

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used descriptive qualitative methods. According to Anggraini et al. (2020), A descriptive qualitative method is a research approach that uses a straightforward qualitative design with an inductive process. It starts by describing a specific process or phenomenon and ultimately leads to a general conclusion drawn from that process or event. Data collection techniques from descriptive qualitative method are through observation, interviews, and document analysis (Rijal, 2021). A descriptive qualitative method is conducted by describing data-driven problem solving. Data are gathered through observation, interviews, and document review to produce conclusions regarding non-numerical processes or events.

Descriptive qualitative method is a research step carried out by narrating problem solving based on data through observation, interviews, and document analysis to get conclusions from a process or event that is not expressed in numbers. Descriptive qualitative research aims to clearly describe what happens in the learning process at a certain time and place. As stated by Brumfit (2013), the descriptive qualitative research method seeks to present a detailed and representation of current practices, including how students learn, how teachers instruct, and the classroom environment at a specific time and location. The researcher is primarily interested in understanding how certain events occur and who is involved.

B. Research Time and Place

Determining the research location is important and should be in line with the research focus. The selected location affects the suitability and completeness of the data needed to achieve the research objectives.

1. Place of the Research

The study was conducted in the tenth-grade class of SMAN 1 Barat. It is located at Jl. Pasar Legi, Barat, Magetan City, East Java 63393. This research conducted on tenth-grade students in semester II of the 2025-2026 school year in English school subject.

2. Time of the Research

This research was conducted for approximately six months. Starting from December 2025 to June 2026, with the following research schedule:

Table 3. 1. Time of the Research

No	Activities	Dec	Jan	Feb	Mar	Apr	May	Jun
1.	Preparation							
	a. Prepare the Tittle							
	b. Proposal							
	c. Permission Letter							
	d. Instrument of Data							
2.	Application							
	a. Collecting Data: 1. Observation 2. Interview 3. Documentation							
	b. Analyzing Data							
3.	Reporting							

C. Sources of Data

The participants of this research were 30 students from tenth-grade class at SMAN 1 Barat. In this research, the data source that was used is data from interview with the English teacher and 5 students of tenth-grade SMAN 1 Barat, lesson plan, and direct observation in the class. In the teaching process, the teacher applied project-based learning supported by comic strips to teach recount text in writing activities.

D. Research Instrument

Research instrument refers to the tools used by the researcher to collect data. In this study, the research instruments consisted of observation, interview, and documentation. Observation was conducted to describe the implementation of project-based learning with comic strips. The interview guidelines were used to gain deeper information from the English teacher and students about their experiences, responses, and challenges during the learning process. Meanwhile, documentation in the form of photos and lesson plans was used to support the data from observation and interview.

1. Interview Guidelines

In collecting data, the researcher conducted interviews with teachers and students guided by interview guidelines. The interview guidelines were designed to ensure that the interview process is effective and structured. Each guideline covers a number of key topics and related questions based on the research needs. This formulation takes into account various important aspects of the classroom learning process, including the teaching methods used, the challenges faced by

students, and the supporting factors in learning to write recount text.

The interview guidelines also served as a guide for formulating an appropriate research plan to improve students' recount text writing skills in English. By providing a clear framework of questions, the interview guidelines helped researcher collect relevant and targeted data, while ensuring that all aspects of learning to be evaluated were comprehensively covered during the interview session.

2. Observation Checklist

In conducting direct observations in class, researcher used an observation checklist to help determine student involvement when taught to write recount texts using comics and project-based learning by English teachers. In direct observation, Arikunto suggests that the best way to conduct observation is by using an observation checklist. An observation checklist was used to record student engagement in the teaching and learning process, both active and passive. On the other hand, observations was conducted by researcher to observe and record everything that happened in the classroom during the learning process. Indicators of active students could be seen from asking and answering questions, paying attention during lessons, and participating in learning activities.

E. Technique of Collecting Data

Data collection techniques are crucial for understanding various methods of gathering information. In this research, interviews, observations, and documentation were employed to collect data.

1. Observation

Observation is a technique for collecting data related to human behavior, work processes, and natural phenomena, particularly when the number of observed respondents is manageable. This research utilized observation to gather information about the teaching of writing recount text using comic strips and project-based learning for tenth-grade students at SMAN 1 Barat. To ensure the validity of the data, a non-participant observation model was implemented to learn about student activities. Field notes served as the observation instrument in this study. The data collected focused on the teaching and learning process of writing recount text through comic strips and project-based learning, monitoring the English teacher during the English language instruction.

2. Interview

The researcher used interview as the main data collection technique to obtain in depth and flexible information from the informants. As defined by Sugiyono (2014), An interview is a direct interaction between two or more people in which information and ideas are exchanged through questions asked by the interviewer and answers provided by the informant. This communication is structured around a specific topic. Semi-structured interviews was used to gather data, falling under the category of in-depth interviews, which are more flexible compared to structured interviews. This interview format aimed to explore issues more openly, allowing informants to share their opinions

and ideas. During interviews, the researcher listened attentively and took notes on what the informants express.

3. Documentation

The researcher used documentation as a supporting data source to strengthen the results of observations and interviews in this study. According to Sugiyono (2014), documents are records of past events. Common documents include writings, drawings, or mental works created by individuals. Document studies complement observations or interviews, enhancing credibility and trustworthiness when supported by documentation. In this research, documentation was utilized as a data source to obtain information about the process of teaching writing recount text using comic strips and project-based learning. Additionally, field notes were compiled during observations and interviews. Data was also gathered from documents used by teachers in the teaching and learning process, including lesson plans, teaching materials, PowerPoint presentations, and images.

F. Data Verification

The researcher employed triangulation to ensure the validity and reliability of the study. Sugiyono explains, referencing William's perspective in Sugiyono (2014), that triangulation can be divided into three categories: triangulation by sources, techniques, and time. The first triangulation is source triangulation, which means testing data from various informant sources from which data was collected. Source triangulation is

where researcher cross-check data by comparing facts from one source with another.

The second type of triangulation is technique triangulation. This approach is used to examine the credibility of data by applying different data collection methods to the same source. In this study, the researcher cross-checks data obtained through participatory observation, in-depth interviews, and documentation, and then integrates the findings to reach a conclusion. By using these three techniques simultaneously on one data source, the researcher can ensure more reliable and valid results.

The third type of triangulation is time triangulation. Time triangulation collects information from the same subject at different times or in different situations to observe consistency, changes, or developments in the data over time. If the test results produce different data, the process is repeated until the data is confirmed.

G. Technique of Analyzing Data

Data analysis involves analytical strength and the ability to describe data, situations, events, and concepts that are part of the research object. In this study, data analysis was conducted using data analysis techniques proposed by Miles (2014), namely data condensation, data display, and data verification.

1. Data Condensation

Data condensation means reducing and organizing data by selecting, focusing, simplifying, and transforming information collected from interviews, documents, field notes, and other sources. At this stage, after the data has been sorted and simplified, unnecessary data is filtered out to facilitate presentation and drawing preliminary conclusions.

2. Data Display

The next stage is researcher presented the data in written form to understand the overall picture of the research and determine the next steps. Data presentation aims to interpret and describe findings from interviews, observations, and documentation. The data collected formed the basis for drawing appropriate conclusions, with narrative text used for interpretation.

3. Data Verification

At this stage, researcher described the data collected and pour it into conclusions that are still tentative. In qualitative research, the data is checked continuously from the beginning to the end until a clear conclusion can be made.

H. Research Procedure

To ensure that the research run well, researcher developed procedures or research plans. This step was taken to avoid errors in implementation. The research procedures were as follows:

1. Planning

In the initial stage before the research, researcher prepared administrative matters before conducting research in schools, such as permission letters, determining the research dates, and preparing research instruments.

2. Implementation

There were two activities that carried out during the implementation stage, namely data collection and data analysis.

a. Collecting data

- 1) The researcher observed a series of learning activities involving writing recount texts using comic strips and project-based learning carried out by English teachers in one of the tenth-grade classes at SMAN 1 Barat.
- 2) The researcher interviewed the English teacher who implemented these teaching and learning activities. After that, the researcher interviewed 5 students randomly about their opinions before and after learning to write using comic strips and project-based learning.
- 3) The researcher documented the atmosphere of the teaching and learning activities in the classroom during the implementation.

b. Analyzing data

The researcher collected and sorted the data and information obtained during the observation, interviews, and documentation.

3. Reporting

In the final stage of the research, the researcher reported the conclusions drawn from the implementation of recount text writing using comic strips and project-based learning in a paper.