

CHAPTER III

RESEARCH MODEL

A. Research Design

This research is a qualitative descriptive study with a case study approach, which is explained through the analysis of data presentation obtained from experience and field research. This study specifically examines the implementation of the Problem-Based Learning (PBL) model in English language learning among Grade X students at SMA N 17 SBB. The descriptive model is used to identify existing facts accompanied by appropriate interpretation. This descriptive research examines social problems in specific situations, including the relationships among activities, attitudes, perspectives, ongoing processes, and the influence of various phenomena.

B. Data Sources

In this study, the researcher used two types of data sources, namely primary data and secondary data. According to Sugiyono, primary data is a source of data that directly provides data to the data collector, while secondary data is a source of data that does not directly provide data to the data collector, such as through documents or other parties.¹ In line with this, Moleong, explains that primary data is obtained directly from the subject being interviewed, observed, or researched by the researcher, while secondary data is obtained from written sources such as

¹ Sugiyono. (2019). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. (page. 137)

books, journals, archives, and documents.² Additionally, Arikunto, also states that primary data is data collected by the researcher from the first source, while secondary data is data obtained from existing sources and collected by others.³ Let me know if you'd like me to make any adjustments alternatively, a more concise translation, this study used primary and secondary data. Primary data comes directly from the source, such as interviews or observations, while secondary data comes from existing sources like books, journals, and documents, as noted by Sugiyono, Moleong and Arikunto .

Based on the above opinion, this study uses both types of data

1. Primer Data

Primary data is obtained directly from the field through observation, interviews, and documentation during the implementation of the Problem-Based Learning (PBL) Model in English language learning. This data is used to determine the implementation process of the learning Model, and identify the strengths and weaknesses of the Problem-Based Learning (PBL) Model.

2. Secondary data

Secondary data is obtained from various supporting materials such as books, scientific journals, previous research findings, teaching modules, and other

² Moleong, Lexy J. (2017). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya. (page. 157)

³ Arikunto, Suharsimi. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. (page. 172)

school documents. This secondary data serves to strengthen, complement, and support the analysis of primary data obtained from the field.

C. Research location

The time and location of this study are as follows:

1. Time

The research was carried out for one month from 23 April 2025 - 23 May 2025.

2. Place

This research is precisely located at SMA N 17 Seram Bagian Barat, Jln Ane Hatu, Negeri Buano Utara, Kecamatan Huamual Belakang, Kabupaten Seram Bagian Barat, Provinsi Maluku

3. Social Situation

This research was conducted at SMA Negeri 17 Seram Bagian Barat (SBB), focusing on the implementation of the Problem-Based Learning (PBL) model in English language learning. The social situation in this research includes three main elements, namely place, actors, and activities. The research location is the English language classroom at SMA Negeri 17 SBB, where the teaching and learning process takes place. The actors in this social situation include English teachers who apply the PBL model and students who are directly involved in learning activities. The activities observed include the implementation of the PBL model, such as Presenting Problems, Discussing Problems, Solving Problems, Outside of

Teacher Guidance, Sharing Information, Presenting Solutions, and Reflection.

4. Informant

The research informants were selected purposively, based on their involvement and understanding of the implementation of the PBL model in the classroom. The informants consisted of one English teacher and eight students of class X. The teacher was chosen because they had direct experience in implementing the PBL model, while the students were chosen because they actively participated in the learning process using this model.

Through the research findings obtained from in-depth interviews, observations, and documentation, the informants provided valuable data regarding the implementation of the Problem-Based Learning (PBL) model, its strengths and weaknesses, and their enthusiasm in learning English. The teacher provided insights into the challenges and benefits of implementing the model, while the students shared their experiences, feelings, and motivation in learning English. Based on the data collection results, it was found that the social situation at SMA Negeri 17 SBB strongly supports the implementation of the PBL model. The classroom atmosphere encourages students to collaborate, think critically, and communicate actively in English. The informants also revealed that the implementation of the PBL model increased their motivation to learn English and made the teaching and learning process more enjoyable and less boring, as

students were directly involved in solving real problems through group discussions and active collaboration.

D. Data Collection

Data collection techniques are a crucial stage in research because they determine the accuracy and validity of the research results. According to Sugiyono, data collection techniques are the models used by researchers to obtain valid and relevant data in accordance with the research objectives.⁴ Meanwhile, Moleong, explains that data collection in qualitative research is carried out in a natural setting with the researcher as the primary instrument.⁵

In this study, the researcher used several data collection techniques to obtain accurate and in-depth information related to the implementation of the Problem-Based Learning (PBL) Model, its advantages and disadvantages, as well as student motivation in English language learning. The techniques used are as follows:

1. Observation

Observations were conducted during the learning process using the Problem-Based Learning (PBL) Model. The researcher observed teacher and student activities, classroom interactions, and student participation levels in learning activities. The purpose of this observation was to determine how the PBL Model was implemented its strengths and weaknesses, and student engagement in English language learning.

⁴ Sugiyono, (2019) *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2019), page. 224

⁵ Lexy J. Moleong, (2017), *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, page. 186

2. Interview

Interviews were conducted with English teachers and several students to gather more in-depth information about their experiences during the implementation of the Problem-Based Learning (PBL) Model. The interview questions focused on the learning process, student motivation, as well as the advantages and disadvantages felt during the use of the learning Model

3. Documentation

Documentation techniques were used to obtain supporting data, such as teaching modules, student work, and photos of learning activities. This documentation data serves to strengthen the results of observations and interviews

E. Data Analysis

Data analysis techniques refer to the processes used to process, compile and interpret data that has been collected in a study. Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes and other materials, so that it is easier to understand, and the findings can be informed to others. From this explanation it can be concluded that the data that has been obtained in the field is then processed according to the researcher's needs. Data obtained from interviews is processed to add material to the presentation of research results. The technique used to check data errors and data saturation in this research is the power of

observation, by looking at the results of the learning process using the problem based learning model in English language learning.

There are seven stages in data analysis, as follows:

1. Data Collection: This process involves collecting data through models such as interviews, observations, or document analysis.
2. Data Cleaning: At this stage, data is cleaned from errors, losses, or duplicates to ensure accuracy and consistency of data.
3. Data Coding: The data coding process involves assigning codes or labels to data to facilitate analysis and grouping of data.
4. Model Development: The process of developing a model or conceptual framework that emerges from the data.
5. Interpretation of Results: The process of interpreting the results of data analysis to understand the meaning and implications of the findings.
6. Conclusion: The process of drawing conclusions based on the results of data analysis to answer research questions or solve problems.
7. Recommendation: The process of providing recommendations or suggestions based on the results of data analysis to improve or enhance the quality of a process or systems.