#### **CHAPTER III**

#### RESEARCH METHOD

# A. Approach and Research Design

The design of this study is qualitative design using descriptive approach since the purpose of this study is to understand and describe the phenomenon that happens to the subject being observed in natural contexts. This descriptive study is used to gain certain information about a certain phenomenon that happens when this study is conducted<sup>29</sup>. Moreover, this study is designed to obtain information and description concerning with the implementation of project based learning in teaching recount text based on 2013 curriculum faced by the teacher at SMAN 1 Sooko Mojokerto.

According to Tayie, qualitative research viewed from the reality dimension, there is no one single reality. Each observer creates reality as part of research process; it is subjective and exists only in reference to the observer. Further, the qualitative researcher examines the entire process believing that reality is holistic and cannot be subdivided. The qualitative researcher believes that human beings are fundamentally different and cannot be pigeonhole that makes the qualitative scholars attempt to produce a unique explanation about a given situation or individual. And the setting of qualitative research is conducted

<sup>&</sup>lt;sup>29</sup> Bogdan and Biklen. Qualitative Research for Education (United States of America: Pearson. 2007), p.11

in field, or in natural surroundings which has purpose trying to capture the normal flow of events without trying to control the extraneous variables<sup>30</sup>. Based on the information above, the researcher joins in teaching learning process when a teacher and students are conducting project-based learning in teaching recount text to colecting the data.

According to the research problems, the researcher conducted this research with observation and interview. Louis Cohen, Lawrence Manion and Keith Morrison said that the distinctive feature of observation as are search process is that it offers an investigator the opportunity togather 'live' data from naturally occurring social situations. In this way, the researcher can look directly at what is taking place in situation rather than relying on second-hand accounts. The use of immediate awareness, or direct cognition, as a principal mode of research thus has the potential to yield more valid or authentic data than would otherwise be the case with mediated or inferential methods<sup>31</sup>.

Kvale remarks as an interview cited by Louis Cohen, Lawrence Manion and Keith Morrison, an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data<sup>32</sup>.

<sup>&</sup>lt;sup>30</sup> Samy Tayle, Research Methods and Writing Proposals (Cairo: Cairo University press, 2005), p. 85–

<sup>&</sup>lt;sup>31</sup> Louis Cohen, Lawrence Manion and Keith Morrison, Research Methods in Education (New York: Redlege, 2007) p.396

#### **B.** Researcher Presence

The role of the researcher in this research is the observer and the collector of the data. Instrument that is used in this research can be used to collect the data, but it has limited function to support researcher as research instrument, so that the researcher presence is needed. The role of researcher is an observer of the participant. The research subject, teacher and students of the teacher, knew about the role of the researcher. Furtheramore resercher is as an interviewer after colleting the data and interviewing the teacher an students about the anvantages and chalanges of project-based learning in teaching recount text based on 2013 curriculum.

## C. Research Location

The subject of this study are the teacher and the students of tenth grade at SMAN 1 Sooko. The researcher conduct this research in one class of tenth grade at this school. The researcher contduct this research in this school because of some considerations. First, this school is the pilot project in Mojokerto to held 2013 curriculum. It means that this school is categorized as a high-grade school and has high enthusiastic in improving the quality of education in this country by implementing the newest curriculum, 2013 curriculum; Second, this school gets "A" in school accreditation; it means that this school has predicate as a good quality school, and the students are active in learning process; third, this school

have good facilities to conduct this research such as in every class has projector, good library, excelent laboratory and others good thing as a great school.

Based on the statement above this research take place in Sekolah Menengah Atas Negeri (SMAN) 1 Sooko Mojokerto which is located on Jl. RA Basuni No. 361, Sooko, Mojokerto, Jawa Timur.

## D. Data and Source of Data

This research needs some data to answer the research question. In this research there are two data which needed, primary and secondary data. The primary data is obtained through classroom observation and taking field note in the class to answer the first research problem. The secondary data is from interview to teacher and seven students that following the class. This type of data is for ensuring whether statements of the teacher and students are true or not and answer the second research problem. The sources of data in this research is English teachers of SMAN 1 Sooko Mojokerto who have implemented the 2013 curriculum. They are female teachers. In Addition, the students that following the class are also the source of data.

Furthermore, the researcher takes tenth graders of SMAN 1 Sooko Mojokerto as the subject and source of the data. There are ten classes in this school for tenth graders. The researcher takes X - IPA3 graders as the subject of this study. The numbers of the students in X - IPA3 are 34 students. The researcher interests to choose this class because after interviewed with some teachers at the school, the researcher find out that X - IPA3 class is active class.

Furthermore, in this research, the researcher takes seven students as representatives to interview.

### E. Research Procedures

This research is conducted at the following procedures: preliminary research, planning, implementing, analyzing data, and concluding data.

# 1. Preliminary research

Preliminary research is regarded a very important thing for deciding whether this research is possible or not. In this step, the researcher figure out the project-based learning in teach recount text based 2013 curriculum. The researcher do observation to school which is conducted 2013, beside that the researcher interview to some teachers to gathering information about the school that implemented 2013 curriculum. Futhermore the researcher did the library research to find the sources and previous research which has similar area of study with this research.

# 2. Planning

In relation to the application of this research, the researcher makes a prior preparation to the implementation of action based on preliminary study. In this case, the researcher makes some questions in the form of interview guide and making observation checklist. After passing the process of instrument validity and reliability, the researcher directly plans to the class and do the research.

# 3. Implementing

The researcher does this step after completing the planning step. In this step the researcher conducted classroom observation and took field note to find out the first research problem. After that the researcher interviewed the teacher and some students to answer the second research problem. While interviewing the teachers, there is a note to record all the process of the interview between the researcher and the teacher.

# 4. Analyzing data

Soon after doing action research, the researcher directly processed the obtained data, they are; the result of interview and the result of observation. The detail explanation of these processes is explained in data analysis technique.

# 5. Concluding data

In this step, the researcher reflects all the information that is gotten concerning with the theory used, and the opinion is on the theory related to the study. Then, the researcher discusses all information concerning the study to get the research findings, and finally the researcher concludes the research findings to answer the research questions.

### F. Research Instrument

The research instruments that applied in this research are observation checklist and interview guide in order to collect the valid data from the field. Those instruments are described as the following:

## 1. Observation checklist

To answer the first research question the researcher use observation checklist based on the theories of implementation of project-based learning to teach recount text. It is made by researcher based on some theories. The observation checklist consist of step-by-step implementation of project-based learning model in teaching recount text to answer the first question of research problem.

Step by step implementation of the Project Based Learning explained as follows:

- 1. Start With the Essential Question about recount text.
- 2. Design a Plan for the Project
- 3. Create a Schedule
- 4. Monitor the Students and the Progress of the Project
- 5. Assess the Outcome
- 6. Evaluate the Experience

(Appendix 1)

## 2. Interview Guide

Interview guide is cunduted for the teacher and some students in form of deep-interview. The questions of this interview is about the challenges of implementing project-based learning in teaching recount text. The questions is for both of students and the teacher. The researcher involve to record and to take notes during teachers' and students' interview process. (Appendix 2)

# G. Data Collection Technique

In this study, the data collection is conducted by gather all instruments used through, teachers' interview and students' interview. The main data is from classroom observation and teachers' interview, while other ones are supporting data.

To answer the first question of research problems, a classroom observation is conducted to the tenth graders who has implemented 2013 curriculum. The guidelines is about the theories of implementation project-based learning in teach recount text. The observation conducted in school hour, in English lesson.

To answer the second question of research problems, an interview given to the teacher and some students who has implemented 2013 curriculum, containing some questions dealing with te theories of the research. The interview is conducted in the school after school hour. Conducting interview after school hour makes the researcher easy to interview and it also does not disturb the teaching and learning process.

## H. Checking Validity of Findings

The researcher hold classroom observation twice in each selected class. The observation data is confirmed to the teacher that teach tenth grade class by interviewing the teacher and some students of the teachers. Beside that, the interview conducted for the teacher and some students to answer the second question of research problems. The requirement to select particularly informants who are especially knowledgeable presupposes that the researcher has some prior

knowledge of the case to be investigated<sup>33</sup>. Thus the data gotten from teachers and students are valid.

# I. Research Stages

The data collected by using classroom observation and interview. It is analyzed descriptively since the research design is descriptive-qualitative. The researcher has two steps to analyze data.

First, after finishing the data from preliminary research and the field research, the researcher ordered and structuring all of the collected data. In ordering step, the researcher arranged and structuring the whole data in good order and structure, so that, data analysis can be done easily.

Second, The researcher gives meaning, interpretation and summarized the data. The interpretation and summarize is based on the theories and the data found from classroom observation and interviewing teacher and students.

When the data have been analyzed, the researcher starts to describe the findings and all of the data is presented descriptively. The description made by the researcher is based on the data collected with the review of literature. Then, the researcher analyzes the data in specific but brief and clear description.

#### J. Data Reduction

The reduction of data will provide a more specific and facilitate researchers conducted further data collection as well as search for additional data if required. The longer the researchers were in the field; the amount of data will be more and

<sup>33</sup> Uwe, A Companion Qualitative Research (London: SAGE Publication, 2004), p.169

more, the more complex and complicated. Therefore, data reduction needs to be done so that the data does not accumulate in order not to complicate the subsequent analysis.

From the research location, the data state in a complete and detailed report. Data and reports is reduced, summarized, and sorted out of the basic things, being focused on the most important and look for a theme or pattern (through a process of editing, coding and tabling). Data reduction is carried out continuously during the study. At this stage, after data sorting then be simplified, unnecessary data sorted in order to provide convenience in appearance, presentation, and to draw temporary conclusion.

This research will reduced unnecessary data like a warmer activity, or another class activity that is not related with implementation of project based learning in teaching writing recount text. So, the researcher will be easily to write down the findings without unnecessary data.