

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher would like to discuss about the methodology of the study. Some materials are included as the methodology of the study. Those discussed materials are stated as the following: research design, research setting, participant, data, technique of data collection and data analysis.

#### **A. Research Design**

This research used qualitative descriptive method. Sandelowski (2000) as cited in (Suardi, 2017) explained that qualitative descriptive design views a problem or phenomenon from a naturalistic perspective.

With qualitative descriptive, researcher hoped to obtain information related to the application of task-based learning method during the pandemic period accurately and in accordance with what is happening in the field. Qualitative descriptive is an approach that describes the data obtained in a simpler way than other traditional qualitative designs, in other words this approach seeks to explain the meaning of the text at the surface level but is abundant and rich.

#### **B. Research Setting**

The researcher was taken the place in MI Miftahussholihin school, located on Jl. Sekumpul Tj. Rema, Sungai Sipai, Martapura, South Kalimantan. This school was chosen as an illustration of how task-based language learning is implemented as a whole during the pandemic without any variation in other teaching methods.

### **C. Participants**

The participants in this study were 1 English teacher, 8 parents and 8 students in grades 5-6 at MI Miftahussholihin. Each level has 2 classes namely 5 A, 5 B and so on. So, the researcher has considered taking 2 people in each class as a sample. The number of participants listed is deemed to have met the required data. In this connection S. Nasution (1988) explained that “the determination of the sample unit (respondent) is considered adequate if it has reached the level of "redundancy" (the data is saturated, plus the sample does not provide new information), meaning that by using the next respondent it is possible to it is said that there is no additional meaningful new information obtained” (Sugiyono, 2021, p. 97).

Specifically for students sampling, this study used a purposive sampling technique. The purposive sampling technique with several derivatives such as maximum variation sampling, which is believed to be more appropriate to reveal a lot of broader insight and information (Suardi, 2017, p. 124).

The researcher took a sample of students in grades 5-6 by considering that English subject was only taught at that level.

### **D. Data**

The main source of data in this study was the results of interviews with English teacher, parents and students at MI Miftahussholihin about their responses of the task-based learning process during pandemic.

## **E. Techniques of Data Collection**

In this study the data collection techniques uses interview.

### **1. Interview**

Interviews were conducted in detail to obtain data through structured interviews regarding the use of task-based language learning methods during the pandemic at MI Miftahussholihin. Interviews were used to explore the primary data needed. Interviews with teacher and students were carried out in school starting from November 29<sup>th</sup> to December 11<sup>th</sup> 2021. As for the parents, 5 people were interviewed directly at the school while 3 people were interviewed online through social media, namely *whatsapp*.

After getting the data, the researcher analyzed it about how the teacher carried out task-based learning in the field whether it was in accordance with the theory or not. After that, researcher can find out how close the method used by teacher in school is with the characteristics of task-based learning. In addition, the researcher will explain the points of task-based implementation based on the data that has been obtained which has become a concern for teachers in the practice of task-based learning during the pandemic. As for the difficulties in implementing task-based during the pandemic, after getting the data, the researcher classified them into 3 parts, namely the difficulties faced by teachers, students and parents.

## **F. Data Analysis**

The data analysis used in this research is based on theory framework of Miles and Huberman (1984) as cited in (Sugiyono, 2021) who stated that the activities in qualitative data analysis were carried out interactively and took place continuously until the data was saturated. There are 3 stages that carried out in this approach, such as: data reduction, data display and conclusion drawing/verification.

### **1. Data Reduction**

Data reduction is an activity to summarize, sort out the main things, focus on the important things and look for themes and patterns so that they can provide a clearer view and make it easier for researcher to collect further data (Sugiyono, 2021, p. 135).

The researcher started by sorting the data to find out the implementation of task-based language learning in school according to the characteristics of task-based learning. After getting the findings on the first research question, the researcher turned to other data to find out what were the difficulties in implementing task-based language teaching during the pandemic.

In this stage, if the required data has not been obtained completely, then further interviews are carried out until the data becomes saturated.

## 2. Data Display

“Data display is an effort to assemble organized information in an effort to draw conclusions and take action” (Mukhtar, 2013).

For the display of data in qualitative research, the most frequently used is narrative text. By displaying the data will make it easier for researcher to understand what happened and plan further work based on that understanding (Sugiyono, 2021, p. 137).

After going through data reduction, the researcher has presented the results of interviews about the implementation and difficulties of task-based language learning in the form of tables and explanations

## 3. Conclusion Drawing/Verification

The initial conclusions put forward are still temporary and will change as strong evidence is found or not that supports it at the next stage of data collection. If the conclusions previously stated are supported by valid and consistent, then the conclusion is a credible conclusion (Sugiyono, 2021, pp. 141-142).

At this stage the researcher has classified to answer the research question with research theory. Researcher has tried to match the data obtained in the field with the theory, whether it is appropriate or not so as to get clear results. For the first research question, the researcher used the theory of (Nunan, 1991) as cited in (Tan, 2016), (Nunan, 1991) as cited in (Xiaofang, 2013), (Farahani & Nejad, 2009) as cited in (Yildiz & Senel, 2017), (Willis J. , 1996),

(Meiramova, 2012) and (Yildiz & Senel, 2017). Then for the second research question, the researcher used the theory of Butarbutar (2021), Lai & Li (2011), and Brom et.al (2020).