

CHAPTER III

METHODOLOGY

This chapter presents the research design of the study, setting and context, participants of the study, instruments of the study, technique of data collection, and followed by technique of data analysis.

3.1 Research Design

This study uses qualitative research. The main reason for descriptive research in qualitative research begins with the question 'how' or 'what'. Beside qualitative descriptive selection, topics need to be developed to see the extent to which students' perceptions of the use of social media in project-based learning on syntax class which focus on student involvement of the use of social media in the project-based learning. Engagement is a critical issue in the implementation of social networking learning management system in English language teaching and learning.

3.2 Settings and Contexts

The researcher conducted this research in Syntax class of English education department students in sixth-semester, odd semester of the academic year 2019/2020. They majored of students is in English Language Education at one of high education institution in southeast Sulawesi. In the syntax class there were 26 students. The researcher chose 19 students after conducting interviews with lecturers about which English class applies social media in their class the sixth semester students have recently implemented social media in their Syntax class in the challenge of the

Syntax project. Students has famously known the PjBL and been familiar with the use of social media in their teaching and learning process.

The researcher conducted this research in the Syntax class of students majoring in English Education in the sixth semester, while the activities that took place in project-based learning in the Syntax class were learning activities as usual, and more challenging since at the end of the lesson they were often given a question and answer quiz and more In practice, as for the activities that are carried out once a week, the teaching was carried out in a project-based learning class using a quiz, then the lecturer presented the material, then the discussion room test was closed and a question and answer session were held.

As for the task model given, they were looking for a sentence, creating their arguments of something they were allowed to post their writing on their own social media. It could be posted on any social media students' have. In general, some of students mostly posted the task using Facebook, Whatsapp and Instagram so that they knew the results of using the application that the use of Facebook, Whatsapp and Instagram applications in terms of society or friends throughout the worlds could help them in correcting the grammar, content, ir anything as the way of completing project based learning in the Syntax class. In the first time, students do the PjBL by doing for self-making correction, then it could be collaborated with the others on constructing the sentences. For some treatments, then they were allowed to post the sentences after giving permission from the lecturer. Next step the students were given time about 2 weeks to share, persuade and ask other friends from social media to accept responses from netizen or their friendlist in the social media.

For some students who got more like and comments, they were taken some privilege by points plus from the lecturer, as well as for the students who got many comments from outside Kendari, or Indonesia as their own hometown. The students enthusiastic to do the project which was more challenging for them in terms of accepting some comments, likes, and the suggestions for their better result project. The project then presented in front of the class by the students, then they shared the information they obtained from their social media, and there would be question and answered session and assessment that the Syntax class agreed as the last part of the project given.

3.3 Participants of the Study

The target population of this study is the class A Syntax students in the sixth semester. They majored in English Language Education consisting of 26 students including 6 male students and 20 female students. However, for any purposes, the participants were chosen purposively and determined as 19 students as the research participants. All students aged 21 to 22 years. They are native speakers of Indonesian and only speak Indonesian or their language at home. English is their only foreign language. Moreover, the researcher chose this class since based on the information that researcher has got from their lecturer that this class has got the instruction from their lecturer to do reflection about their perception about the use of social media that related to the researcher topic. The following table 3.1 shows about the participant profile who were participated in the current study.

Table 3.1 Participants Profiles

No.	Participant	Gender	Age/year	Semester
1	N1	Female	21	6
2	N2	Male	22	6
3	N3	Female	21	6
4	N4	Female	21	6
5	N5	Female	21	6
6	N6	Female	21	6
7	N7	Female	21	6
8	N8	Female	21	6
9	N9	Female	21	6
10	N10	Female	21	6
11	N11	Female	21	6
12	N12	Female	21	6
13	N13	Female	21	6
14	N14	Female	21	6
15	N15	Female	21	6
16	N16	Female	21	6
17	N17	Female	21	6
18	N18	Female	21	6
19	N19	Male	22	6

3.4 Data Collection

Researcher collected data using one instrument that refers to questions in reflection. Data collection through Whatsapp group, data is taken after they enter class. Data collection was taken once more and they were asked to write their reflections in Indonesian, not in English. The respondents were given a week to complete their reflections, then each student's reflections will be collected through Whatsapp private chat, which consists of how many numbers, each number represents students' perceptions about the use of social media.

3.5 Instruments of Study

The data for the study was collected using one instrument that is students' reflection, the reason for choosing reflection so that it was easy and helpful when exploring and maximal the potential of students.

3.5.1. Students Reflection

The reflective practice helps students' link knowledge with practice and develops a sense of ethical management (Ichii, et al., 2018). Reflections on this study carried out in Whatsapp. Reflection as a critical component of service learning is used the experience in learning. In the journal reflective, the students used the critical reflection in answer the question reflection. Park (2003) argues that reflective journal writing offers students the opportunity to communicate with their instructors with confidence and motivation because there is no anxiety associated with judgment or assessment.

The reflection in shape of questions related to the research topic. Reflection was given directly to students to be answered outside the class. A reflection related to media used in Project Based Learning (PjBL) that was done by students outside the class. In reflection, students answered questions that leading to students' responses related to students' perceptions on using social media in class. In the reflection sheet, it involves some questions about students' perception about the use of social media in Syntax class, what the benefits that students' achieve, the backward or the lack of using social media based on students' perception relates to the project based learning implementation in their learning process.

3.6 Data Analysis

Analysis of data was done by looking at the data that has been collected and coded. Data analyzed in writing and answering questions that have been provided by the researcher, whereas the data collection was be done by sorting out answers that are appropriate to the needs of the researcher. In analyzing the data, it used steps proposed by Creswell which are: (1) collecting data, (2) preparing data for analysis, (3) reading through the data, (4) coding the data, (5) and coding the text for themes and description to be used in the research paper (as cited in Sukmahidayanti, 2015).

Data analysis from the reflection of students who were students' answers about their perceptions about the use of social media in the project- learning specifically in Syntax class by giving them four questions after checking the answers to the answers needed and summarized in excel, and compiled and analyzed through coding.

In coding data using thematic analysis, data applied coding to the transcript of focus in students' perception on using social media in completing their Syntax project. The analysis was in line with the theory of perception by Blair (2015). The following table 3.2 shows the display data example and followed by data coding for questions in reflection sheet. The questions initialed by Q which stands for the question, followed by the numbers of question such as, Q1, Q2, and so forth. Every student signed by N and followed by the number of students, such as N1 as student 1, N2 as student 2 and so forth. Furthermore, the code system used for the key words signed by the coding based on the theme found in the students' reflection determined by the researcher. The data coding firstly elaborated by the notes since the students'

reflection filled by students' native language or in Bahasa Indonesia, and followed by the coding as in table 3.3 as the sample.

3.2 Table: Example of Data Displaying and Summary for Q1

Q1	Students	Students Reflection	Notes
	N1	Penggunaan Media Sosial di dalam kelas syntax sangat membantu dalam proses belajar maupun presentasi tugas.	From students' response Social Media really helps them in doing their assignments. One of which is by forming a communication process and making it easier for them to explore their writing.
	N2	Cukup mendukung proses pembelajaran dengan baik. Sehingga tugas-tugas yang diberikan tidak begitu membebani kami sebagai peserta didik.	
	N3	salah satunya adalah terbentuknya proses komunikasi yang bersifat edukatif.	
	N4	merasa percaya diri dalam hal itu walaupun masih terdapat kesalahan pada tulisan tersebut.	
	N5	memudahkan kita dalam kegiatan pembelajaran,	
	N6	penggunaan media sosial didalam kelas syntax sangat bermanfaat.	
	N7	sangat baik karena memudahkan saya dalam untuk mengeksplor tentang kepenulisan yang baik dan benar	
	N8	Saya mendapat banyak masukan dari orang-orang yang mereplay di WA dan facebook.	
		sangat membantu kami untuk menyelesaikan project syntax.	
	N10	sangat baik karena ketika kita menggunakan media sosial dapat memahami yang lebih baik.	
	N11	saya lebih aktif dan terlatih dalam menggunakan bahasa Inggris di sosial media.	
	N12	Social media sangat penting digunakan untuk mengupload daily status di sosial media.	
	N13	media sosial dalam kelas syntax itu sangat penting contohnya jika ada beberapa hal yang belum kita ketahui dari syntax kita dapat menggunakan media sosial	

Table 3.3 Example of Data Coding from the Reflection Sheet

Questions	Students	Students' Reflection	Theme (Keywords)
Q1	N1	Menurut saya penggunaan media sosial di dalam kelas syntax <u>sangat membantu dalam proses belajar mapun presentasi tugas.</u>	Sangat membantu Benefit
	N2	Penggunaan media sosial di kelas Syntax telah sesuai dengan zaman milenial yang sekarang. Media sosial yang digunakan telah cukup <u>mendukung proses pembelajaran dengan baik.</u> Sehingga tugas-tugas yang diberikan tidak begitu membebani kami sebagai peserta didik.	Mendukung pembelajaran Support System Benefit
	N3	Saya sangat setuju ketika media sosial menjadi wadah sekaligus <u>alternatif kami dalam melakukan pembelajaran di kelas Syntax,</u> terutama digunakan untuk melaksanakan sebuah project sebagaimana yang telah kami lakukan di semester lima. Media sosial membuat pembelajaran terasa <u>lebih menarik dan menyenangkan.</u> Kami tidak hanya belajar pembelajaran syntax secara pribadi, namun banyak partisipan peserta didik lainnya yang ikut menyaksikan pembelajaran kami karena media sosial memiliki target jangkauan pemirsa yang luas. Orang lain dapat <u>meberikan ilmu baru</u> maupun <u>saling bertukar pendapat atas apa yang telah kami publikasikan di media sosial.</u> Hal ini memberikan dampak yang positif, salah satunya adalah terbentuknya proses komunikasi yang bersifat edukatif. Setiap usaha seseorang perlu mendapatkan kritik dan saran dari orang lain sebagai sebuah proses perbaikan. Seperti halnya ketika kami melaksanakan final project syntax yang harus dipublikasikan di media sosial dalam bentuk tulisan dan gambar, <u>komentar perbaikan dari orang lain sangat kami targetkan</u>	Memberikan ilmu baru, Alternatif pembelajaran Menarik dan menyenangkan Benefit

Questions	Students	Students' Reflection	Theme (Keywords)
		<u>untuk menilai serta mengoreksi tulisan kami apakah sudah tepat menurut orang lain atau belum sama sekali. Media sosial inilah sebagai wadah yang tepat untuk menjangkau hal demikian. .</u>	
<u>Q2</u>	<u>N1</u>	Manfaat yang didapat dari penggunaan media sosial di kelas syntax yaitu <u>memudahkan menyelesaikan project yang berkaitan dengan sosial media. Selain itu manfaat yang lain adalah kita bisa mencari sumber materi dengan lebih mudah dan cepat di dalam kelas syntax.</u>	<u>Sumber Materi Mudah</u> <u>(Types of Media Social Benefit)</u>

Students' reflection is read and underline to clustering different topic into the column and even reducing categories in which related each other to another topic by reading forth and back to data. Then, in the end, the data are assembling to display primarily analysis. The display of students' reflection was in a paragraph then the researcher interpreted the reducing data to elaborate what the findings mean using previous studies and the experts' insight.