

CHAPTER III

RESEARCH METHOD

A. Research Design

This study adopts a qualitative research design, which emphasizes exploring and interpreting meanings rather than measuring variables numerically. As Creswell and Poth (2018) explains, qualitative research is particularly suitable for examining complex phenomena by focusing on participants' perspectives, lived experiences, and the social contexts in which these experiences occur. Similarly, Merriam and Tisdell (2016) emphasize that the primary purpose of qualitative research is to gain in-depth understanding of how individuals construct meaning, providing rich, descriptive accounts rather than statistical generalizations.

Specifically, this research employs the narrative inquiry approach, a method designed to capture and analyze the stories people tell about their lived experiences. According to Clandinin and Connelly (2000), narrative inquiry focuses on understanding human experiences through the stories individuals share, allowing researchers to explore how personal histories and social contexts shape their perspectives. Heigham and Croker (2009) also highlight that narrative inquiry is valuable in language learning research because it provides insights into learners' assumptions, beliefs, and identities, which might not be visible through traditional research methods.

Narrative inquiry is conducted by collecting data in the form of personal accounts, commonly through interviews, observations, and written reflections. Riessman (2008) explains that these narratives are often organized chronologically to examine how experiences develop over time. This process enables researchers to explore not only what participants experienced, but also the meanings they attach to those experiences. In this study, narratives from students and teachers were collected to understand their experiences in implementing Task-Based Language Teaching (TBLT) in reading classes.

The aim of applying this design is to describe and explore students' experiences in learning reading skills using TBLT, particularly in relation to their challenges with limited vocabulary and difficulties in comprehending longer texts. At the same time, the study also considers teachers' adaptation strategies, such as the use of shorter texts, to provide a triangulated perspective. Through narrative inquiry, the research seeks to highlight both students' voices and teachers' insights, producing a comprehensive picture of how TBLT is experienced and adapted in the context of basic-level readers.

B. Research Setting

This research was conducted at SMP Muhammadiyah 7 Kertak Hanyar in 2025. The school was selected because English is taught as a foreign language, and reading is a core component of the English curriculum. Based on preliminary observations,

many seventh-grade students still have basic reading proficiency, particularly in vocabulary mastery and text comprehension.

This location was chosen because the English teacher has implemented Task-Based Language Teaching (TBLT) in reading activities, making it relevant to the focus of this study. In addition, the researcher was granted access to the school, enabling data collection through classroom observations, interviews, and documentation. Therefore, this setting was considered appropriate for exploring students' experiences in learning reading through TBLT.

C. Participants

The participants of this study were two seventh-grade students and one English teacher from SMP Muhammadiyah 7 Kertak Hanyar in the academic year 2025. These participants were chosen purposively based on criteria that align with the focus of the study and the principles of Task-Based Language Teaching (TBLT).

The two student participants were selected because they represent seventh-grade learners with basic English reading proficiency who frequently experience challenges such as limited vocabulary and difficulty comprehending long or complex texts. Seventh grade was intentionally chosen because it is a foundational stage in English learning, during which students transition from basic to more structured reading activities. At this level, students often encounter reading comprehension difficulties, making them appropriate subjects for exploring learning experiences through Task-Based Language Teaching TBLT.

This selection is closely related to TBLT principles, which emphasize learning through meaningful tasks, learner engagement, and a focus on meaning before form. Students with limited reading proficiency are suitable for TBLT-based instruction because they can engage in tasks that are adapted to their abilities, such as pre-task activities, short reading tasks, and post-task reflections. These tasks help students process language gradually, reduce cognitive load, and improve comprehension while maintaining motivation and active participation.

Furthermore, students who struggle with long or complex texts are particularly relevant to this study because TBLT allows flexibility in task design, including the use of shorter reading texts. This adaptation enables students to complete tasks successfully, maintain concentration, and experience a sense of achievement, which are essential elements of effective TBLT implementation.

In addition, one English teacher who teaches reading to the seventh grade was included as a participant due to their direct involvement in designing and implementing TBLT-based reading instruction. The teacher was chosen to provide insights into instructional decision-making, including task selection, text simplification, classroom management, and the adaptation of TBLT to students' needs, time constraints, and proficiency levels. The teacher's perspective is essential to understand how TBLT principles are applied in real classroom contexts and how instructional practices influence students' reading experiences.

The small number of participants is appropriate for a qualitative Narrative Inquiry, which prioritizes depth of understanding rather than generalization. As stated

by Creswell and Poth (2018), qualitative research benefits from a limited number of participants to allow for rich, detailed, and meaningful exploration of lived experiences. In this study, involving two students enables the researcher to capture in-depth learning narratives, while the inclusion of the teacher supports data triangulation, enhancing the credibility and depth of the findings.

D. Data

The data of this research consisted of qualitative information used to answer the research questions concerning students' experiences, difficulties, and the teacher's adaptation strategies in learning reading through Task-Based Language Teaching (TBLT). The data were categorized into primary data and secondary data.

The primary data were obtained from two seventh-grade students and one English teacher at SMP Muhammadiyah 7 Kertak Hanyar. The students were selected as research subjects because they represented learners with basic reading proficiency, while the teacher served as a key informant who provided insights into the implementation and adaptation of TBLT in reading instruction. The primary data included students' narratives about their learning experiences, students' difficulties during reading tasks, and the teacher's explanations of instructional strategies. These data were collected through interviews and classroom observations.

The secondary data consisted of supporting documents, such as lesson plans, reading materials, observation guidelines, interview protocols, and relevant school

documents. These data were used to support, clarify, and strengthen the findings obtained from the primary data.

Thus, the data collection process was closely related to the techniques of data collection, ensuring that all data gathered were relevant and adequate to address the objectives of the study.

E. Technique of Data Collection

This study employed several data collection techniques to obtain in-depth and credible qualitative data. The techniques were classroom observation, interviews, and documentation, which were selected to ensure data triangulation and to capture participants' experiences comprehensively (Creswell & Poth, 2018).

Classroom observation was conducted during English reading lessons where Task-Based Language Teaching (TBLT) was implemented. This technique was used to observe students' participation, interaction, and responses to reading tasks, as well as the teacher's strategies in adapting materials, such as the use of shorter texts. Observation allowed the researcher to collect natural and contextual data without relying solely on participants' verbal reports (Merriam & Tisdell, 2016)

Interviews were conducted with two seventh-grade students and one English teacher using semi-structured interview guidelines. This technique was chosen to explore participants' personal experiences, perceptions, and difficulties in learning and teaching reading through TBLT. Semi-structured interviews provided flexibility for

participants to elaborate on their responses while maintaining focus on the research objectives (Creswell & Poth, 2018).

Documentation was used to support and validate the data obtained from observations and interviews. The documents included lesson plans, reading materials, observation guidelines, interview protocols, and related school records. This technique helped the researcher gain a deeper understanding of the instructional context and strengthened the credibility of the findings (Bowen, 2009).

Through the use of these techniques, the data were collected systematically and aligned with the research objectives, ensuring the trustworthiness of the study through methodological triangulation.

F. Data Analysis

In analyzing the data in this research, the researcher applies narrative analysis to capture and interpret the experiences of seventh-grade students and their English teacher in learning and teaching reading through Task-Based Language Teaching (TBLT). Narrative analysis is used to comprehend participants' stories from their personal experiences and to uncover the meanings behind those experiences. This approach follows the theoretical framework of Riessman (2008), who emphasizes that narratives should be explored not only as accounts of events but also as windows into participants' perspectives and identities.

The process of data analysis in this study consists of several stages :

1. Telling

The process begins with interviews, where students and the teacher narrate their experiences related to learning and teaching reading through TBLT. Students tell stories about their challenges with vocabulary, their difficulties in understanding longer texts, and their experiences when teachers provide shorter reading passages. The teacher shares narratives about the strategies used to adapt TBLT to students' needs. In this stage, the role of the researcher is to act as a listener and facilitator, encouraging participants to provide detailed accounts of their experiences. Notes, audio recordings, and observation field notes are collected as supporting data.

2. Transcribing

After the narratives are obtained, the interviews and observation notes are transcribed verbatim. A rough transcription is created first, capturing words, pauses, and significant expressions. Selected parts that strongly reflect students' struggles with vocabulary or teachers' strategies in adapting texts are then retranscribed in detail for deeper analysis. This transcription process ensures that the richness of participants' voices is preserved for further interpretation.

3. Analyzing

The transcribed narratives are examined thoroughly. The researcher repeatedly listens to the recordings, reads the transcripts, and compares them with observation notes and documents (e.g., lesson plans, reading texts). Coding is used to identify recurring themes, such as "vocabulary limitation," "difficulty with long texts," "shorter text adaptation," and "student engagement in tasks." These codes are grouped into broader categories representing both students' experiences and teachers'

strategies. Following Riessman's (2008) narrative inquiry framework, the stories are then reconstructed into chronological accounts that show how the experiences unfolded over time.

4. Interpreting and Drawing Conclusions

Finally, the researcher interprets the narratives to understand how TBLT is experienced by basic-level students and how teachers adapt their instructional strategies. The findings are not only descriptive but also interpretive, revealing the deeper meanings participants assign to their experiences. Triangulation across students, teacher, observations, and documents strengthens the conclusions and ensures credibility (Creswell, 2018; Merriam & Tisdell, 2016).

Through this process, data analysis in the present study produces both thematic insights (e.g., the impact of vocabulary limitations on reading) and narrative accounts (e.g., students' stories of struggling with long texts and finding support through shorter texts). This dual focus aligns with the aim of the research: to explore and describe students' experiences of learning reading through TBLT and teachers' strategies in adapting TBLT to suit basic-level learners.