

CHAPTER III

RESEARCH METHODOLOGY

This study aimed to investigate how Task-based Language Teaching contributed to students' speaking skills and how this approach was perceived by the students. Accordingly, this chapter included the methodology of this research which was divided into sub-chapters namely research design, research site and participant, data collection, research procedure and data analysis.

3.1 Research Design

The current study used a qualitative case study design to investigate how Task-based Language Teaching contributed to students' speaking skills and how this approach was perceived by the students. The considerations were that this study attempted an in-depth investigation of Task-based Language Teaching contributions towards students' speaking skills. In addition, this research focused on a class in a junior high school in Bandung, West Java. According to Cohen, Manion and Morrison (2007), case study has geographical parameters and may be defined by the characteristics of the group. Thus, the research was conducted in a natural setting of the classroom to observe real life situations, recognizing that context is a powerful determinant of both causes and effects (Cohen, Manion & Morrison, 2007). Furthermore, this study also investigated participants' perception of learning English speaking skills through Task-based Language Teaching. One of the case study hallmarks proposed by Hitchcock and Hughes (1995, in Cohen, Manion & Morrison, 2007) is focusing on a groups of actors' perception. Therefore, case study is considered as an appropriate design of this study.

3.2 Research Procedure

Before TbLT was implemented in the classroom, the researchers asked nine students from different levels of achievement (i.e. beginner, intermediate and advanced) to describe their vacation experience during the school break. The topic of vacation experiences was chosen to be related to the students' closest experiences because they were returning to school after the Ramadan school break when the research was conducted. They were given thirty minutes to construct their

description. They also were allowed to open dictionaries. Then, they were asked to describe their experience orally. In addition, the students' descriptions were recorded under the researcher's assistance to prevent data loss.

Next, the researcher implemented TbLT in the classroom. TbLT took a pre-task and three parts of the task cycle to be conducted. The pre-task contained an introduction to the topic, instruction of today's class activities and guidelines. In addition, examples of task completion, a video, a picture or an audio which could assist students in completing the task was also presented in the pre-task. Then, the first step was doing the task where students were divided into pairs or groups and given a handout or written instruction. The second step was planning a report or presentation of their work. Then, the third step was reporting or presenting to the whole class. The implementation of TbLT in this study was divided into three lessons within four meetings, discussing one topic namely "What did you do during vacation?". The number of meetings might be accepted in educational research because it exceeds the numbers of meetings Nugrahaeni (2022) had in the implementation of TbLT, that are three meetings.

The first lesson's objective was to make students able to modify an example dialogue into their version and perform it in front of the class. After watching a video of Sally and friends talking about their activities yesterday, the students were asked to form a group of eight to nine persons. Within the group, they should complete a dialogue. After the dialogue was checked by the teacher, the group divided the lines to the group members. Then, they were given a day to practice the dialogue. The next day, they performed their version of the dialogue in front of the class.

The second lesson's objective was to make students able to ask for information about vacation experience. After watching two example videos talking about someone's vacation experiences, the students were asked to form a group of four until five people. Within the group, they should discuss a minimum of five questions asking about someone's vacation experience except these two questions: "How was your vacation?" and "Where did you go?". Then, the students were asked to plan a report of the five questions they chose as well as the reasons behind those

choices such as the advantage of knowing the information. Finally, the students were asked to present their work to the class.

The third lesson's objective was to make students able to give information about someone's vacation experience. The students were asked to be in the same group as the previous lesson. Based on the questions they have constructed previously, they interviewed one person about his/her experience during the vacation. Then, they made a report based on the information gained from the interview. Lastly, they presented their job in front of the class.

After implementing TbLT in the classroom, this study asked students, who described their vacation experience before the teaching, to describe their experience the second time. The system of this step is the same as before. They were given thirty minutes to construct their description. They also were allowed to open dictionaries. Then, they were asked to describe their experience orally. In addition, the students' descriptions were recorded under the researcher's assistance to prevent data loss .

Lastly, the researcher interviewed seven students, who represented each level of achievement. The interview was semi-structured in which students were given several guiding questions followed by spontaneous questions if there were unspecific or unclear answers. It was conducted in the form of one-on-one interviews in approximately fifteen minutes using students' L1.

3.3 Research Site and Participant

This research was conducted in a junior high school in Bandung, West Java. This research site was chosen for three reasons. First, the researcher was familiar with the schools' condition and situation, thus the research can be adjusted to the school's daily schedule. By such palling and foresight, both researchers and institutions would have a good idea of the demands likely to be made on both subjects and organizations (Cohen, Manion & Morrison, 2007). Second, the students of this junior high school were willing to participate in this study and agreed to cooperate within the predicted period which was a month. Achieving goodwill and cooperation is especially important where the proposed research extends over days (Cohen, Manion & Morrison, 2007). Third, English teaching practice using Task-based Language

Teaching has never been implemented at the school based on an informal interview with the school authority. In addition, this research used purposive sampling which allowed the researcher to choose certain students in the class that had characteristics required by this research. As described by Creswell (2009), the idea of qualitative research is to purposefully select participants that will greatly help the researcher in understanding the problem and the research question.

The participants of the research were nine students of grade eight, as representatives from a classroom containing thirty seven students. They were chosen because students in 8th grade just finished learning about simple present tense, present continuous tense and simple past tense when this study was conducted. That knowledge would assist them in completing the task given from the teacher that is describing their vacation experience. They were divided into three groups, namely beginner, intermediate and advanced based on the preliminary study on schools' documents of mid-semester test scores and informal observations. The classification used in this study followed Harmer's (2001) classification of students' different levels. Harmer (2007) described that success and failure is easy to see at beginner level, success is not easy to perceive in intermediate level since they actually have achieved a lot, and advanced students are those who know a lot of English. The composition of each group was illustrated in the following table.

Table 2

Research Participants' Initials

No	Name	Level of Achievement	Group
1.	NRA	Beginner	Group 1
2.	MDH		
3.	GAR		
4.	SA	Intermediate	Group 2
5.	CNP		

6.	AZQ		
7.	AFS	Advanced	Group 3
8.	ADM		
9.	NSK		

3.4 Data Collection

Data of this study were collected using three instruments namely observation, students' audio, and interviews.

3.4.1 Observation

The first instrument used in this study was observation. The consideration of using observation is that it allows the researcher to gain information that occurs naturally in the research field. According to Cohen, Manion and Morrison (2007), observation offers an opportunity to gather 'live' data from naturally occurring social situations. Moreover, Robson (2002, in Cohen, Manion and Morrison, 2007) stated that what people do and what they say may differ, and observation provides a reality check.

As mentioned in the research procedure sub-chapter, this study implemented TbLT in the classroom for four meetings. Thus, the researcher did four observations as much as the TbLT implementation. Since the researcher's role as a participant observer, there was no process of filling in an observational sheet simultaneously within the classroom. Instead, the researcher recorded the whole meeting and observed it by filling in the observation sheets outside the classroom. Thus, the average duration of the observation was one hour. In addition, the observation sheet which was adopted and modified from Nunas's (2004) checklist for evaluating tasks was attached in Appendix A.

3.4.2 Students' Audio

The second instrument of this study was students' audio which is audio-recorded experience description. It consisted of the students' work in completing their task of describing their vacation during the school break. This data was taken to investigate TbLT's contribution towards students' speaking skills.

The recording was taken before and after the implementation of TbLT. The students were accompanied by the researcher to record their description in a silent environment to keep their focus. Before the recording, they were given thirty minutes to construct their ideas. Within the thirty minutes, they were free to ask anything related to their experience description to the researcher. After that, each of them described their experience.

3.4.3 Interviews

The last instrument used in this study was interviews to provide in-depth data on how learning English speaking skills through TbLT was perceived by the participants. There were only seven students who were willingly participating in the interview. The interview was semi-structured in which students were given several guiding questions followed by spontaneous questions if there were unclear answers. Furthermore, the interview was recorded to prevent data loss. The interview guiding questions were adapted from Nunan's (2004) checklist for evaluating tasks. The details of the questions can be seen in Appendix B. In addition, the interviews were one-on-one interviews to give the interviewee a chance to freely express their answer. It was conducted in approximately fifteen minutes using students' L1 to seek detailed answers.

3.5 Data Analysis

The data taken from observations, students' audio and interviews were analyzed concurrently using thematic analysis. This study employed two types of data analysis namely deductive analysis and inductive analysis. In deductive analysis, the data is analyzed based on predetermined theories from previous studies on a similar topic. As a foundation for analyzing the collected data, deductive themes were employed. The analyzed data can be used to determine the theme in the discussion chapter using inductive analysis. For the first research question, deductive analysis was used because the data were analyzed using Luoma's (2004) theory of assessing students' speaking skills. The second research question also used deductive analysis because the data were analyzed using Nunan's (2004) aspect of evaluating tasks.

For the framework of data analysis, this study adapted Creswell's (2009) data analysis framework in qualitative research. The step began with preparing for data analysis: Displaying the observation sheet, assessing students' speaking through the recorded audio as well as transcribing students' audio, and transcribing the interviews. The observation results were presented in the form of a table, the results of students' assessment were collected into a table, the students' audio were transcribed, and the interviews were transcribed. Then, the second step was a reading process that is taken through all the data. This step included reading and re-reading the data to understand the data in a detailed way.

The third step was a coding process which included highlighting and labeling. This step involved labeling questions in the observation sheet based on Nunan's (2004) theory of evaluating tasks, underlining students' mistakes in grammar, highlighting wrong pronounced words and students' hesitation, comparing two assessments results, highlighting the better and worse performance and labeling students answers in interviews based on Nunan's (2004) theory of evaluating tasks. The fourth step was using the coding process to determine themes that would be discussed. This step involved eliminating themes that were not supported by the data and determining new themes found in this study. Step five was considering how the themes would be discussed in the qualitative narrative. This step involved reporting the findings and reviewing previous studies in the similar field. The last step was constructing interpretation based on the findings that TbLT improved students' speaking skills in five aspects, namely (1) content and structure of description, (2) the speech sound, (3) spoken grammar, (4) vocabulary use and (5) slips and errors. Furthermore, the students perceived TbLT as having clear objectives, reminding them of real-world communications, motivating them to learn English, engaging their attention allowing them to communicate, having doable tasks and having interconnected activities. This step involved interpreting the findings and correlating it to the previous studies in the research area.

Based on step four, there are two main themes emerging from the data regarding the teaching of English speaking skills using TbLT and their sub-themes.

Figure 3 and Figure 4 illustrated the final themes and their sub-themes of this study. The first theme is the contribution of TbLT implementation to students' speaking skills which is divided into five sub-themes namely content and structure of description, the sounds of the speech, spoken grammar, vocabulary use, as well as slips and errors. This first theme is adapted from Luoma's (2004) aspects of assessing speaking skills. The second theme is students' perception towards TbLT which is described in terms of goals and rationales, procedures, implementation, grading, and integration. This second theme is adapted from Nunan's (2004) aspect of evaluating a task.

Figure 3

Thematic Analysis Map Illustrating The First Theme Adapted from Luoma (2004)

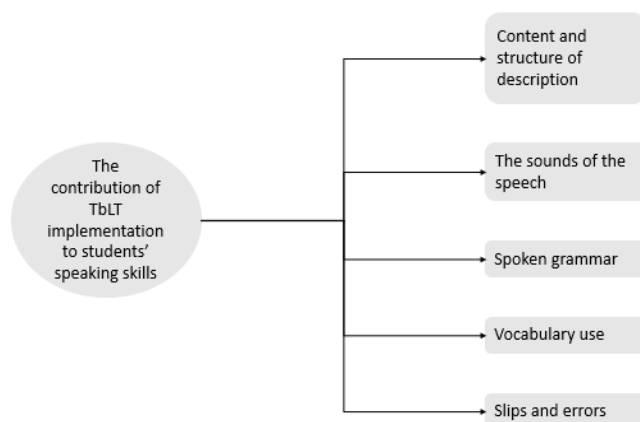
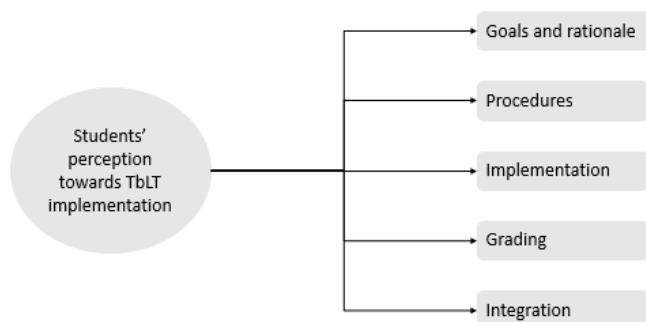


Figure 4

Thematic Analysis Map Illustrating The Second Theme Adapted from Nunan (2004)



The detailed data analysis process of each instrument was described in these three sub-sub chapters namely observations, students' audio and interviews.

3.5.1 Observations

After the data were collected, the researcher prepared the data analysis by displaying all the observation sheets within one document. The observation sheet was displayed in the form of a table. An example of the filled observation sheet in this study is shown in Appendix C. The next step was reading and re-reading throughout the whole data. In this step, the researcher organized the data by combining it into a table which is displayed in Appendix D. After that, the researcher labeled questions in the observation sheet based on Nunan's (2004) aspects of evaluating tasks such as goals and rationale, input, procedures, roles and settings, implementation, grading, integration, assessment and evaluation. This process is shown in Appendix C.

The next step was determining the themes and its sub theme that would be used in the discussion. In this step, the researcher eliminated input, roles and setting as well as assessment and evaluation aspects as they did not appear in the data. After that, the next step is reporting the findings and reviewing previous studies in the similar field. The last step was constructing interpretation based on the findings. This step involved interpreting the findings and correlating it to the previous studies in the research area.

3.5.2 Students' Audio

Firstly, the recorded students' audio were transcribed to provide more detailed evidence of the speaking assessment. The transcript of students' works is displayed by Appendix D. Then, students' works were assessed using a rating checklist which was adapted and modified from Luoma (2004). The modified rating scale used in this study is shown by Appendix E. The second step is reading all the data. In this step, the researcher organized the assessment result within a table displayed by Appendix F. Then, the researcher read and re-read all the data. After that, the researcher coded the data by highlighting, underlining, and labeling. The researcher underlined grammatical errors and highlighted hesitations as well as wrong pronounced words in the students' audio transcript. Furthermore, the researcher compared the result of the

two assessments and highlighted better performance using green highlighter and worse performance using red highlighter. The result of this process is shown in Appendix G number 2.

Figure 5

The coding process by highlighting and underlining.

Hesitation
 Wrong pronounced word(s)
 Grammatical error

AZQ Pretest

My vacation this year is was only around in Bandung. I went my-I went my grandma's house because there event family at my grandma's house. I'm and my cousin, we play Monopoly and UNO.

Then, I went to Banjaran. I stayed I stayed there for two days. The first day, I cooked with my aunt and the second day, I went-I went to the field [feld] to play mud. Then my family and I return to Lembang. Then, I playing guitar with my aunt and then I just lay down and playing my cel-cellphone.

The fourth step was using the coding process to determine themes that would be discussed. This step involved eliminating sub-themes that were not supported by the data and determining new sub-themes found in this study. One sub-theme of linguistic description features of spoken language from Luoma (2004) was deleted as it did not appear in the data. The sub-theme was processing and reciprocity. Furthermore, one sub-theme was added as it appeared in the data namely content and structure of description. Therefore, the sub-themes for the theme TbLT's contribution towards speaking skills consisted of content and structure of the description, sound of speech, spoken grammar, vocabulary use, and slips and eros. Step five was considering how the themes would be discussed in the qualitative narrative. This step involved reporting the findings and reviewing previous studies in the similar field. The last step was constructing interpretation based on the findings. This step involved interpreting the findings and correlating it to the previous studies in the research area

3.5.3 Interviews

Once the data were collected, the researcher transcribed the interviews. The example of the transcribed interview is displayed by Appendix H. After that, the researcher read through all the data. In this step, the researcher organized the data based on questions to make the reading process efficient. Once the students' answers were grouped based on questions, the researcher read and re-read the data to deeply understand them.

Figure 6

Grouping students' answers based on questions

Question: Apakah tahapan aktivitas dapat membantumu mendapatkan keterampilan yang baru?

Initial name	Answers
N. R. A.	Bisa tampil di depan, bisa bikin pertanyaan.
M. D. H	Ya. Misalkan, kayak temen luar negeri gitu mau main kesini, nanyain gimana rasanya gitu.
G. A. R	Ngga.
S. A.	Punya, aku tuh jadi suka <u>ngehafalin</u> inggris gitu, atau kayak <u>ngehafalin</u> apa gitu yang kaya biar bahasa inggris aku tu lancar gitu. Kemarin aja yang waktu miss wawancara itu <u>ngehafalin</u> terus kaya ngebacain dulu gitu biar lancar dulu, tapi kalau mengingat kadang suka susah.
C. N. P.	Iya, jadi bisa ke depan, terus bahasa inggrisnya jadi lebih lancar daripada sebelumnya, terus jadi bisa akrab sama temen yang ga akrab, jadi bisa melakukan percakapan sama temen yang jarang ngomong ke kita.

After that, the researcher labeled students' answers based on Nunan's (2004) aspects of evaluating tasks such as goals and rationale, input, procedures, roles and settings, implementation, grading, integration, assessment and evaluation. The next step was determining the themes and its sub theme that would be used in the discussion. In this step, the researcher eliminated input, roles and setting as well as assessment and evaluation aspects as they did not appear in the data. After that, the

next step is reporting the findings and reviewing previous studies in the similar field. The last step was constructing interpretation based on the findings. This step involved interpreting the findings and correlating it to the previous studies in the research area.