

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher attempted to use qualitative research that employs descriptive qualitative method. Descriptive qualitative method is “a type of research which does not include any calculation of numbering” (Moleong, 2006, p. 2). It means that this research does not deal with numerical measurement or statistic procedure, instead it includes sentence or description of the object as a result.

Furchan states that the main objective of descriptive research is to describe the situation that happens when the research occurs (2005, p. 40). "A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting to the people and places under the study" (Cresswell, 2007, p. 37).

This research was a qualitative research because the data were collected in the form of words rather than numbers (Sugiyono P. D., 2013, p. 13) . The data collected rich of descriptions about people, talks, paces that will be difficult to explain with statistical procedures as in quantitative research. It said descriptive qualitative research because the researcher want to describe facts and looking for of holistic meaning. And researcher try to description the implementation Task-Based Language Teaching in reading for SMAN 7 Banjarmasin.

In the present study, it is a research design used to examine the benefits gained through the use of Task-Based Language Teaching in teaching reading at one formal senior high school in Banjarmasin by taking twenty students as the participants. Moreover, it also examines the students' responses toward the implementation of Task-Based Language Teaching in students' reading process and products.

B. Research Setting

This research takes place on the street Dharma Praja V No. 47, Pemurus Luar, Kecamatan Banjarmasin Timur, Kota Banjarmasin Kalimantan Selatan, Kode Pos 70249. The researcher chooses this school as the place of her research because it is one of the favorite school in South Borneo. It is also one of the school that use Task based language teaching in teaching reading process. Its approach is useful for the learners in getting a target language.

C. Subject and Object of the Research

1. Subject

The subject of this research is the English teacher at the eleventh grade who use the task based language teaching approach in teaching reading process and the students of eleventh grade at SMAN 7 Banjarmasin.

There are five classes which she taught, those are XI MIPA 2, 3, 4 and XI IPS 1, 2. Here, the researcher conducted the research to students in class MIPA 2 and 3, it is because after doing pre observation to the classes, both

MIPA 2 and MIPA 3 class are appropriate to this research and it is based on the teacher's choice.

2. Object

The object of this research is the implementation of task based language teaching in teaching reading at the eleventh grade of SMAN 7 Banjarmasin and the respons of the students towards its implementation.

D. Data and Source of Data

1. Data of Research

There are two types of data used in this research. Those are:

a. Primary data

Primary data in this research are interview and observation about the implementation of task based language teaching in teaching reading to the eleventh grade used by the teacher of English at SMAN 7 Banjarmasin and the students' responses towards the implementation of task based language teaching in teaching reading. Sugiyono states that primary data is source which can give valuable information directly. In other word, the primary data is to give prominent data relate to problems of the research (2013, p. 225). In this research, the result of observation can be used as the strongest source to get information.

b. Secondary data

Secondary data is additional source to get the data. Pictures, video recorders as documentation of the research process, transcript of the dialogue and profile of the teacher are the additional data that were collected by the researcher.

2. Source of Data

The researcher got the data from observation classroom with the teacher and interview with the students. The teacher actions was the main source of data in this research and students' responses towards the implementation of task based language teaching in teaching reading. The report would be made and it was taken from the classroom observation and video recorder. Note taking will do by the researcher while observing the students. The researcher recorded the students' answer when interview and actions when classroom observation. The other source of the data are students and teachers' statements from the interview.

E. The Technique of Collecting Data

a. Observation

Nasution in Sugiyono stated that observation is the basic of all science (2010, p. 310). The scientist simply can work based on the data, that is the fact of the real world in which get from the observation. In this research, the researcher did observation to collect the data.

According to Arikunto observation divided into two types, namely non-systematic observation and systematic observation. Non-systematic observation is when the researcher did observation without using instrument of observation, while systematic observation is the researcher did observation by using instrument of observation (2010, p. 200). The observation technique used in this research was systematic observation by using observation guide as instrument of observation. The guide of observation is consisted of list teacher and students' activities which contained implementation of task based language teaching which would be observed by researcher, so the researcher just gave the sign in the observation sheet when the event happened. In other words, this observation was conducted by researcher using observation sheet. The researcher did 5 times observation because the researcher found the teacher used task based language teaching in teaching reading by just doing 5 times observation.

To gather the data, the researcher did observation. Spradley states object of research in qualitative research which is observed by researcher called social situation, which consists of three components, namely: place, actor, and activities (Sugiyono P. D., 2013, p. 229). In this study, researcher observed the teacher and students' activity in the classroom in using task based language teaching as the object of research, the researcher used her phone for a sound recording of teacher and students' action. This researcher conducted observation for 5 times and it was conducted on the teacher and students' actions during the activity in the class.

b. Interview

The second technique was interview. The interview was conducted to get further information about the implementation of task based language teaching in teaching reading to the eleventh grade used by the teacher of SMAN 7 Banjarmasin and the respons of the students toward its implementation. Satori and Komariah (2011, p. 130) stated that interview is a data collection technique to obtain more information from the data source directly through conversation and frequently asking questions. Interview is used by researcher to know the things related to the information more deeply. According to Moleong (2006, p. 186), interview is a conversation which is done by two people as the interviewer and the interviewee with certain purpose. In this interview, the researcher interviewed the teacher which uses task based language teaching approach and students of SMAN 7 Banjarmasin in MIPA 2 and MIPA 3 Class to get more information about the students' respons toward the implementtaion of task based language teaching, researcher used her phone to record the answers of teacher and students, the researcher also brought the guideline of interview.

Besides observation, the researcher also did interview with the students from MIPA 2 class and MIPA 3 class to get more information. The interview did by researcher after finishing the observation for every class, it is because the researcher wanted to get information first about the teachers' action and students' respons toward the implementation of task based language teaching,

so the researcher could manage the questions which were appropriate with what the researcher got from observation. The schedule of this research was as shown in the table and it is as follows:

Table 3.1 Research schedule

No.	Activity	2019					
		January	February	March	April	May	June
1.	Pre observation and interviewing the teacher to get research problem.	16 th					
2.	Arranging proposal.		11 st	4 th			
3.	Pre observation to the classes to know the level of the students which are appropriate with the research.			26 th			
4.	First observation (in MIPA 2)				9 th		
5.	Second observation (in MIPA 2)				15 th		
6.	Third observation (in				16 th		

	MIPA 2)						
7.	Fourth observation (in MIPA 3)				18 th		
8.	Fifth observation (in MIPA 3)				23 th		
9.	Interview with the students in MIPA 2 and interview with the English teacher.				23 th		
10.	Interview with the students in MIPA 3.				24 th		
11.	Writing research report.				29 th		16 th

F. Triangulation

Cohen, Manion, and Morrison state “Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior” (2000, p. 112). Neuman states that triangulation is observing something from different angles or viewpoints (2014, p. 166). There are three types of triangulation. 1) *Triangulation of source*, it means the researcher gets the data from difference source of the data by using the same of data collection technique, in other word the researcher uses only one of data collection technique. 2) *Triangulation of tecnique*, it means the

researcher uses difference of data collection technique to get the data from the same source of the data. 3) *Triangulation of time*, it means the researcher does the interviews or observation or other techniques in different times and situations (Sugiyono P. D., 2010, pp. 373-374)

Based on the explanation above, in this research, the researcher used triangulation of technique. Here, the researcher got information from different of data collection technique, those are observation, interview, and documentation. In doing the observation, the researcher became a passive participant observer, it means the researcher comes to place of observation but does not interact or participate, the researcher only listens, watches and takes a note in the classroom being observed (Sugiyono P. D., 2010, p. 312). The other data collection technique is interview, it was designed to investigate the implementation of task based language teaching used by the teacher of SMAN 7 Banjarmasin and students' respons toward its implementation from the students' answer or their statements. Documentation in this research used as a supported instrument so that researcher can more fully in data collection. It is include photos and tap recorder. With this method researcher can examine how the teacher implement task based language teaching inside teaching and learning process.

G. Data Analysis

In this study, the researcher analyzed the data which from the observation and interview the students are identified by the researcher in order to answer

research question about how the implementation of task based language teaching in teaching reading and what are the students' respons toward the implementation of task based language teaching at SMAN 7 Banjarmasin. The analysis of this research according to Miles and Huberman cited by (Sugiyono, 2014, pp. 247-252) which is involving three steps: data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choose the basic things, focusing on important things, look for themes and patterns (Sugiyono, 2014, p. 247). The researcher collected the data about the implementation of task based language teaching in teaching reading and what are the students' respons toward the implementation of task based language teaching in teaching reading at SMAN 7 Banjarmasin through observation and interview. Then, after collecting and reducing the data, the researcher displayed those data in the form of descriptive.

2. Data Display

The second step is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and the action. In the process of the reducing and displaying the data, it was based on the formulation of the research question. The formulation of the research questions are: 1) How is task based language teaching in teaching reading to the eleventh grade at SMAN 7 Banjarmasin implemented? And 2) What are

the students' respons toward the implementation of task based language teaching in teaching reading at SMAN 7 Banjarmasin?

This step is done by presenting a set of information that is structured and possibility of drawing conclusions, because the data obtained during the process of qualitative research usually in the form of narrative, thus requiring simplification without reducing its contents. After displaying the data, a conclusion is drawn.

3. Conclusion Drawing/Verification

The third step of qualitative data analysis is conclusion drawing and verification. From the start of data collection, the qualitative analysis is beginning to decide what things mean is noting regulates, patterns, explanations, possible configurations, casual flows, and prepositions. Conclusion is also verified as the analysis process.

The conclusion drawing is started after the data were collected by making temporary conclusion. In the other words, it can be said that the conclusion is analyzed continuously and verified the validity to get the perfect conclusion about the implementation of task baseed language teaching in teaching reading and what are the students' respons toward the implementation of task based language teaching in teaching reading to the eleventh grade at SMAN 7 Banjarmasin.