

CHAPTER III

RESEARCH METHOD

The research method section describes (1) research design, (2) research setting, (3) the subject of the research, (4) data, (5) technique of data collection, (6) data analysis. The complete description is as follows.

A. Research Design

This type of research is descriptive qualitative. It is called qualitative descriptive research because in this study, the data that will be explained are the perspectives of several teachers about the process of learning English using a task based learning model in high schools. In this study, researchers will describe the perspectives of several teachers about the English learning process using a task based learning model in the form of words, sentences and paragraphs. Descriptive qualitative research is used so that researchers are able to describe the perspectives of several teachers who were sampled about the process of learning English using task based learning models in a clear and detailed manner. The use of descriptive qualitative in this research because the perspectives of some teachers in this lesson are explained in detail by using words instead of numerical scores.

B. Research Setting

This research lasted for two months, started from 15 January until 15 March 2021. This research is located at Man 1 Barabai. MAN 1 Barabai is located at JL. H. Damanhuri komp.mesjid agung Barabai. MAN 1 Barabai was chosen because the English teachers at MAN 1 Barabai has used the task based learning model in their learning process.

C. The Subject of The Research

The subject of this research were 3 English subject teachers of MAN 1 Barabai. This is because the english teachers at MAN 1 Barabai has used the task based learning in their learning process.

There were three teachers who participate in this research. First, Ms. Rity Reswati S.Pd, she is an English teacher in class X at MAN 1 Barabai. She is graduated from UNISKA majoring in English. Second, Mrs. Lailaturahmah S.Pd.I, she is an English teacher in class XI and she graduated from IAIN Antasari Banjarmasin majoring in English. Then third, Mr. Halidi S.Pd.I he is an English teacher for class XII at MAN 1 Barabai, he is also a graduated from IAIN Antasari Banjarmasin majoring in English. The three teachers at MAN 1 Barabai have graduated from the department of English Education at their respective universities. That way, the three teachers at MAN 1 Barabai have mastered and are experienced in learning English that they teach to students.

Mrs. Rity teaches in 6 classes, the 6 classes that Mrs. Rity teaches are class X IPS A, X IPS B, X IPS C, X IPA A, X IPA B, and X Religion. Mrs. Lailaturrahmah teaches in 6 classes also, and the 6 classes that Mrs. Lailaturrahmah teaches are class XI IPS A, XI IPS B, XI IPS C, XI IPA A, XI IPA B, and XI Religion. And Mr. Halidi also teaches for 6 classes, the 6 classes that Mr. Halidi teaches are class XII IPS A, XII IPS B, XII IPS C, XII IPA A, XII IPA B, and XII Religion.

D. Data

1. Data

In this study, researchers will take the perception of the English Subject teachers at MAN 1 Barabai on English Learning by using a task based learning model. The data will be taken by researchers using interview and questionnaire techniques.

2. Data Source

Data will be collected from the following data sources:

The English Subject Teacher of MAN 1 Barabai were gave a questionnaire one by one to ask his views on the task based learning model used in the English learning process.

E. Technique of Data Collection

To obtain complete data, this study used several data collection techniques. The data collection techniques used in this study are as follows.

1. Questionnaire

The questionnaire technique was conducted to determine the teacher's perspective on English learning by using a task based learning model. The researcher gave a questionnaire to 3 English subject teachers at MAN 1 Barabai. The questionnaire was carried out to one by one the teacher. Researchers asked about the effectiveness of task based learning models in English Language Learning and the difficulties they experience using this learning model. Teachers were asked to answer a questionnaire given to them. The teacher's answer is a choice of five alternatives, namely:

- SA: Strongly Agree
- A: Agreed
- N: Neutral

- D: Disagree

- SD: Strongly Disagree

The questionnaire that the researcher distributed to the teacher contains the following questions.

- a. The task based learning model can make students play an active role during the learning process.
- b. Students are active in asking and answering teacher questions about the material to be taught using a task based learning model.
- c. The use of the task based learning model can increase students' curiosity about the material taught by the teacher during online learning.
- d. Students find it easier to understand the material provided by the teacher during online learning by using a task based learning model.
- e. Students are able to work on tasks or assignments given by the teacher either individually or in groups.
- f. The task based learning model used by the teacher is able to make students get good and satisfying grades.
- g. Learning objectives and competencies that are expected to be achieved using a task based learning model in online learning activities.
- h. The task based learning model is effectively used during online learning.

Write down the difficulty below, if you chose the answers strongly agree, agree, or be neutral!

2. Interview

Interview techniques are used to strengthen the teachers' perspective of the task based learning model in English lesson. Interview techniques are conducted with each teacher who has

already done the study using the task based learning model. Each teacher was asked about their perspectives on the ease and difficulty of using a task based learning model. The interview was conducted in a planned manner with the following questions.

- a. How did you feel after teaching with the task based learning model?
- b. Does student play an active role in learning using a task based learning model?
- c. Does it seem easy for students to apply learning using a task based learning model?
- d. Is the model of task based learning easier for you to teach English?
- e. Is learning using a model task based learning having difficulty? What are the odds?

The above questions asked by the researchers reinforce the teacher's opinion regarding the task based learning model. So, the teacher didn't just write down his opinion in writing. However, the teacher also expresses his perspectives by talking to the researcher directly. After getting the results of the teacher interview, the researcher will describe it. Then, the researcher will draw conclusions.

F. Data Analysis

The data analysis technique used in this research is descriptive data analysis technique. Researchers go directly to the field or place of research to observe directly and obtain the necessary data. In the study Teacher's Perspective / Perception on TBL in Teaching English at Senior High School, the observed variable was the teacher's perspective on the task based learning model used in English Language Learning. The aspects that will be described in this study are the results of observations and the results of a questionnaire that the researcher has conducted.

The data analysis technique in this study was carried out in several ways, namely: (a) the researcher observed the teachers teaching process and student responses in the English learning

process in classes located at MAN 1 Barabai; (b) after making classroom observation, the researcher will begin giving questionnaires and interviews to the teachers one by one; (c) From the results of questionnaire and interview, the researcher describe one by one and draws conclusions.