quoted by Hardani et al., that observation is one way for researchers to collect data by observing an activity carried out by the object of research and running on the same day.[76]

In conducting observations, researchers will observe the learning activities carried out by teachers by applying the Project-Based Learning model in students' writing learning activities. This observation was carried out based on the learning steps of the Project-Based Learning model. And with this observation, the researcher will observe how the teacher implements the Project-Based Learning model in students' writing learning activities adapted to the steps of this Project-Based Learning model of learning activities. This observation focuses on the learning process carried out by the teacher, which focuses on the stages of the learning process

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[76] Hardani, Nur H. Auliya, Helmina Andriani, et al., *Metode Penelitian Kualitatif dan Kuantitatif*, (Yogyakarta: CV. Pustaka Ilmu, 2020), 124.

using the Project-Based Learning model and the teacher's plans and preparation for teaching.

To meet the research objectives, the researchers made observation guidelines and facilitated researchers in making observations. The following are the observation guidelines for this research.

Table 3.2 Observation guide table for teaching process activities with the implementation of the Project-Based Learning model in learning student's writing skills.

No	Indicator
Preliminary activities	
1	The teacher conditions the class
2	Teachers do motivation and apperception
Core Activities (Steps in the Project-Based Learning model)	
3	Asking the initial question
4	Designing a project activity plan
5	Create a project implementation schedule
6	Project creation and completion
7	Project result appraisal
Closing activity	
8	Evaluation of project results
	a. Teachers reflect on learning activities
	b. The teacher gives feedback on the project results
	c. Teachers provide opportunities for students to share
	d. Teacher gives conclusion

Table 3.3 Table of observation guidelines for teaching plans in the implementation of the Project-Based Learning model for learning student's writing skills

No	Indicator
1	Structure of Lesson Plan
	a. The teacher describes the Core Competencies (KI) and Basic Competencies (KD).
	b. Teachers adjust indicators with Core

		Competencies (KI) and Basic Competencies (KD).
	c.	The teacher formulates learning objectives that have been described by Basic Competencies (KD) and Indicators.
	d.	The teacher describes the scope of the learning material correctly.
	e.	The teacher relates the material to real life in the environment around students.
	f.	The teacher formulates learning methods and approaches.
	g.	The teacher determines the media, tools, and learning resources that will be used.
	h.	The teacher describes the steps of learning activities according to the syntax of the learning model and formulates a description of the activities.
	i.	The teacher adapts the strategies and models to the learning objectives.
	j.	The teacher makes assessment techniques and assessment instruments according to student learning outcomes and abilities.
	k.	The teacher completes the learning outcomes assessment instrument which includes aspects of knowledge, attitudes and skills.
2.		**Teacher preparation in teaching**
	a.	The teacher prepares a Learning Implementation Plan based on the syllabus that reaches KD, KI, and Indicators.
	b.	The teacher prepares learning materials and topics and studies them carefully.
	c.	The teacher prepares the teaching materials that will be used.
	d.	The teacher facilitates students with media and learning tools that will be used according to the Project-Based Learning model.
	e.	The teacher prepares learning resources that are relevant to the learning material.

b. Interview

An interview is one of the data collection techniques carried out in qualitative research, which is like communication or dialogue between two people with the direction of the conversation by the goals that have been set by prioritizing trust as the primary basis in the understanding process. And there are three kinds of interviews, namely structured interviews, semi-structured interviews, and unstructured interviews.[77] In this study, researchers will use semi-structured interviews that are more flexible than structured interviews. With this type of interview, the goal is for the resource person to express their opinion or ideas, and the researcher can invite the resource person to find broader problems.

Although the researcher uses a semi-structured interview type, the researcher still uses an interview protocol to have guidelines when the interview process is running. The following is the interview protocol conducted for this study.

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[77] Umar Shidiq and Miftahul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*, 61-62.

Table 3.4   Table of interview guidelines for teaching regarding the implementation of the Project-Based Learning model in learning student's writing skills

No	Category	Indicator
1	**Teaching plan in Project-Based Learning model for learning writing skills**	Teacher preparation in teaching
		Designing a Lesson Plan
		Teaching materials and media used
		Determination of learning materials
		Learning resources used
2	**The teaching process in the Project-Based Learning model for learning writing skills.**	The steps of the Project-Based Learning model of learning activities
		The atmosphere of the learning process
		Teacher's role
3	**Evaluation of the results of learning activities in the Project-Based Learning model for learning writing skills**	Aspects of assessment based on writing skills
		Aspects of assessment based on knowledge, attitudes and skills

Table 3.5 Table of interview guidelines regarding the strenghts and weakness of the Project-Based Learning model in learning student's writing skills

No	Category
1	Strengths and weaknesses of the Project-Based
2	Benefits of the Project-Based Learning model

c. **Questionnaire**

A questionnaire is a type of survey that requires respondents to answer questions to express their opinion on a topic. Making a questionnaire grid is better if the questions are made using clear and easy-to-understand language and, of course, with clear intentions. There are several advantages in using questionnaires, including the respondents having free time in answering the questions asked, the ability to standardize the questions asked by the respondents and the questions asked have been well thought out by the researcher so that the answers obtained are more accurate than verbal answers.[78]

The questionnaire used is in the form of an open-ended question. This type of questionnaire does not use a list of questions and answer choices so that respondents can answer questions with broad responses and provide opportunities to respond freely.[79] With this open questionnaire, students are given the opportunity to answer several questions freely and honestly with responses given regarding the implementation

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[78] Samsu, *METODE PENELITIAN :Teori dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Methods, serta Research & Development*, 83.

[79] Agung W. Kurniawan and Zahra Puspaningtyas, *Metode Penelitian Kuantitatif*, (Yogyakarta: Pandiva Buku, 2016), 82.

and the strengths and weaknesses of the Project-Based Learning model for learning students' writing skills.

Table 3.6 Questionnaire guide table related to student responses in the implementation of the Project-Based Learning model

No	Category
1	Students' interest when the teacher implements the
2	Students' point of view regarding the implementation of
3	Challenges faced by students when teachers implement
4	Benefits when teachers implement the Project-Based

d. Documentation

So that the data obtained is more real, the researchers document the existing data. One of the data collection techniques is a technique which requires certain documents for data collection so that the data obtained is more complete. Meanwhile, Sugiyono explained about the notion of documentation, as quoted by Hardani, et al. that documentation is one of the data retrieval techniques that link several writings or traces that have passed. Documents that can be collected can be in the form of writing, pictures, or works that have been made by someone before.[80]

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[80] Hardani, Nur H. Auliya, Helmina Andriani, et al., *Metode Penelitian Kualitatif dan Kuantitatif*, 150.

In this study, the researchers collected some documentation in the form of lesson plans made by the teacher by applying the Project Based Learning model in students' writing learning activities and assessment rubrics. With the data collection technique in the form of documentation, researchers can see and re-analyze the lesson plans used by teachers by implementing the Project-Based Learning model and collecting project results or student work.

Table 3.7 Documentation guide table for the implementation of the Project-Based Learning model in student's learning writing skills

No	Indicator
1	Lesson Plan based on the syllabus
2	Assessment Rubrics

D. Data Analysis

In this study, the researcher will describe, explain and understand the data that has been obtained from the research instrument. Therefore, data analysis is very necessary in every study because in order to sort out the data as a whole so that the data obtained can find the right and complete data. Data analysis is the stage of understanding the data and describing the data obtained in narrative or descriptive form from field

studies.[81] Therefore, there are several steps taken in analyzing the data that have been described by Miles and Huberman which include the following:

1. Data Reduction

With this data reduction stage, researchers can select, simplify, abstract, and manipulate the raw data obtained. And what happened in the field notes. This reduction stage can be carried out when the research takes place and will be completed within a certain period.[82] However, the researchers first collected data taken from interviews and questionnaires. Then, after all the data has been collected, the researcher will see and reread the existing data. After the researcher reads and notices, the data will be selected and summarized which data are needed and which are not, and this is called the data reduction stage.

2. Data Display

After the data reduction process, the next stage of data analysis in qualitative research methods is data presentation. Data display is an attempt by a researcher to get an overview of the information and interpretation of the data that has been collected and then linked to

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[81] Samsu, METODE PENELITIAN :Teori dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Methods,serta Research & Development, 103.

[82] Samsu, *METODE PENELITIAN :Teori dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Methods serta Research & Development*, 106.

the research focus.[83] Usually, in qualitative research, data display is presented with narration or text that provides data results that have been analyzed in detail.[84] With the purpose of this data display stage, researchers will understand the research that is happening and plan the next stage based on what has been understood.

3. Conclusion Drawing and Verification

This stage is the final stage in data analysis in qualitative research methods, namely drawing conclusions and verification. Verification, which is often known as concluding, is forming research conclusions, both temporary and final.[85] Initial conclusions are only provisional and will be revised if substantial evidence supports further data collection steps. When the researcher returns to the field to collect data, the findings presented at an early stage are supported by valid and consistent evidence, then the conclusion is credible.[86] Therefore, conclusions cannot be drawn once so that the supported data is credible.

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[83] Samsu, *METODE PENELITIAN :Teori dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Methods serta Research & Development*, 106.

[84] Umar Shidiq and Miftahul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*, 82.

[85] Samsu, *METODE PENELITIAN :Teori dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Methods serta Research & Development*, 106.

[86] Umar Shidiq and Miftahul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*, 84.