

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

In this study, the research design used was a qualitative descriptive case study. A qualitative case study is selected because a case study is an approach to research that enables the investigation of a phenomenon within its context using a variety of data sources. This research considers this research method because it can describe an event or a finding in the study accompanied by various data obtained from the field, this is of course supported by the opinion of an expert, Yin (2003) who stated that a descriptive case study presents a detailed and contextualized picture of a particular phenomenon. So, what describes the events or findings in this study is about students' experiences in performing project-based learning by using mini-drama in expression material in English courses.

3.2 Focus of the Research

This research focused on describing the students' cognitive and affective experiences in performing project-based learning by using mini-drama from introspective, social, and cognitive experiences in an English course.

3.3 Setting and Participants

This research occurred at a junior high school in Tasikmalaya, West Java, Indonesia, where the research phenomenon was found. It was conducted from October 2022 to July 2023 to collect and analyze the data. The participants involved in this research were four students from grade 9 in a junior high school in Tasikmalaya, West Java, Indonesia, who enrolled in English class and implemented project-based learning by using mini-drama and range from 13-15 years old, specifically, a male and a female student who have the highest score in mini-drama, and a male and a female student who have the lowest score in mini-drama. The researcher did a preliminary study before choosing research participants by

interviewing an English teacher who taught grade 9 about their experiences using mini-drama and summarized her responses in detail. The interview was only for selecting the research participants suitable for the research needs. The researcher took four students and contacted the teacher to ask her permission to recruit them. The researcher asked about the participant's willingness to participate and their availability for the interview related to students' experiences performing project-based learning using mini-drama. All the identities of the participants who agree to participate in this research use pseudonyms to maintain their confidentiality.

3.4 Technique of Collecting the Data

The researcher used a semi-structured interview as a technique to collect the data. A semi-structured interview is chosen because the participants are free to answer the questions, and the researcher can investigate their answers (McIntosh & Morse, 2015). A semi-structured interview was applied to get the students' experiences in performing project-based learning by using mini-drama in English class at a junior high school in Tasikmalaya. The researcher conducted an interview twice for each participant. The researcher conducted interview twice because the data obtained the first time did not fully answer the question, so a second interview was conducted which gained the richer data. First interviews were conducted face-to-face and used voice records as the data source and documentation. Second interviews were conducted by phone via WhatsApp. Indonesian language (L1) was used in the interview to avoid miscommunication and confusion among the participants. Thus, to conduct a semi-structured interview, the researcher provided eight questions adapted from Tsybulsky et al. (2020). The questions were open-ended and adjustable due to getting greater and richer information and a deep understanding of the student's experiences in performing project-based learning by using mini-drama. Moreover, the interview was conducted for 60 minutes, considering the number of questions and participants. Further, the data were transcribed to be analyzed.

In conducting the interview, the researcher adapted techniques in designing interviews from Adams (2015):

1. Selecting participants and arranging interviews

This phase relates to the things that need to be prepared for the interview. Such as choosing the participants by following the terms and criteria. The interview will be conducted with three people. The researcher will contact them to request and schedule the time for the interview.

2. Drafting questions and the interview guide

The interview questions were adapted from Tsybulsky et al. (2020). There are eight main questions related to introspective, social experiences, and cognitive experiences.

3. Starting the interview

In this step, the first thing is to ask permission for this interview to be recorded. Before the interview begins, researchers will explain the research, including the title, research focus, and others. In this method, the researcher used an iPhone X audio recorder to record the conversations that occurred. Then, the interviewer asked the participant to talk freely.

4. Polishing interview techniques

Each participant was interviewed for a period of time 15 minutes per session. Afterward, it started with a question according to the question list. The offline interview was conducted because of the participants' willingness and permission from the teacher.

5. Analyzing and reporting a semi-structured interview

In this section, the researcher examined the results, checking for accuracy in the data acquired during the interview. The data was also transcribed and translated. The data will be analyzed using a data analysis method by (Miles, Huberman, and Saldaña, 2014).

3.5 Technique of Analyzing the Data

The data from the semi-structured interview was processed and analyzed using a data analysis method by Miles, Huberman, and Saldaña (2014). This data analysis method is used because it offers convenience and time efficiency in analyzing the raw data obtained from interviews. The data analysis included the following activities:

1. Data Condensation

Selecting data chunks from the interview transcripts for making the data stronger, in order to sharpen, focus, and organize the data.

Table 3.1 Data Condensation

Original Data	Condensed Data
So the story is that in my group there is one friend who is just close to me. Because he has quite a lot of interaction in the group like he likes to help me when I have problems, I often confide in him, and it's good that we are on the same frequency. So what was originally just close classmates, became really close.	At first, we were just classmates, but after many interactions, helping me, and we have the same frequency we became very close.

- 1.1 First Cycle Coding

The researcher allocated starting codes to the data chunks in this section. The researcher used the Process Coding approach to analyze the cycle of coding's introspective, social experiences, and cognitive experiences. The purpose was to imply actions inextricably linked to time dynamics, such as things that emerge, change, occur in particular sequences, or become strategically implemented. Moreover, the researcher used the Process Coding approach for the entire component because it also aims to quote participants' actions/interactions and the impact of the action itself. Additionally, the researcher used number 1 for the initial introspective, number 2 for social experiences, and number 3 for cognitive experiences,

as it was the way for the researcher to assign initial codes based on the data analysis method by Miles, Huberman, and Saldaña (2014).

Table 3.2 Initialling Codes

Data	Initial Codes
¹ I feel happy doing it because it is with a group, so I do not feel alone. Because when I study alone, sometimes I feel lonely.	¹ Giving self-feeling from students
² Like the members and I continued to collaborate from the beginning when we were first given this assignment until the day of the deadline, we did not stop communicating whether in class or in chat. Then it was like working together to write the script, then deciding where to take the video, and other things needed for the mini-drama.	² Conducting group collaboration
³ What I get and feel about this mini-drama is that knowledge can improve my ability to express my ideas for the content of the drama script, I really understand the material better, and I also add a lot of new vocabulary that I know.	³ Acquiring new knowledge for students

After assigning initial codes, the researcher developed a provisional listed code of codes prior to fieldwork that comes from the conceptual framework.

Table 3.3 Developing Code

Students' Personal Experiences
- Giving self-feeling from students
Students' Professional Experiences

-
- Expressing the importance and wide views
-

Teammates' Collaboration Experiences

- Conducting group collaboration
-

Friendly Relationship Experiences

- Creating good friendship with group
-

Acceptance of Others

- Showing respect to other students
-

Students' Cognitive Experiences

- Acquiring new knowledge for students
 - Acquiring new learning skills for students
-

1.2 Second Cycle Coding: Pattern Codes

The next step in the analysis process was pattern coding. The researcher grouped the result codes from the first cycle coding into a smaller number of categories or themes.

Table 3.4 Generating Pattern Codes

Theme	Sub-theme	Codes
Introspective	- Students' Personal Experiences	Giving self-feeling from students
	- Students' Professional Experiences	Expressing the importance and wide views
Social Experiences	- Teammates' Collaboration Experiences	Conducting group collaboration
	- Friendly Relationship Experiences	Creating good friendship with the group
	- Acceptance of Others	Showing respect to other students

Cognitive Experiences	-	Acquiring new knowledge for students Acquiring new learning skills for students
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2. Data Display

Presenting and arranging a full data set in the same location systematically allows conclusion drawing. Additionally, each participant is denoted by a fourth abbreviation. P1 stands for the first participant, P2 for the second, P3 for the third, and P4 for the fourth participant.

Table 3.5 Data Display

	Introspective	Social Experiences	Cognitive Experiences
P1	- I am happy when learning with my group because when learning alone I feel lonely. - In my opinion, the benefits of mini-drama are important and it is a new experience for me because previously there was no group assignment like this. And for the	- We always discuss, share opinions, give each other suggestions and solutions, etc., collaborative work continues to be done in every meeting. - At first, we were just classmates, but after many interactions, helping me, and we have the same frequency we became very close. - I always remind them via chat and	- I can improve my ability to express my ideas for the content of the drama script, I understand the material better, and I can also add a lot of new vocabulary. - I can set a schedule to work with the group like when and where. And I know how to solve problems.

future, I can phone and wait for
 apply the things I them to recover. And
 get at school or also told them to
 outside of school, study their
 and I can do assignments at home.
 better by I do that because it's
 exploring more for their own grade.
 to improve from
 what I have
 experienced
 before.

P2 - I feel happy and - Always collaborate - I have become more
 feel excited. from the beginning of adept at composing
 - I think it is so the assignment, never good material and
 far useful and stop communicating, adding new
 important. And together write the vocabulary.
 this is really good script, and decide - I became confident
 to continue to where to take the in sharing my
 apply in class. video. opinions and I was
 The results of my - I am not very close able to organize my
 experience from to my classmates, but schedule.
 making mini- my group mates are
 dramas can be really nice because
 used again later they always talk to me
 sometime and first and help me so I
 can be better. try to contribute more
 because I realize that
 the people in this
 group are really nice.
 - I forgive my group
 leader for forgetting

to remind her group,
then I try to remind
everyone to discuss
again so that the mini-
drama runs smoothly.

P3 - It makes me happy because I like making mini dramas and I feel like I am getting used to speaking in front of people.
- My personal opinion is important. Because the benefits of mini drama can be applied in the next material or in other subjects and can be evaluated.

- Discussion about the needs of the group, the content of the mini-drama, and always communicating with each other.
- I invite my friends who are silent so that they can socialize with others, and we help each other with difficulties, and also sometimes confide in each other.

- There was one friend who was sick for a long time, so in order to get a grade too, I sent a message and then gave him a task to memorize the drama script so that when we recorded the video he remembered his part.

- I learned new sentences and increased my vocabulary.
- I have gotten better at writing and can organize my agenda.

P4 - I feel excited and happy. But I am a little less interested in using the mini-drama because I think it takes a lot of time and energy and also clashes with my competition schedule.

- Always collaborate, and discuss with group members to find solutions to what I should do in the drama and I also ask for their help to keep contributing to me, they keep communicating with me so it goes smoothly.

- I learned various expressions and new vocabulary.

- I was able to role-play and make a timeline.

- My opinion is that the results of mini-drama group work are important and useful for the future. I can apply the expressions to birthday parties, and families who get married too, so it is useful outside of school too.

- Because we communicate often, our friendships are stronger. Then the solidarity is high, so we always help each other.

- My group leader forgot to record the drama because he was busy, but I forgave him and reminded him immediately. In the end, he had free up time and was present during the video recording.

3. Drawing and Verifying Conclusion

The third step in qualitative data analysis is drawing and verifying conclusions. The qualitative analysis decides what things mean from the outset of data collection by noticing regularities, patterns, explanations, alternative configurations, causal processes, and propositions (Miles, Huberman, and Saldaña, 1994). The researcher also verifies the conclusions. After collecting the data, the conclusion-drawing process begins with a preliminary conclusion. In other words, the conclusion is continuously analyzed and confirmed to reach the best possible conclusion.

3.6 Steps of the Research

The researcher did several steps of this study as follows:

Table 3.6 Steps of the Research

Steps	Description
1	Identifying and defining a problem/phenomenon that occurred in one of the junior high schools in Tasikmalaya, West Java, Indonesia.
2	Exploring relevant studies, finding the research gap, formulating the research question.
3	Writing the research proposal, including the background, literature review, and research procedures.
4	Examining the research proposal in front of the examiners and supervisors.
5	Revising the proposal and interview guidelines.
6	Starting to collect the data from the chosen participants by conducting an interview.
7	Analyzing the data from the transcripts of the interview.
8	Make a report on the thesis.
9	Examining the thesis.

3.7 Time and Place of the Research

The research took place in a junior high school in Tasikmalaya, West Java, Indonesia. It was conducted from January 2022 to September 2023, as presented in the research schedule below.

Table 3.7 Research Schedule

No.	Activities	Jan - Aug 2022	Sep 2022	Oct 2022	Nov 2022 - Jul 2023	Aug 2023	Oct 2023
1.	Research Proposal Writing						
2.	Research Proposal Examination						
3.	Data Collection						
4.	Data Analysis						
5.	Report						
6.	Thesis Examination						