

CHAPTER 3

RESEARCH PROCEDURES

A. Method of the Research

The research proposal utilized a descriptive case study approach in study. A case study is useful for discovering or explaining a phenomenon (Yin, 2018). Similarly, Zainal (2007) stated that a descriptive case study aimed to describe “the natural phenomena”. As a result, this approach can be used to investigate the phenomena described above in greater depth. This type of case study was chosen because it allows the researcher to explore in depth the phenomenon of teachers’ perceptions and challenges in implementing project-based learning within a real classroom context. Since the study focuses on real experiences and complex classroom situations, a descriptive case study is appropriate to capture the detailed and contextualized understanding of the phenomenon.

B. Focus of the Research

This study focused on exploring teachers' perceptions of the benefits and challenges faced by teachers related to the implementation of project-based learning in the classroom. The description was taken from the results of semi-structured interviews with two teachers who implement project-based learning in one of the junior high schools in Tasikmalaya.

C. Research Setting and Participants

This research was conducted in one of the junior high schools in Tasikmalaya. According to observations, the researcher found the use of a project-based learning method in one of the junior high schools in Tasikmalaya. The school, especially in English subjects, used project-based learning. In this case, during the practice of making invitation cards, the teachers started the learning with essential questions related to the material that will be learned. The teacher encouraged the students to think and look for

related information about the material. Next, the teacher instructed students to design a plan for making an invitation card. Then, the teacher guided the students to organize groups of 5-6 students. After that, students in groups detailed the tools and materials needed on the project of making invitation cards in printed form. Students began to make the project monitored by the teacher in the classroom. Finally, after the project was completed, the teacher instructed the students to exchange their project between groups, then asked students to give feedback to each other.

The research participants are two English teachers, a female teacher (P1) and a male teacher (P2) in one of the secondary schools in Tasikmalaya. P1 teaches in grade VII & VIII while P2 is currently teaching in grade IX. The participants are selected based on their experience of implementing project-based learning during teaching English in the class. More importantly, they have the willingness to participate. Prior to the interview, the participants gave their informed consent by filling out a consent form.

D. Technique of Collecting the Data

The data were collected through semi-structured interviews. Semi-structured interviews were chosen because they allow participants to express their experiences in depth. The interview questions were developed based on the three aspects of perception proposed by Walgito (2004), namely cognitive, affective, and conative aspects. In addition, the questions were specifically designed to explore teachers' perceptions of both the benefits and challenges in implementing project-based learning, in line with the research question of this study. Semi-structured interviews consist of open-ended questions that generate narrative data rather than numerical data (Khan, 2014). This method enables participants to describe and interpret their experiences in detail (Ahlin, 2019) and is flexible for both the interviewer and participants (Evans & Lewis, 2018).

The interviews were conducted face to face using *Bahasa Indonesia* so that the participants could express their opinions more clearly. Each interview

lasted approximately 20-25 minutes and was audio-recorded with the participants' permission. The participant as P1 was interviewed twice, while P2 was interviewed once. In addition, a follow-up confirmation was conducted once with each participant through WhatsApp to recheck the information and ensure that the data were accurate.

E. Technique of Analyzing the Data

This study used thematic analysis to analyze the data. Braun and Clarke (2006), assumed that thematic analysis is a method for analyzing, managing, representing, and informing themes contained in a data set. The researcher believed that thematic analysis provided flexibility in interpreting data and allowed the researcher to gain access to large data sets more easily by categorizing them.

According to Braun and Clarke (2006), there six steps in analyzing using thematic analysis, there are:

1. Familiarizing with the Data

This stage began with the researcher making a transcription obtained from the recorded interviews to make it easier for the researcher to identify what the participants were talking about. Then the researcher began to familiarize himself with the data by reading it until the researcher recognized and understood the data as a whole and identified the points that needed to be coded.

2. Generating Initial Codes

The researcher coded each data item by organizing all relevant data. The data is coded by using highlight colors on interesting content and providing codes next to the text to elaborate on it. The codes are named based on situations and thoughts that will answer the research problem.

Table 1. *Generating Initial Codes*

Transcript	Initial Codes
di pembuatan produk itu siswa eee senang dan bersemangat yaaa ketika berada di tahapan pembuatan produk.	Students' self-motivation
Bisa berhadapan dengan masalah , mencari ini masalah ini kenapa nih terus gimana yang harus kita lakukan untuk menyelesaikan masalah ini	Students' problem solving
Memang mereka punya kesulitan ya neng yaa karena eee pengucapan dan grammarnya mereka belum bisa sempurna	Grammar
Takut salah bu nanti diketawain sama temannya	Afraid of making mistakes and being laughed

The following is a list of initial codes and their respective frequencies.

Table 2. *List of Initial Codes and their Respective Frequencies*

No	Initial Codes	Total
1	Students' self-motivation	9
2	Students' problem solving	9
3	Students' self-monitoring	5
4	Students' self-evaluation	5
5	Social competence	4
6	Students' vocabulary acquisition	6
7	Grammar	2
8	Pronunciation	4
9	Limited time allocation	4
10	Time consuming	3
11	Afraid of making mistakes and being laughed	6

3. Searching for Themes

After getting a long initial code in the third stage, the researcher analyzed the data codes and classified them into the themes.

Table 3. *Searching for Themes*

No	Initial Codes	Potential Themes
1	Students' self-motivation Students' problem solving Students' self-monitoring Students' self-evaluation Social competence	Development of Students' Self-regulated Learning
2	Students' vocabulary acquisition	Vocabulary acquisition
3	Grammar Pronunciation	Difficulties regarding language aspects
4	Limited time allocation Time consuming	Time management
5	Afraid of making mistakes and being laughed	Language Anxiety

4. Reviewing Potential Themes

In the fourth stage, the researcher double-checked whether the codes had been grouped into the appropriate themes, and then ensured the placement of the themes had been grouped into the appropriate themes. The themes were reviewed with reference to the three aspects of perception according to Walgito (2004), namely cognitive, affective, and conative.

Table 4. *Reviewing Potential Themes*

Potential Themes	Themes
Development of students' self-regulated learning	Benefits of project-based learning to develop students' self-regulated learning
Vocabulary acquisition	Benefits of project-based learning to improve students' vocabulary acquisition
Difficulties regarding language aspects	Challenges in developing language aspects
Time management	Issue related to time management
Language anxiety	Students' speaking anxiety

5. Defining and Naming Themes

In this stage, the researcher defined and named themes based on the data obtained to answer the research question.

Table 5. *Defining and Naming Themes*

Themes	Sub-Theme	Definition
Benefits of implementing project-based learning	Development of Teachers' perceptions Students' Self-regarding the benefits of Regulated Learning implementing project-	

Students' Vocabulary Acquisition		based learning in teaching English, which include development of students' self-regulated learning and Students' Vocabulary Acquisition
Challenges of implementing project-based learning	Difficulties regarding language aspects	Teachers' perceptions regarding the challenges in implementing project-based learning in teaching English, which include difficulties related to students' language aspects, time management during the teaching and learning process, and students' speaking anxiety.
	Time Management	
	Speaking Anxiety	

6. Producing the Report

In the last stage, the researcher wrote a report on the results of the research about Teachers' perceptions of the implementation of project-based learning during teaching English.

F. Research Schedule

This research was conducted in a junior high school in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research was conducted from Oct 2023 to May 2026.

Table 6. Research Schedule*Settled for 2023-2026*

Activities	Month					
	Oct 2023	Jan 2024	May 2025	Dec- Feb 2026	Mar 2026	Jun 2026
Research topic and approval						
Writing research proposal						
Proposal approval						
Proposal examination						
Data Collection						
Data Analysis						
<i>Seminar hasil</i> examination						
Final thesis examination						