

CHAPTER III

RESEARCH METHODS

3.1 Approach and Type of the Research

This research uses qualitative methods to understand the deeper concepts of the research objectives with a phenomenological studies. Phenomenological studies examine human experiences through the descriptions provided by the people involved. These experiences are called lived experiences. The goal of phenomenological studies is to describe the meaning that experiences hold for each subject. Donalek (2004) stated that this type of research is used to study areas in which there is little knowledge

Flick (2022) defined that qualitative research plays an important role in conducting investigations that consider the social, cultural, and historical context surrounding the phenomenon. Researchers using qualitative methods must describe and explore phenomena holistically (Aspers & Corte, 2019) (Creswell & Creswell, 2018). Conducting qualitative research will stimulate critical thinking that allows researchers to explore current social issues in education regarding the applied Problem Based Learning through presentation skills. It is crucial to explore the direct experiences of students, teachers and other stakeholders in a specific school context. A qualitative approach helps to understand how cultural backgrounds, learning environments and specific challenges affect the success of PBL. In this research, the implementation of Problem Based Learning was observed while students learned and presented descriptive text (about me). The choice of descriptive text is based on the English ATP (*Alur Tujuan Pembelajaran*) for Grade VII and is considered appropriate to train presentation skill. Therefore, this research emphasizes the use of qualitative research to gain a deep understanding of how to analysis of problem based learning implementation in seventh graders' presentation skill at SMP Negeri 2 Mandrehe Barat.

3.2 Variables of the Research

Johnson et al (2014) defined that a variable refers to a condition or trait that can have various values or categories. Likewise, Patricia Leavy (2017) noted that a variable is a trait that can be different across instances or can evolve over time. She identified categorical variables as one type of variable used in qualitative research. Categorical variables, also known as discrete variables, have named categories that help differentiate between classes. This is supported by Flick (2022), who asserts that anything that changes can be considered a variable in qualitative research.

3.2.1 Independent Variable Category

The independent variable is the aspect or focus that is implemented or observed in its application within a certain setting. In this research, the independent variable refers implementation of Problem-Based Learning with a teaching model whose implementation is being explored in seventh grade at SMP Negeri 2 Mandrehe Barat.

3.2.2 Dependent Variable Category

The dependent variable is the aspect whose condition, quality, or characteristics are being observed or described in relation to the context of the independent variable. In this research, the dependent variable refers seventh graders' presentation skill where students' skill that is described and analyzed within the context of PBL implementation.

3.3 Setting and Schedule of the Research

The location of this research is SMP Negeri 2 Mandrehe Barat. There are 30 teachers in this school, and 3 of them is an English teacher. This school consists of 6 classes, where 2 classes consist of seventh grade students and the number of seventh grade students is 36 students. This research will be carried out in April 2025. The time allocation is in accordance with the English class schedule for seventh grade of SMP Negeri 2 Mandrehe Barat, as well as the English teacher interview schedule.

No.	Day/Date/Month/Year	Meeting	Activity
1.	Monday, April 14 th 2025	1	Meet with the principal as well as asking permission to research.
2	Tuesday, April 15 th 2025	2	Observing during the learning process.
3	Wednesday, April 16 th 2025	3	Observing during the learning process conducting interviews with teachers.
4	Tuesday, April 22 th 2025	4	Observing during the learning process and conducting interviews with teachers.
5	Wednesday, April 23 th 2025	5	Observing during the learning process and conducting interviews with teachers.

Table 3.1 The time allocation of the research

3.4 Source Data

In research using descriptive qualitative methods, the main data sources come from students, teachers and documentation. Students are the main data sources that provide information through observations and interviews to determine the implementation of PBL in seventh graders' presentation skills and what are the obstacles of Problem-Based Learning in students' presentation skills in learning English. Teachers are also important data sources, who through interviews or discussions, provide insights into the experiences and challenges of teaching using the method. In addition, documentation such as the results of student presenting the result assignments and observation notes are used to determine the development of the implementation of PBL in seventh graders' presentation skills in learning English.

3.5 Instruments of the Research

According to Purwanto (2018), a research instrument is a tool used to collect data in a study. In addition, Sugiyono (2019:156) states that a research instrument functions as a tool to measure observed natural and social phenomena. This instrument is essential in research as it facilitates the data collection and acquisition process, ensuring the smooth execution of the

study. Based on this description, the instruments used by the researcher in this study include interviews, observations, and documentation.

3.5.1 Observation Sheets

Sugiyono (2018:145) defined that observation sheets is a data collection technique that has specific characteristics compared to others. Observation is not limited to people but also includes natural objects. Through observation, researchers can learn about behaviors and their meanings. In addition, Sukendra (2020:96) said that observation sheets function to collect information on a variable relevant to the research objectives with the highest possible validity and reliability.

In the implementation of observation, the researcher intends to to conduct a direct observation of the implementation process of the Problem-Based Learning model and its influence on students' engagement and presentation skills at SMP Negeri 2 Mandrehe Barat. In this session, the researcher prepared the following observation sheet:

OBSERVATION SHEET FOR TEACHER

School Name : SMP Negeri 2 Mandrehe Barat
 Teachers' Name : Popi Salyueri Zebua, S.Pd.
 Class : VII
 Subject : English
 Observation Date :
 Meeting :
 Observers' Name : Asnini Junita Zai

No	PBL Procedures	Observation Criteria			
		Yes	No	Total	Notes
1.	Pre-Teaching				
	a. The teacher begins the lesson by greeting the students.				
	b. The teacher asks one of the students to lead a prayer.				
	c. The teacher checks students' attendance.				
	d. The teacher provides an introduction and motivation to the students.				
	e. The teacher explains the learning objectives and the methods to be used.				
2.	Whilst-Teaching				
	a. The teacher guides students to the problem				

	to be solved, which is explaining the topic of descriptive text about objects and observing examples of such texts.				
	b. The teacher organizes students to analyze the problem by forming groups and explaining the text structure and linguistic features of descriptive texts.				
	c. The teacher facilitates students during individual and group discussions to solve the problem, i.e., composing a simple descriptive text about an object based on the previous material.				
	d. The teacher assists students in distributing tasks as a result of problem-solving, i.e., presenting the group's descriptive text about the object in front of the class.				
	e. The teacher helps students reflect or evaluate the problem-solving process they have carried out, i.e., the presentation results from each group.				
3.	Post-Teaching				
	a. The teacher summarizes the lesson material.				
	b. The teacher conducts a learning reflection.				
	c. The teacher assigns tasks to students.				
	d. The teacher provides information regarding the next meeting's material.				
	e. The teacher ends the lesson with messages and learning motivation.				

OBSERVATION SHEET FOR STUDENTS

School Name : SMP Negeri 2 Mandrehe Barat

Subject : Bahasa Inggris

Observation Date :

Meeting :

Observers' Name : Asnini Junita Zai

No	PBL Procedures	Observation Criteria			Notes
		Yes	No	Total	
1.	Pre-Teaching				
	a. Students respond well to the teacher's greeting and show readiness to learn.				
	b. Students participate orderly in the opening prayer activity.				
	c. Students pay attention when the teacher checks attendance.				
	d. Students show interest when the teacher gives motivation and an introduction.				
	e. Students understand the learning objectives and the PBL method to be used.				
2.	Whilst-Teaching				
	a. Students understand the problem given by the teacher (about descriptive text on				

	objects) and pay attention during the explanation and observation of sample texts.				
	b. Students actively participate in group work when analyzing the structure and linguistic features of the descriptive text explained by the teacher.				
	c. Students participate in group and individual discussions to compose a simple descriptive text about objects based on the previous explanation.				
	d. Students actively participate in presenting their group's discussion results, showcasing the descriptive text they have composed.				
	e. Students listen and respond to other groups' presentations as part of learning reflection or evaluation.				
3.	Post-Teaching				
	a. Students take notes or understand the conclusion of the material delivered by the teacher.				
	b. Students engage in the learning reflection activity.				
	c. Students receive and understand follow-up assignments given by the teacher.				
	d. Students listen to information about the next meeting.				
	e. Students receive and respond to the teacher's closing motivation.				

3.5.2 Interview Sheets

Lexy J. Moleong (2016:186) defined that an interview sheets is a directed conversation with the purpose of achieving specific objectives. This objective usually relates to collecting deep information, opinions, or perspectives. Likewise, Saroso (2017:87) noted that an interview sheets is one of the most widely used tools in qualitative research to collect data. It allows researchers to gather diverse information from respondents in various contexts.

The following is an example of an interview question sheet that will be used by researcher. The following observation sheet will be adjusted based on the results after carrying out the observation.

INTERVIEW SHEET FOR TEACHER

School Name : SMP Negeri 2 Mandrehe Barat

Teachers' Name : Popi Salyuteri Zebua, S.Pd.

English : English

Class : VII

Day/Date of Observation :

No.	Questions	Answers
1.	How do you structure the steps of Problem-Based Learning (PBL) at the beginning of the lesson?	
2.	What challenges do you face in organizing students for group discussion activities?	
3.	How do you guide students when they face difficulties in analyzing problems?	
4.	Are the learning media you used sufficient to support the implementation of PBL? Why or why not?	
5.	How did students respond when they were first introduced to the PBL model?	
6.	What is your strategy for dividing group tasks fairly and effectively?	
7.	Do students show improvement in discussing and presenting descriptive texts? Please explain.	
8.	How do you evaluate the problem-solving process conducted by students?	
9.	What improvements have you made from the first to the fourth meeting?	
10.	In your opinion, is the PBL model effective in improving students' ability to compose and deliver descriptive texts? Why?	

3.5.3 Documentation

Arikunto (2010: 236) highlighted that the documentation method is a way to collect data by recording or gathering information from existing documents such as reports, books, articles, and archives. Apart from that, Moleong (2006:216) mentioned that a documentation is any written or filmed material prepared intentionally for the purpose of obtaining information requested by a researcher.

In this study, documentation was used to gather data on learning tools related to the implementation of Problem Based Learning in seventh graders' Presentation Skill At SMP Negeri 2 Mandrehe Barat.

3.6 Data Collecting Technique

3.6.1 Observation

According to (Creswell, 2018) emphasized that observation is defined as a structured approach to collecting information that includes monitoring and documenting actions and occurrences in their real-life contexts. Likewise, Wallen et, al. (2019) stated that observation as the act of collecting data by observing and hearing from individuals in their everyday surroundings. Based on the statements, observation is a structured method of data collection that involves monitoring and documenting behaviors and events in their natural settings.

The researcher used an observation sheet to systematically record findings and ensure that all relevant aspects were documented. Observation was conducted to see directly examine how does English teacher implemented Problem-Based Learning (PBL) in the classroom and how students engaged in presentation activities in seventh graders' at SMP Negeri 2 Mandrehe Barat. The researcher focused on several aspects, including, teaching process using the PBL method in English lessons, students' participation and interaction during the learning process, students' behavior and confidence during presentations and the teacher's role in guiding and facilitating the PBL procedures.

Furthermore, in observing the implementation of PBL Model in seventh graders' presentation skill at SMP Negeri 2 Mandrehe Barat The Guttman scale is a measurement tool designed to assess attitudes or behaviors in one dimension in a systematic and structured way. McIver (2018) states that the Guttman scale serves to identify consistent response patterns, thus facilitating data analysis. By using this scale, researchers can obtain more in-depth information about respondents' attitudes towards certain issues. In addition, Johnson (2023) emphasized that this scale is important in research to obtain more accurate data. The Guttman scale allows researchers to measure the level of agreement of respondents with clear answer options. Therefore, researchers used a Guttman scale to measure the truth of data or information from interviews with teacher at SMP Negeri 2 Mandrehe Barat with the answer options "yes" and "no".

3.6.2 Interview

According to Creswell (2018:163) defined that interview is a form of data collection in which the researcher asks questions to participants and records their answers. It allows the researcher to explore participants' views, experiences, and meanings in depth. In addition, Waruwu (2023) mentioned that interviewing involves the researcher and participant engaging in a conversation focused on questions related to the research topic, allowing for deeper understanding and interpretation of human experiences.

The researcher intends using structured interview through open-ended questions during interviews to collect the data and ask question to English teacher and students to know the ostacles of Problem Based Learning implementation in seventh graders' presentation skill at SMP Negeri 2 Mandrehe Barat.

3.6.3 Documentation

According to Dezzin (2019) said that documentation are a form of qualitative data which includes public and private records that researchers obtain about a site or participants in a study. Likewise, Sugiyono (2018)

defines that documentation is a technique of collecting information through the search for accurate evidence according to the focus of the research problem. The researcher also collected data through learning module related to PBL implementation, students' worksheets and presentation scripts, photos of classroom activities and student presentations, assessment records showing students' progress in presentation skills at SMP Negeri 2 Mandrehe Barat to support the research findings.

3.7 Data Analysis Technique

According to Patton (2015:521) asserted that data analysis involves organizing raw data, reducing them into themes or patterns, interpreting them, and making sense of the data by drawing conclusions that are meaningful and useful for the research purpose. Apart from that, Cohen (2018:643) explained that data analysis is a systematic process of coding, categorizing, comparing, and interpreting data to provide explanations and understandings of the phenomenon under study.

The researcher conducted each step to get the actual data from raw data to present the findings of the problem related to how to analysis of PBL implementation at seventh graders' at SMP Negeri 2 Mandrehe Barat. Here are researcher used data analysis technique in the descriptive qualitative research analysis used the design of Miles (2015).

3.7.1 Data Reduction

Data that are obtained from the research site are quite a few. Therefore, it is needed to be noted conscientiously and specifically. Reducing the data means to summarize, to select the main things, to focus on the crucial things, and to look for the theme and pattern. Data reduction selected data that makes the findings into firm data. The researcher reduced and selected data from questionnaires and semi-structured interviews. The researcher adjusted based on the themes in the questionnaire data by marking the appropriate data to present the findings. The researcher marked the data with different colors to facilitate the presentation of findings. For the structured interview data, the researcher transcribed the audio interviews into documents in Indonesian

audio interviews into documents in Indonesian language then, the researcher translated them into English.

3.7.2 Data Display

Miles and Huberman as cited in Sugiyono (2009) said that the most frequent form of display data used for qualitative research in the past has been narrative text. data display means presenting, organizing, and analyzing the data based on the findings in the explanations. The researcher organized the data from the questionnaires and structured interviews sequentially according to the research needs to answer the research questions. The data were presented and organized based on the research questions in order.

3.7.3 Drawing Conclusion

The conclusion in qualitative research is a new finding that has never existed before. The initial findings in the form of description or picture that are still a vague object, transform to become a clear object after being observed. It can be shown as causal or interactive relation, hypothesis or theory. the researcher drawing conclusion and verifying the results of all stages of the research, including the background, literature review, methodology, findings, and discussion, which is the core of this research. In this section, the researcher draws a conclusion with a comprehensive and adequate explanation of the research results and findings. In addition, the researcher also verifies the results of this study by connecting with other sources or relevant research to support detailed data and information about the existing problems. The researcher provides conclusions, suggestions, and implications to the reader, and implications of this research.