

CHAPTER III

RESEARCH METHOD

A. Research Design

This study adopted a qualitative descriptive research approach. Qualitative descriptive methods serve to explain, understand, and interpret the experiences, perspectives, and phenomena naturally perceived by participants based on data collected in the field. This approach focused on providing an in-depth explanation of a social or educational phenomenon without altering the situation under study.

According to Creswell (2013), the qualitative approach aims to explore and understand the meanings attributed by individuals or groups to a social or educational issue. In qualitative descriptive studies, researchers highlight participants' experiences and perspectives directly based on data obtained through observation, interviews, and documentation.

This research approach was chosen because the primary focus is on students' experiences in the English language learning process through Task-Based Language Teaching (TBLT) and how TBLT supports students' creativity in the implementation of the Merdeka Curriculum. This study also seeks to identify the task-based activities considered most beneficial for students' creativity in English language learning.

Through a descriptive qualitative approach, researchers can gain deeper insights into students' experiences during the learning process. This study provides researchers with the opportunity to explain how students engage in task-based activities, how they generate ideas and innovate, and how interactions during learning influence their participation in using English.

Furthermore, this research design was considered appropriate because the data were collected through interviews and classroom observations that highlight students' experiences and perspectives regarding task-based learning. In this way, descriptive qualitative research allows researchers to present data comprehensively and contextually in accordance with real-world conditions in the field.

In this study, the research steps were carried out through the following procedures:

Step 1. Identify the Phenomenon

The researchers identified the main phenomenon, namely students' experiences in enhancing creativity through TBLT in the implementation of the Merdeka Curriculum. The focus was not on evaluating learning outcomes, but on the experiences shared by students.

Step 2. Participant Selection

Participants were selected using purposive sampling. Those involved in this study were students who had experienced English language learning through the Task-Based Language Teaching (TBLT) approach. The researcher selected students who could share their experiences, perspectives, and responses regarding task-based and creative activities in the English language learning process. In addition, English teachers were also interviewed to obtain additional data regarding the implementation of TBLT in classroom instruction.

Step 3. Data Collection

In this descriptive qualitative study, data were collected through interviews and classroom observations. The researcher gathered descriptive information related to students' experiences and creativity

during the learning process. The primary sources of information in this study include:

- a. Classroom Observations:** Classroom observations were conducted to examine students' participation, interaction, collaboration, and creativity while engaging in task-based language teaching.
- b. Semi-Structured Interviews:** Interviews were conducted with students and English teachers to gain insights into students' experiences, motivation, level of engagement, creativity, and their views on TBLT activities in English instruction.

This method allowed the researcher to obtain a detailed picture of students' experiences and classroom conditions during the implementation of TBLT.

Step 4. Organizing the Data

All information obtained from the interviews and classroom observations was organized into field notes and interview transcripts. The researcher categorized this information based on the research questions and topics related to student experiences, creativity, and task-based activities.

Step 5. Data Analysis

The data were analyzed using a descriptive approach following the stages proposed by Miles et al. (2014), namely:

- a. Data Reduction:** Selecting and focusing on relevant data from the interviews and observations.
- b. Data Presentation:** Organizing and presenting the data descriptively using appropriate themes and explanations.
- c. Drawing Conclusions:** Formulating conclusions based on findings related to students' experiences, creativity, and task-based activities.

Throughout the analysis phase, the researchers prioritized:

- a. Students' experiences during TBLT activities
- b. Students' creativity in the English learning process
- c. Student engagement and motivation
- d. Types of task-based activities that enhance creativity
- e. Student collaboration and interaction during the learning process.

Step 6. Drawing Interpretation

After analyzing the data, the researchers interpreted the findings to understand how Task-Based Learning supports students' creativity in learning English in line with the implementation of the Merdeka Curriculum. The interpretation was conducted by taking into account the students' perspectives, classroom observations, and the relationship between the research findings and relevant theories.

B. Research Setting

This research was conducted at SMK Negeri 1 Tanjung, located on P.H.M Noor Street, Murung Pudak, Pembataan, Tanjung District, Tabalong Regency, South Kalimantan. The school was selected because it has fully implemented the Merdeka Curriculum and actively applies the Task-Based Language Teaching (TBLT) approach in English instruction, which aligns with the objectives of this study. As a vocational high school, SMK N 1 Tanjung has the advantage of preparing students with practical skills relevant to the workforce, making the task-focused TBLT approach highly suitable and beneficial in their learning context. Moreover, its dynamic and student-centered learning atmosphere provides valuable insights into how TBLT can enhance student creativity. Other strengths include curriculum alignment, instruction by experienced English teachers familiar with task-based methods, diverse student characteristics that promote active learning, and institutional support for research activities.

Therefore, SMK N 1 Tanjung is an ideal setting for exploring students' creativity in learning English through a task-based approach within the framework of the Merdeka Curriculum.

C. Research Participants

The participants in this study were 11th-grade students from a high school in Tabalong that has implemented the Merdeka Curriculum in English language instruction. There were 33 students in the class who participated in the observations conducted during the teaching and learning process. In this study, the researcher used purposive sampling to select interview participants. Purposive sampling was chosen because the researcher selected individuals deemed capable of providing information related to their experiences in English language learning using the Task-Based Language Teaching (TBLT) method.

According to Deriyanto and Qorib (2018), purposive sampling is a sampling method carried out with certain and planned considerations. In this case, the researcher selected participants based on special considerations that were in accordance with the criteria and objectives of the study, namely students who experienced Task Based Language Teaching in learning English subjects. The interview participants consisted of students selected using purposive sampling. Of the 33 students involved in the classroom observation, 10 were selected based on several criteria. First, these students demonstrated active participation in task-based learning activities during the observation period. Second, they were willing to share their experiences regarding the learning process and their opinions during the interviews. Third, the selected students represented various levels of engagement and participation in the classroom to provide diverse perspectives on their experiences and the development of their creativity in learning English through the Task-Based Language Teaching method.

In addition to the students, the English teacher also served as a participant in this study. Interviews with the teacher were conducted to obtain additional information regarding the implementation of TBLT, the learning activities carried out, and student responses during the teaching and learning process.

D. Technique of Data Collection

In this study, the researcher employed two methods to collect data: interviews and classroom observations.

1. Observation

The observation was conducted to directly observe the English language teaching process using the Task-Based Teaching approach in the classroom. This observation took place in an 11th-grade class with a total of 33 students. All students in this class participated in the observation process during the lesson. In this activity, students completed a group task involving the creation of a presentation slide using Canva on the topic of recount texts and presented their results to the class. Observation was conducted three times during the research period to obtain a comprehensive understanding of the implementation of Task-Based Language Teaching (TBLT) in the classroom. Through multiple observation sessions, the researcher was able to identify students' participation, interactions, and responses to various task-based activities, as well as observe how creativity was demonstrated throughout the learning process. During the observation process, the researcher noted several elements, including:

- a. Student participation during learning activities
- b. Interaction and cooperation among students
- c. Student creativity in designing and presenting tasks
- d. Student motivation and engagement in learning activities
- e. Use of English throughout the teaching process

The results of the observation were recorded in the form of field notes to support the interview data.

2. Interviews

The interviews were conducted using a semi-structured approach. The researcher prepared a set of key questions but still allowed participants the freedom to share their experiences and perspectives more freely. Interviews were conducted with 10 students and 1 English teacher. The purpose of the interviews with students was to gather information about their experiences with task-based learning, their level of creativity during the teaching and learning process, their motivation to learn, their participation, and the activities they considered most helpful in enhancing their creativity. Meanwhile, the interviews with the teacher aimed to gather information regarding the implementation of Task-Based Language Teaching in English instruction, student responses during the activities, and the teacher's views on the development of students' creativity.

E. Data Analysis

Braun and Clarke (2012) Thematic analysis approach was used to analyze this data. This process involved six main steps : Familiarizing yourself with the data, Generating initial code, Searching for the Themes, Reviewing potential themes, Defining and naming themes, and producing the report.

1. Familiarizing Yourself with the data

The first step is to re-read the data you have collected, such as interviews and observations, to understand its overall content and context. Braun and Clarke (2012) emphasize the importance of "connecting" with the data at this early stage. In this research, the researcher read and noted important things, such as how students demonstrated creativity in task-based language learning.

2. Generating Initial Code

In this step, the data is divided into small parts and coded based on patterns or related information. These codes are simple labels that reflect important aspects of the data Braun and Clarke (2012). Initial Code Example :

- a. Student Creativity : New ideas generated when completing a task.
- b. Active Participation : Student participation in group discussions.
- c. Teacher Support : Teachers' strategies in providing motivation and instruction.
- d. Authentic task : Relevance of tasks to real life.

3. Searching for The Themes

The initial codes were then grouped into broader themes. These themes represent important patterns emerging from the data. Braun and Clarke (2012) explain that themes should provide a meaningful description of the data. Various topics were found :

- a. The impact of TBLT on students' creativity.
- b. Group work.
- c. The teacher's role in guiding students.
- d. Context of related tasks.

4. Reviewing Potential Themes

Once the themes were found, the researcher reviewed whether they fit the data and supported each other. Braun and Clarke (2012) suggest checking whether these themes answer the research questions. For example, the researcher made sure that the theme “Group collaborating” really reflected student interaction, not just the division of tasks.

5. Defining and Naming Themes

Each topic is given a name that reflects the essence of the topic. Braun and Clarke (2012) emphasize the importance of clear and specific topic definitions. Example :

- a. The effect of TBLT on student creativity : Show how TBLT helps students develop creative ideas.
- b. Group work : Focuses on student interaction and collaboration as they complete tasks together.
- c. Teacher's role in teaching students : Teacher strategies in providing guidance, motivation and feedback.
- d. Relevant task context : How a task relates to students' real lives to make it more meaningful.

6. Producing The Report

The final step is to create a report on the results of the analysis. Braun and Clarke (2012) state that the report includes the themes found and supplements them with specific examples from the data such as interview and observation quotes. The researcher explains how the topic answers the research question and relates to the theory used.

The data trustworthiness in this data analysis uses a thematic analysis approach based on Lincoln and Guba (1986) criteria, including Credibility, Transferability, Dependability, and Confirmability.

1. Credibility

Credibility is determined by the extent to which the research results reflect the participants' reality. Several steps were taken to ensure the trustworthiness of this study:

a. Data triangulation

Data were obtained from various sources, among others: For example: student interviews, teacher interviews, lesson observations, student assignment documentation. This ensured that the research findings were supported from multiple perspectives.

b. Member checking:

Interim results of the interviews were confirmed with the participants (students and teachers) to ensure that the researcher's interpretation was consistent with the participants' intentions.

c. Prolong Engagement

The researcher participated in the data collection process for 3 to 4 weeks, thus allowing sufficient time to understand the learning context and student interactions.

2. Transferability

Transferability refers to the extent to which research results can be applied to other situations. To ensure transferability :

a. Detailed description

The researcher provided a detailed description of the research context, including the students' characteristics, task-based language learning methods, and self-directed curriculum learning environment.

b. Participant context

The researcher describes the profile of the students (grade 11, vocational school) and the role of the teacher in the application of the TBLT method so that the reader can assess the relevance of the results to the context.