

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, researcher use qualitative design as an approach. The research aims at find out students' perspectives toward Task based learning by using TikTok through narrative inquiry. Narrative inquiry recognizes narrative as both a method and a phenomenon of research. It is possible to connect and label qualitative research methodology by focusing on methods for analyzing and interpreting tales experienced and told. The method and the inquiry always have experiential starting points that are informed and connected with theoretical material that informs either the methodology or an understanding of the inquirer's first experiences (Clandinin & Connelly, 2000).

Using (Cresswell, 2007) technique as a broad procedural guide. The research procedure were described as follows :

1. Identify the phenomenon to explore

Determine whether the research problem or question is best suited for narrative inquiry. To find out the phenomenon to be studied, the researcher has made pre-observations to determine the phenomenon to be explored. This study aims to explore the advantages of TikTok in speaking Task based learning and speaking challenges did the students encounter in speaking Task based learning.

2. Select the participants to study

Choose one or more students who have stories or life experiences to share and spend time with them obtaining their stories using various types of information. There were 12 participants in this study. Participants in this study were students who had received a speaking Task using TikTok organized by their English teacher. So the participants chosen by the researcher were class XI D from MAN 3 Banjarmasin.

3. Collecting the students' story

In collecting the stories of participants' experiences that motivated them to talk using TikTok, the researchers used interview techniques sessions which would be recorded using recordings or hand notes.

4. Restory the individual's story

The data was studied by looking at the narrative frame, narrative empty box, and non-narrative data from the interview transcription. The researcher then ordered the participant's story rationally, beginning with the past, present, and future when they used TikTok in their speaking Task based learning.

5. Collaborate with the participant story teller

The researcher compiled a sequence of storytellers regarding their experiences in Task speaking using TikTok. In order to validate the data source,

the experience needs to be accurately ascertained by researchers and storytellers in this process. The result of the collaboration must ensure that the stories that have been told are relevant to the frame.

6. Report finding about the participant's experiences

The findings section is divided into a number of subsections representing the main themes that resulted from the analysis of the data. So researchers use thematic analysis to compile relevant story themes and pay attention to the differences in the stories of each storyteller.

7. Validate the report's accuracy

The researcher kept collaborating with the participants throughout the process by starting since collecting, restoring, and reporting their narratives. The report on finding is was finished after validating process.

B. Research Setting

The research will be conducted at MAN 3 Banjarmasin. The school is on Jl. Batu Benawa Raya No. 32, Tlk Dalam, Kec. Banjarmasin Tengah, Kota Banjarmasin Tengah, Kota Banjarmasin, Kalimantan Selatan. The research was carried out in class XI D and science lab. The research was conducted on March 7 and 19 March 2024. The researcher' evidence to choose this location because

MAN 3 Banjarmasin is the school that implements the use of TikTok application in teaching and learning activities.

C. Participants / Subject

The researcher chose class XI D students consisting of 12 students as participants in this study. The selection of XI D as a participant was due they had taught speaking using TikTok application by their teacher, so researcher can obtains the information and data in this research.

D. Data

The data used by researchers in this study is qualitative data. Qualitative data analysis applied to discover and describe issues in the field or structures and processes in routines and practices. Often, qualitative data analysis combines approaches of a rough analysis of the material (overviews, condensation, summaries) with approaches of a detailed analysis (elaboration of categories, hermeneutic interpretations or identified structures). The final aim is often to arrive at generalizable statements by comparing various materials or various texts or several cases (Bryman, 2016). Data was obtained through interviews with class XI D students from MAN 3 Banjarmasin. There were 12 students who participated in this research. These participants are students who had experience learning speaking by using TikTok application in

Task based learning. The data obtained are about the advantages of tiktok in task-based learning and the challenges of speaking in task-based learning.

E. Technique of Data Collection

Narrative research, a commonly used qualitative research approach, centers on exploring the experiences of an individual and how they construct meaning through the narratives they share. This type of research generates valuable data that contributes to a deeper understanding of the individuals' perspective (Cresswell, 2018)

To obtain the data needed in this study, the researcher used interview techniques. The interview technique was used to explore the experiences of the participants regarding the use of TikTok in their speaking Task-based learning. The interview used in this research is semi-structured interview. A semi-structured interview, as the name implies, requires careful planning and preparation. The interviewer should ask general questions about their study or topic guide (Hancock, 2007). Topic guides are used by researchers based on theories from other disciplines that are relevant to the research topic. As a result, this theory might serve as a topic guide for researchers while conducting interviews with participants.

F. Data Analysis

In this study, researcher used Thematic analysis as data analysis. Thematic analysis (TA) is one of the most common forms of analysis in qualitative research. Thematic analysis, as an independent qualitative descriptive methodology, is primarily defined as a method for analyzing and describing patterns (themes) within data (Braun & Clarke, 2006). It has also been introduced as a qualitative descriptive method that offers researchers with fundamental skills for undertaking a wide range of qualitative analyses. TA is an approach for extraction of meanings and concepts from data and includes pinpointing, examining, and recording patterns or *themes*. Data can be in any form including: transcription of an interview, notes in the field, political documents, pictures, and videos.

Phases of Thematic Analysis as claimed by (Braun & Clarke, 2006) :

1. Familiarizing the Data

First, each word in the interview content should be transcribed with proper spelling; this is one of the most important aspects in interpretative qualitative research. Researchers should keep in mind that all data points are valuable. Then, by evaluating the data, certain patterns and meanings in the works emerge. The verbal facts should then be transformed into a document with the least amount of

grammatical ambiguity. The researcher familiarises the data that has been collected. By reading the written data that has been created, the researcher can understand the data that will be used regarding the advantages of TikTok in speaking task-based learning and speaking challenges in task-based learning.

2. Generating Initial Codes

Make a preliminary list of thoughts connected to the data. The researcher divides data into importance groups and assigns initial codes to the data. The codes can have explicit or implicit meanings that relate to the most fundamental component of the data or raw information and can be evaluated in a meaningful way in relation to a phenomenon. From the various data provided by 12 participants, the researcher marked the data obtained in various codes. The codes obtained relate to the main information that will be analysed by the researcher.

3. Searching for Themes

When the initial codes are created, themes are searched from them. For this purpose, the researcher should be familiar with the codes and assign a name to each set, as well as offer a brief explanation for each name. Then, try to arrange the code sets

meaningfully. The codes that have been collected will be used by the researcher to find some themes. The codes were then organised to make it easier for the researcher to do the next step of analysis.

4. Reviewing Themes

Internal homogeneity and exterior heterogeneity are two fundamental factors governing theme features. This means that the data within the themes should be meaningfully related to one another, and the themes should be explicit and differentiable. The researcher has obtained the theme then will revisit the theme set. The themes in this study relate to the advantages of Tiktok in task-based learning and speaking challenges in task-based learning. The theme is considered so that each theme has an interrelated relationship but still has a different main topic. So that the themes adjusted by researchers can be used to answer research questions in this study.

5. Defining and Naming Theme

During this phase, the researcher describes the scope and substance of each in around two sentences. The naming of the theme occurs after the definition. The names should be clear, accurate, and obvious so that the reader understands what the theme is about

quickly. The next step that the researcher did was naming the themes. The named theme needs to be based on the codes that have been collected regarding the advantages of Tiktok in specing task-based learning and speaking challenges in task-based learning.

6. Producing the Report

The sixth phase comes once researcher has a decent set of topics and have completed the final analysis by writing and reporting them. It is critical to highlight that the story of themes is expressed accurately, consistently, rationally, without repetition, and with attractiveness from within the themes. The themes that have been determined by the researcher will be analysed in writing in chapter 4. The chapter will analyse the themes that will be used to produce an interpretation of the data provided by 12 participants from class XID MAN 3 Banjarmasin.