

CHAPTER III

RESEARCH METHODOLOGY

This research employs descriptive research method. This research describes the implementation of TBI (task based instruction). It also employ inorder to seek the limitation of the implementation of TBI.

3.1 Research Design

This study was employed a qualitative research design through a case study as a method. This study was categorized as qualitative research because of the following characteristics. First, this study investigated the process of Task-Based Instruction (TBI) that is implemented in the classroom (see Fraenkel et.al., 2011; and Merriam ,1991) stating that the main focus on this study was capturing the teaching learning activities occurred in the classroom. Second, this study was intended to deeply examine the phenomena in using Task-Based Instruction in ESP classroom in natural setting (See Creswell ,2008). this present study allowed the researcher to gain an in depth understanding of particular events, a program, a process, and activity which was focused on teaching learning process, benefits, and challenges in the teaching ESP classroom by using Task-Based Instruction (see Creswell, 2008; Merriam, 1991). The data was described in the form of the description. As stated by Alwasilah (2009). This research put forward the naturalistic of the phenomena. One of characteristics of qualitative design is natural setting, in other words the researchers have face to face interaction form time to time with the participants (Creswell, 2009). The research was explored a single classroom activity. This was done in order to gain teacher's effort in applying TBI. The research calls teachers' perspectives on the implementation of TBI. Moreover, it was employed to seek the limitation of the implementation of TBI from the teacher and students' point of view. This research was gained through multiple source of data, they are collected through observation, interview, and questionnaire.

3.2 Subject of the Research

This research conducted to a teacher at Sekolah Bahasa in Bandung. Since this research seeks in depth toward the implementation of TBI in ESP class, the selection of site and participants is seen as an important part. Selecting the sites and participants purposively helps the researcher to understand the issue and the research question (Creswell 2009). This school was chosen because of three reasons, they are: the school's curriculum, teaching method, and the access.

First, the school curriculum applies ESP in teaching learning process. This school trains army, pilots, and aircraft engineering etc to learn English. Bowo cited in Marwoto (2015) stated that Sekolah Bahasa focus on English for soldiers' education and carrier, because all aircraft guidance is written in foreign language. In other word, this school would produce lots of students who work in high risk job. Second reason of why the research was conducted in Sekolah Bahasa Bandung was its teaching method used by the teacher. Hence, Pre-observation was conducted in order to help the researcher to gain information of what teaching method used by the teacher. And through pre-observation, it was found that the teacher applied TBI in teaching learning process. The last was the access, since some members of the institution gave positive responses of this research, and the commander of the institution allowed the research to be done in this institution. It is assumed that the research is possible to be held in this institution. Seeking approval from the gatekeeper those at the research site providing access to the sites and permitting to conduct the research is essential to get access to the research or archival sites (Creswell, 2009).

Since the research was permitted in the school, a particular class was chosen based on the possibility of applying the teaching method. Since, Bruton (2002), and Swan (2005) mentioned that TBLT unsuitable for low level learners. In this case, the smartest class was chosen to apply particular teaching method. A particular teacher was chosen based on his teaching ability. The teacher is professional and was trained in Australia. Based on the pre observation and pilot study, the teacher used TBI in conducting teaching learning process.

The population of this research was sekolah Bahasa LANUD husein sastra negara. sekolah Bahasa LANUD husein sastra negara was chosen because it provided ESP as the material to be learnt by the students. The class chosen was an A class which consist of 27 students. The A class was taken because this class got the highest English proficiency level in the school. And TBI required high level proficiency of the learners. Bruton (2002), and Swan (2005) mentioned that TBLT unsuitable for low level learners. It means that, this class is potential source for the data to provide the objective of the research.

3.3 Data Collection

This research gain the data through classroom observation, interview, and questionnaire.

a. Classroom observation

This research conduct classroom observation to gain information about the implementation of TBI. As it stated by Sugiyono (2010) observation is utilized for the research which deals with human behavior, process, natural phenomena, and small number of respondent. Because of that reason, the study uses observation in gaining the data. Observation conducted in order to gather information of how the teacher implement TBI in ESP classroom. In doing the observation, the researcher sat in the back seat of the classroom, recorded the classroom activities by using video recorder, and collect the information from the teaching learning activity. The observation was conducted 8 times to answer the initial research questions.

b. Interview

In order to gain deep understanding, the interview was conducted after the classroom observation. Sugiyono (2010) stated that interview is conducted to gain deeper understanding about the respondent. It means, in order to understand respondent, the interview should be done. Interview is utilized as directive means to seek what people are thinking, feeling, and doing (Given, 2008). Moreover, Creswell (2009) mentioned that through interview, participants are able to deliver historical information. Cohen, Manion, and Morrison (2007) also see interview as one of instruments which is used to see through participants' experience and concern of situation from their point of

view. Because of those reasons, it is important to know the respondent's understanding and his history of utilizing TBI.

The interview was administered during break time after the teacher is done teaching. The interview was recorded by using audio taping. Creswell (2007, and Given (2008) mentions taking audiotape during interviewing the participants' has a number of advantages:

- a) Researchers are free to think creatively while the interviews are taking place, just in case making notes is needed.
- b) Tape-recording the interviews allows researchers to later analyze interviewees' statement thoroughly, comparing them with previous or following statements and with the interview given to others as well.

Given (2008) also adding that as a result, audiotaping participants' interviews make researchers more assured that they are capturing "the true essence of interviewees' intents."

Table 3.1 Guideline of the Interview

No	Details	Item numbers
1	Identifying teacher's general perception towards TBI	1 & 7
2	Identifying teacher's conceptual understanding about TBI	2,3,4,5,9,10 & 11
3	The problem faced by teacher during teaching learning process	6 & 8

Modified from Anjaniputra (2013)

c. Questionnaire

Questionnaire was conducted to explore learners' response towards the implementation of TBI. The recent study by Weichselgartner & Sperling (1987) and Kara (2009) mention that questionnaire is used in order to cover all learners' perception in the classroom. The questionnaire was conducted by the researcher at the end of meeting after the class.

The questionnaire consists of 15 close-ended questions. The questionnaire is applying Likert scale form. The questions were presented in *Bahasa Indonesia* in order to help the learners in understanding the meaning of the questions and in answering the question. The answers of the questions were divided into 5 options. They are SS (*sangat setuju*), ST (*setuju*), RG (*ragu-ragu*), TS (*tidak setuju*), and STS (*sangat tidak setuju*). In answering the questionnaire, learners' should mark one of the options. They have to mark SS (*sangat setuju*) if they strongly agree with the statement, mark ST (*setuju*) if they agree with the statement, mark RG (*ragu-ragu*) if they hesitate with the statement, mark TS (*tidak setuju*) if they disagree with the statement, and mark STS (*sangat tidak setuju*) if they strongly disagree with the statement.

Table 3.2 Guideline of the questionnaire

No	Categories	Item numbers
1	Learners' response towards the process of learning English through TBI	1, 2, 3, 7, 9
2	Learners' response towards the impact of TBI	4, 5, 6, 8, 10, 11, 12, 13, 14, 15

Modified from Anjaniputra (2013)

3.4 Data Collection Procedure

The role of the researcher in this study is as non-participant observer. In other word, the researcher observed the class as an outsider who only collect the data without talking, interrupting, and suggesting. This step was taken by considering the purpose of the study. This research applying some procedure in collecting the data: getting access, observing classroom activity, collecting documents, conducting interview, administering questionnaire.

The research site was chosen through several steps. The first step is looking for how many institution of higher education level which apply ESP. Visiting the

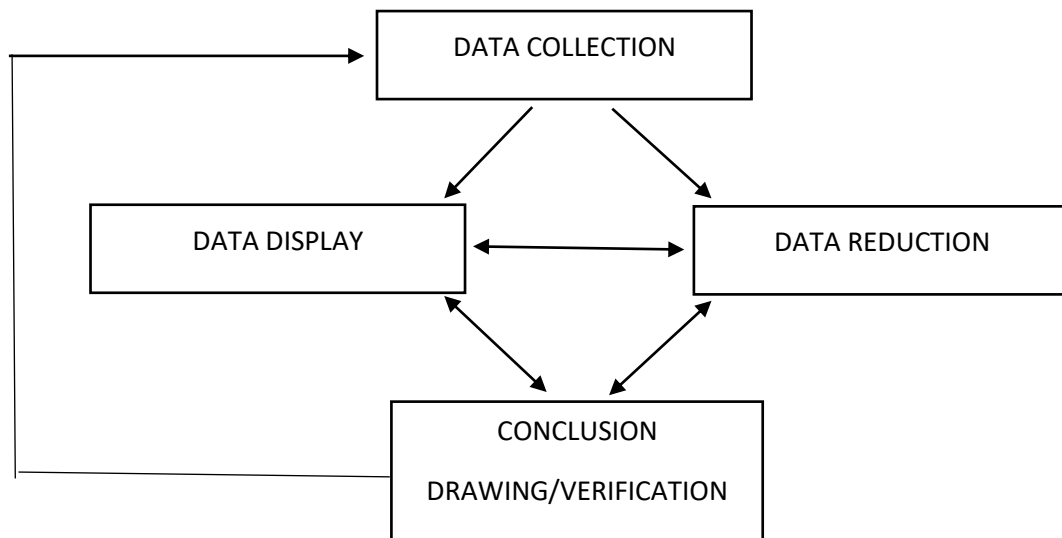
institution, asking their permission of doing research in their institution is part of getting the access of the site. After getting permission from some institution, choosing classroom and teacher which apply TBI in the class. Discussing the schedule and material that would be presented during the observation.

The second step, doing the observation in the classroom. In this step, the researcher is taking notes, video taping the activities.

The third step is collecting documents. This step is done in order to grant whether or not TBI is implemented in the classroom activity. Lesson plan of the teacher was collected in this step.

3.5 Data Analysis

After collecting the data from classroom observation interview and questionnaire, the data are analyzed and triangulated. Bogdan and Biklen (1992) mentions that the process of data analysis is systematically searching and arranging the interview transcript, field notes, and other materials that we gather in order to upsurge our understanding the data is called as data analysis. In order to discover valid and reliable data, triangulation is applied in analyzing the data. It utilizes to compare and contrast the data which had been taken from the field. Ellis (1996) states that utilization of varied kinds of data as a medium of attaining more accurate and reliable result. Therefore, this research utilizes interactive model by Denzin and Lincoln (1998) in order to analyze the data. As it cited in Denzin and Lincoln (1998), Miles and Huberman (1984, 1994) mention interactive model as an ongoing process throughout the whole investigation process, containing three sub processes: data reduction, data display, and conclusion drawing/verification.



Adapted from Denzin and Lincoln (1998: 181)

3.6 Validity

In order to assure the research, triangulation was applied in collecting the data. This study used observation, interview, and close-ended questionnaires to ensure the research credibility. Observation and document analysis were conducted to identify what teaching method that was used by the teacher in ESP classroom. Interview toward the teacher and students and close-ended questionnaire toward students and also supported by the observation, were conducted in order to find out the challenges that they faced in applying the teaching method in ESP class.