

## **CHAPTER III**

### **RESEARCH METHOD**

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

This research applies descriptive qualitative in its research methodology. The descriptive qualitative approach is a method that describes, explains, and describes the events of the object of research as they are, based on the situation and conditions when the research was conducted (Septiani & Wardana, 2022). This research uses the narrative inquiry method. Narrative inquiry is a research method that seeks information written in the form of a story that describes the sequence of events of an individual in detail. The steps claimed by (Darmanita & Yusri, 2020) & (Lewis, 2015) are as follows:

##### **1. Determine an event that can solve a research problem that needs to be investigated**

The researcher observed the phenomenon that occurred during Teaching Practice Two at SMKN 1 Banjarmasin. Many students had difficulty in practicing speaking skills; only a few students from the three classes that the researcher taught were fluent in speaking. One of the methods used by the teacher was Task-Based Learning. Therefore, the researcher chose to use Task-Based Learning as a solution to overcome difficulties in speaking skills and as the research focus to develop students' speaking abilities. Furthermore, the researcher evaluated the experiences and stories of a small group of individuals as part of the study.

## **2. Determine the participants who will be involved**

The researcher sought to find participants who were in accordance with the research objectives, namely a group of English teachers at schools that implemented the Merdeka Curriculum. Therefore, the researcher chose to conduct the research at SMK Negeri 1 Banjarmasin (SMKN 1 Banjarmasin) and sampled teachers who taught English subjects. The researcher contacted the participants directly or through private messages to request permission to become participants in the study and to be interviewed.

## **3. Accumulate data in the form of narratives from individuals**

The researcher made a request to the participants to share their personal experiences in teaching using the Task-Based Learning method for the development of students' speaking skills through personal conversations or interviews. These individual experiences were recorded or transcribed as sources of information.

## **4. Elaborate and re-describe stories of individuals**

The researcher took an active role in asking substantially more intensive questions to reconstruct the stories told by the participants, engaged in the process of story accumulation, and checked important elements of the stories for discrepancies in the answers given by the participants. This allowed the researcher to elaborate on the participants' stories in more detail, providing a more in-depth discussion of the meaning of the stories.

## **5. Associating with participants**

The researcher tried to reach an agreement with the participants that was mutually beneficial for both parties, where the interview about the Task-Based Learning method could build interest and hopefully inspire others, especially teachers and students, through the stories and opinions of the participants. It aimed to make students and teachers feel motivated and interested in teaching and learning by using Task-Based Learning to develop speaking skills. Thus, the researcher and participants worked together to gain insight and enlightenment related to the research. Through the participants' stories, common ground was found from their personal experiences.

#### **6. Justify the accuracy of the report**

The researcher re-verified all data or information that had been submitted by the participants. The researcher checked the consistency of the data that had been collected by comparing it with other available data. If there were significant differences or inconsistencies between the participants' data and other data, the next step was to look for relevant evidence to seek clarity or clarification. This aimed to determine the accuracy and certainty of the research.

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

Researcher have determined the location that will be used as research at SMKN 1 Banjarmasin which is located on Mulawarman Street No.45 RT. 41 RW 04, Teluk Dalam, Central Banjarmasin District, Banjarmasin City, South

Kalimantan. This school was chosen by the researcher because the number of English teachers there is quite large, and this school has implemented an independent curriculum using Task-Based Learning. The duration of the research with the teachers will last for 3-4 weeks.

### **C. Participants**

The subjects in this research consisted of 3 English teachers who were taken from SMKN 1 Banjarmasin. In this case, the researcher selected participants based on special considerations that were in accordance with the criteria and objectives of the study, namely teachers who used Task-Based Learning in teaching English subjects. The researcher continued to seek information and recruit participants until they reached a level of saturation in obtaining the necessary data.

### **D. Data**

The data in this study was collected to explore teachers' experiences when implementing Task-Based Learning in developing speaking skills and the benefits of implementing Task-Based Learning in developing students' speaking skills

### **E. Technique of Data Collection**

In this research, the narrative inquiry method was used. As one of the typical types of qualitative research, narrative research focused on the study of one

individual and how that individual gave meaning to his or her experiences through the stories told. The data collection method in this research involved collecting stories, reports of individual experiences, and describing the meaning of those experiences for the individual (Darmanita & Yusri, 2020). Based on (Darmanita & Yusri, 2020), narrative research was classified into two categories, namely descriptive and explanatory. In this context, the researcher chose the descriptive approach. In narrative research with a descriptive category, the researcher's goal was to provide a description of (a) the experience of an individual or group, either in part or in whole, (b) the relationship between one storyline and another, and (c) the benefits of an event in human life.

In collecting data, the researchers used interviews. According to (Rahmawati, 2021), "Interview was a process carried out to obtain information directly by asking questions to respondents. Interviews involved direct interaction between researchers and respondents, and were conducted orally." The researcher used structured interviews, which were a type of interview that used a pre-prepared interview guide in the form of a list of questions (Rahmadi, 2011). Before conducting the interview, the researcher conducted an open-ended interview first. Open-ended interviews included questions that were designed in a way that allowed respondents or informants to answer freely, not limited to short words or simply answering "yes" or "no." As such, they could offer longer explanations and stories, this approach aimed to obtain rich and in-depth data, but still relevant to the main topic and research objectives (Apriyanti et al., 2019). The researcher started the conversation with an introduction that aimed to foster a harmonious relationship

between the researcher and the subject. Furthermore, topics of interest were discussed regarding the teacher's experience and benefits in implementing Task-Based Learning in developing speaking skills by explaining the purpose of the research and providing assurance to the subject that all conversations would be confidential (Salim & Syahrurum, 2012).

In collecting data, the researcher followed the following steps: First, the researcher contacted each participant to schedule a meeting to conduct in-person interviews. Second, the researcher asked the participants a series of questions regarding their experiences as teachers in teaching using Task-Based Learning, especially in developing students' speaking skills and the benefits gained through the teaching method. Third, the researcher used a smartphone to record the interview as a data security measure and to make it easier for the researcher to listen back to the interview results. Finally, if there were any obstacles in data collection, the researcher contacted the participants again and arranged a time that suited their schedule to conduct additional interviews with the teachers.

## **F. Data Analysis**

In data analysis, the researcher followed a theory that matched the approach of Miles & Huberman 2014. According to them, qualitative data analysis is carried out interactively and continuously until it reaches a point of saturation where no more new data or information is found. The data analysis procedure in qualitative research, as described by (Saleh et al, 2017), includes the following series of steps:

### 1. Data Reduction

After the data was collected, the researcher corrected the data by focusing on adjusting the data that was relevant to the research problem, and eliminating irrelevant data. Furthermore, the researcher summarizes and describes the findings of the research results with a more focused, sharp, and clear explanation. This is so that researcher can easily draw conclusions from the results of the study.

### 2. Data Display

Researcher present data by classifying or grouping relevant information. The data is presented in the form of narrative text that includes information that has been collected in accordance with the situation being studied. According to (Saleh et al, 2017), data presentation is a structured collection of information with the aim of allowing conclusions to be drawn and actions taken. Thus, researcher can easily present data in an organized manner without being scattered so that they can determine whether the conclusions made are correct or still require complete information.

### 3. Conclusion Drawing

The researcher repeatedly verified the veracity and consistency of the data relevant to the research title, the research problem, and the solutions offered. Once enough data has been collected, provisional conclusions can be drawn. However, once the data collected is complete and valid, a final conclusion can be made, namely that the application of Task-Based Learning has benefits in developing students' speaking skills