CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research used a descriptive qualitative method. The reason is that the researcher wanted to describe the situation that would be observed in the field more specifically, and transparently by the participants. Qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals (Lambert & Lambert, 2012).

Therefore, the descriptive method describes the conditions as they are, without giving treatment or manipulation to the variables studied. Qualitative descriptive research is a type of research with the process of obtaining data as it is. According to (Nazri & Wijaya, 2020) descriptive research is research conducted to determine the value of the variable itself, either one or more variables without making comparisons, or connecting with other variables. This study places more emphasis on the meaning of the results. This research design is suitable for this research because qualitative research however is more holistic and often involves a rich collection of data from various sources to gain a deeper understanding of individual participants, including their opinions, perspectives, and attitudes.

B. Subject of Research

This subject of research is sixth-semester students of Ikip Pgri Pontianak of English Education Program.

1. Population

The population of the research was the sixth-semester students of the English Education Study Program of IKIP PGRI Pontianak in the academic year of 2021/2022 which consists of 5 classes: A morning, B morning, A

afternoon, B afternoon, and C afternoon. The table below shows how much the population is from the 6th semester of the English Education Study Program of IKIP PGRI Pontianak.

Table 3.1 The population of students

Class	Number of students
A Morning	29
B Morning	29
A Afternoon	39
B Afternoon	29
C Afternoon	27
TOTAL	**153**

2. Sample

A sample is part of the entire group and acts as part of the population. In this research, to shorten the time, the researcher only took 10 students from A morning class who were interviewed because based on field observations conducted by the researcher before, the researcher believed that this class was the most suitable to be used as a sample. The sixth-semester students of the English education study program had the criteria needed by the researcher, in a sense the criteria for finding the answers to this study. The criteria that the researcher wanted were mixed heterogeneous in which the sample is not determined based on gender or height.

a. Sampling

In this research, the researcher used purposive sampling. Purposive sampling is the sampling technique by determining certain criteria (Etikan et al., 2016). Purposive sampling is a sampling selected because the purpose of using this kind of sampling is to determine the sample of a study that does require certain criteria so that the sample taken is following the research objectives.

3. The Technique of data collection

a. Interview

Interviews are a common practice in both qualitative and quantitative research. An interview is a conversation between two or more people and takes place between the source and the interviewer. The purpose of the interview is to get the right information from trusted sources.

Interviews are going to be conducted by submitting several questions from the interviewer to the resource person The researcher asks a question from an interview guide, listens for answers or observes behavior, and records responses on the survey (Creswell, 2012).

The technique of data collection is how to collect the data. In this research, to collect the data the researcher used indirect communication and used an application namely zoom as a media to obtain the data from the participants in the form of *semi-structured* interview techniques. The *semi-structured* interview provides a qualitative method of collecting information and evidence on people´s opinions, ideas, and experiences, where the interviewer has a list of questions or key points to cover and supplementary questions can be asked if needed (Szombatová, 2016). Interviews are research instruments designed to obtain written data such as knowledge, beliefs, opinions, and perceptions about an issue or phenomenon from participants (Creswell, 2012).

4. The Tools of Data Collection

a. Interview guidelines

Therefore, as a tool of data collection in this study, the researcher used interview guidelines through interview procedures and open-ended questions. This study is to get in-depth information about their perceptions regarding the use of project-based learning. The interview

was carried out in the process of collecting data. Interviews are a conversation with specific objectives with topics that have been arranged by the interviewer. The Interview refers to the collection of information carried out by two parties, namely the interviewer who asks questions and the resource person who gave the answers to the questions being asked (Libakova & Sertakova, 2015). In this study, interview guidelines were suitable for this study because participants were asked to provide answers in their own words and to raise points they believe are important, so each interview is likely to flow a little differently.

Furthermore, the tool used in this study is an *interview guidance* sheet containing general research information, questions were asked to the informants, the interview procedure, and interview questions. In the interview, the researcher could explore data, information, and a description framework of the research subject. In this research, Interviews were done with a media or application namely Zoom.

Table 3.2 Table of interview

Aspect	Indicator	No. item	Total item
Cognitive	Learning activity/experience	1,2,3,4,5,6,7,8	8
Affective	Attitude towards method	9	1
Conative	Advantages/disadvantages of PjBL	10, 11	2

Source: adopted from (Affandi & Sukyadi, 2016)

5. The Technique of Data Analysis

In this research, the researcher used an analysis of qualitative data. The researcher used thematic analysis as a technique of data analysis. Thematic

analysis is one way to analyze data to identify patterns or to find themes through data that has been collected by researcher (Braun & Clarke, 2006).

(Braun & Clarke, 2006) suggest that this is the first qualitative method that should be mastered by a researcher as '...it provides core skills that will be useful for conducting many other kinds of analysis' (p.78). One of the main goals of thematic analysis is to construct several themes from a set of data.

(Braun & Clarke, 2006) provides a six-phase guide which is a very useful framework for performing this kind of analysis (see Table 1). In a quick example, moving from step to step subsequent phases, however, are not always linear. You can move forward and backward between them, probably many times, especially if dealing with a lot of complex data.

Table 3.3 Adopted From Braun & Clarke's Six-Phase Framework For Doing A Thematic Analysis.

Step 1 : Become familiar with the data, Step 2 : Generate initial codes, Step 3 : Search for themes,	Step 4: Review themes, Step 5: Define themes, Step 6: Write-up.

Step 1: Become familiar with the data.

The first step in any qualitative analysis is reading, and re-reading the transcripts.

Step 2: Generate initial codes.

In this phase, we start to organize our data in a meaningful and systematic way. Coding reduces lots of data into small chunks of meaning. There are different ways to code and the method will be determined by your perspective and research questions.

Step 3: Search for themes.

As defined earlier, a theme is a pattern that captures something significant or interesting about the data and/or research question. As (Braun & Clarke, 2006) explain, there are no hard and fast rules about what makes a theme.

Step 4: Review themes.

During this phase, we review, modify and develop the preliminary themes that we identified in Step 3. Do they make sense? At this point, it is useful to gather together all the data that is relevant to each theme. You can easily do this using the 'cut and paste function in any word processing package, by taking scissors to your transcripts, or using something like Microsoft Excel (see (Bree & Gallagher, 2016).

Step 5: Define themes.

This is the final refinement of the themes and the aim is to '..*identify the 'essence' of what each theme is about*.'.(Braun & Clarke, 2006, p.92). What is the theme saying? If there are subthemes, how do they interact and relate to the main theme? How do the themes relate to each other?

Step 6: Writing-up.

Usually, the end-point of research is some kind of report, often a journal article or dissertation.

C. Research Procedure

At the stage of qualitative research, to achieve the research objectives, the researcher required to follow procedures which are divided into four stages, there are planning, data collection process, data processing, and data reporting.

1. Planning

A plan for conducting research includes question formulation and study objectives. Additionally, it is necessary to develop a theoretical framework and make the research's target participants ready. Lastly, getting a permission to do research.

2. Data Collection Process

The data collection process will be carried out by indirect interviews in Ikip Pgri Pontianak.

3. Data Processing

Data collection involves analysis and interpretation in data processing. The researcher employed individual interviews and carry out analysis with 10 students at Ikip Pgri Pontianak. After that, using zoom recordings, inquiries will be raised regarding the researcher's needs report.

4. Data Reporting

When presenting data, researchers convey findings that are consistent with those discovered in the field without ever changing the data. The data report that is turned in as a thesis is the last step.