

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discussed the research methodology and focused on the research problem, design, data collection, instrument, and analysis.

#### **3.1 Research Design**

This study investigated how English teachers in Bogor implemented TBLT in an online context and their perceptions about challenges and opportunities in implementing online TBLT. By using questionnaires and interviews, the participants' responses are recorded and analyzed by using a framework of selected literature (Bachman, 1964; Jeon & Hahn, 2006; Lin & Wu, 2012; Nunan, 2004; Penny, 1996; Prabhu, 1987; Rahimpour, 2008; Richards & Renandya, 2002; Sheen, 1994; Skehan, 1998). Since this study deals with responses from participants, its design is qualitative by nature. As proposed by Creswell (2016), the qualitative method is suitable to be used as a tool to explore social issues. The participants' responses are in the form of texts that are the transcriptions of the interviews conducted online. After collecting the data, they are then analyzed using the appropriate frameworks. However, the original questionnaire regarding TBLT was also used as a pre-initial data collection before interviews to find out as many participants as possible. Furthermore, this research used Willis's TBLT Framework cycles (1996) as the foundation for teaching the participants.

#### **3.2 Participants**

The study participants were English teachers in Bogor high school who used TBLT during online learning. Their experience of teaching using TBLT at high schools of their selection would be collected as the primary source for data. They are listed in table 3.1 below.

*Table 3.1 List of participants*

| <b>Participants</b> | <b>School level</b> | <b>Code</b> |
|---------------------|---------------------|-------------|
| Participant 1       | Senior high school  | P1          |
| Participant 2       | Junior high school  | P2          |
| Participant 3       | Senior high school  | P3          |

The three participants have different backgrounds; as seen in table 3.1 above, they teach at different levels of schools. They also have different levels of teaching experience, ranging from five to fifteen years of teaching. However, their experiences were not considered relevant for selection because, as mentioned earlier, they are selected based on consent and willingness. These three participants are listed as P1, P2, and P3 based on table 3.1.

### **3.3 Research Instruments and Data Collection**

The researcher arranged the instruments for high school instructors who are well-versed in task-based language teaching (TBLT) in their English classes during online learning. The information was gathered using questionnaires adapted from Jeon and Hahn (2006) with support from various sources. The questionnaires were given the Google Form Link, spread online, and interviewed.

The data were collected through two questionnaires to screen potential interview candidates and find out the participants' general understanding. Questionnaires and interviews were adapted from Jeon and Hahn's (2006) work with support from various literature and experts.

As explained in chapter 2 to the current study, the questionnaires are involved, thus this research is adapted. The questionnaires were used to investigate general and demographic information, teachers' understandings of TBLT, teachers' views on implanting TBLT, and teachers' views on using TBLT in online learning. All the teachers were asked to fill in the questionnaire. The purposes of the questionnaires were to see the general understanding of TBLT

by teachers in a quick process and screen potential participants for the interviews, and the results were translated into Indonesian. As suggested by the literature, the purpose of distributing the questionnaire is to gather opinions or beliefs of several people about a particular event or issue (Tuckman & Harper, 2012) and to provide information about the sample of a population by presenting a numeric description of opinions or attitudes of that population (Creswell, 2014). The questionnaires were distributed among high school English teachers using Google Forms to comply with the social distancing procedures as mandated by the government. These respondents voluntarily participated in the survey. The involvement of 14 respondents as samples of a larger population, according to Bradburn, Sudman, & Wansink (2004), is sufficient for a pilot study. The survey used in the study was created in Google forms and was designed by adapting the questionnaires used in Jeon and Hahn's (2006) study. The survey consists of two sections: (1) Teachers' understanding of the task and TBLT Questionnaire, and (2) Teachers' Views on TBLT during online learning. A five-point Likert scale was used in the questionnaire to measure the degree of frequency in the first section and the degree of agreement in sections two and three. Tuckman and Harper (2012) explain that using scaled responses may take respondents' time to respond and the researchers' time to score the responses; yet, scaled responses offer a range of choices. The data collected were then analysed using descriptive statistics to determine the questionnaire's participants' understanding of TBLT.

After conducting the questionnaires, three interviewees were selected for further discussions regarding their teaching methods through online interviews in WhatsApp. The three participants consented and were willing to do the interviews. Therefore, the criterion for their selection was consent and willingness. After they were selected, the participants were interviewed online using voice calls in the application, as mentioned earlier, WhatsApp. They are asked several questions based on Jeon and Hahn's (2006) framework to investigate their perception regarding TBLT as a teaching method. The results of the interviews were then transcribed and analyzed by using the framework as mentioned earlier (Bachman, 1964; Jeon & Hahn, 2006; Lin & Wu, 2012; Nunan, 2004; Penny, 1996; Prabhu, 1987; Rahimpour, 2008; Richards & Renandya, 2002; Sheen, 1994; Skehan, 1998).

### 3.3.1 Questionnaires

The questionnaire is the first instrument to screen the interview participants. The questionnaire was adapted from the research of Jeon and Hahn (2006) and backed with various theories and investigations regarding the items in the questionnaire. It is then divided into two sections, with the first using true and false as the responses, while the second uses the Likert scale ranging from Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD). The statements used for the questionnaire are listed in table 3.2 below.

*Table 3.2 Teachers' understanding of task and TBLT Questionnaire (True/False)*

| No. | Statements                                  | Theory  |
|-----|---|---|
| 1.  | A task is an exercise.                      | Task, interaction is paramount, and the correctness of linguistic forms is somewhat peripheral.<br>Exercises are prepared in advance with the specific purpose of teaching linguistic forms, whereas tasks aim to promote meaningful communication among learners (Lin & Wu, 2012). |
| 2.  | A task involves a primary focus on meaning. | Language form can be learned in the classroom solely by focusing on meaning (Prabhu, 1987).<br>TBLT can be defined as providing learning activities and engaging  |

- learners to practice the authentic and functional use of language for meaningful purposes (Nunan, 2004).
3. A task does not involve real-world processes of language use. There is a relationship to similar real-world activities (Skehan, 1998).
  4. A task involves any of the four language skills, reading, writing, listening, and speaking. Students were given many opportunities to use the four language skills via peer and group work (Jeon & Hahn, 2006).
  5. A task does not have a clear communicative outcome. A task is an activity that learners carry out using their available language resources and leading to a natural outcome (Richards & Renandya, 2002).
  6. The task is based on the teacher-centred teaching approach instead of the learner-centred Task-based teaching over other approaches means that students are likely to be more motivated if they see activity as meaningful and relevant to authentic activities that they may be

- teacher called on to perform  
approach. outside class (Penny, 1996).
7. Tasks that require  
innovation, decision-  
making, and teamwork are  
The task should most popular among  
give learners students. Decision-making  
enough is significant in the learning  
opportunities to process. Decision-making  
work on led to increased motivation  
assignments in and, thereby, increased  
pairs or group productivity (Bachman,  
1964).
8. TBLT focuses on the  
ability to perform a task or  
activity without explicit  
teaching of grammatical  
The task structure (Rahimpour,  
focuses on 2008).  
grammar /  
linguistic  
features rather  
than  
communication  
The principle is that  
language form can be  
learned in the classroom  
solely through a focus on  
meaning and that grammar  
construction by the learner  
is an unconscious process  
(Prabhu, 1987).
9. Task uses the TBLT is primarily implicit  
method of in its design with an

|   |   |
|---|---|
| <p>practice, presentation, and production.</p> <p>10</p> <p>The learners should participate in language tasks similar to those found in the real world.</p> | <p>explicit component (the language focus). TBLT focuses on form and includes a linguistic element, involving a more deductive approach (Sheen,1994).</p> <p>The distinction between what is called a real-world or target task (uses of language in real life) and a pedagogic task is what the learners do in class (Nunan, 2004).</p> <p>A clear goal or outcome, the use of language in authentic non-pedagogical context; not a single grammatical structure but a non-linguistic outcome (Ogilvie and Dunn, 2010:162; Nunan, 2001).</p> |
|---|---|

---

The questionnaires mentioned above were distributed first. Based on the contents of the table above, this part of the TBLT learning approach is correct. To make it easier to choose participants for online learning who follow the TBLT approach. The teachers' perspective on the TBLT comprehension is the subject of the subsequent questioning. The participants were asked to respond to a message using a predefined scale as listed below.

*Table 3.3 Teachers' Views on TBLT during online learning Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)*

| No | Statements  | Theory  |
|----|---|---|
| .  |   |   |
| 1. | I always try to make students practice English in specific real-life scenarios, i.e., asking price, asking for help, and so on. | Task-based language instruction employs various oral and written text types with different topics relevant to the learners' needs (Willis, 1996). |
| 2. | TBLT provides a relaxed atmosphere to promote the use of English.   | Students found the task helpful or enjoyable (Ellis, 1997).   |
| 3. | TBLT activates learners' needs and interests.   | The topics are relevant to the learners' needs (Willis, 1996).  |
| 4. | TBLT develops learners' language skills in the classroom.   | Students were given many opportunities to use the four language skills via peer and group work (Jeon & Hahn, 2006).                               |
| 5. | TBLT requires much more time to prepare the   | Teachers should be able to design practical and four meaningful   |



materials than instruction; organize the other teaching instruction; choose the approaches. instructional approaches; and execute the instruction, build character and competence; and make the success criteria of instruction (Mulyasa, 2015).

6. TBLT is suitable for a class with 30 students during online learning. They were implementing tasks in a school setting, exceptionally where the conditions may be less than ideal: large class size, overcrowded classroom, lack of appropriate resources (Carless, 2003).

7. TBLT materials should be meaningful, purposeful, and based on real-world contexts. There is a relationship to similar real-world activities (Skehan, 1998).

---

These questionnaires were distributed online via a Google form. The participants also answered the following statements, and if the participants' understanding meets the criteria based on the framework, they are considered potential interview candidates.

### 3.3.2 Semi-structured Interviews

Once the questionnaire was distributed, the semi-structured interviews were given to three willing participants to cooperate and become interviewees. The questions were adapted by Jeon and Hahn (2006).

*Table 3.4 Interview the teachers' perception towards TBLT during online learning*

| No | Questions   |
|----|---|
| 1  | What method do you usually use during online learning?  |
| 2  | How do you feel when you use that method?   |
| 3  | Do you think it is effective?   |
| 4  | Have you ever heard of task-based language teaching?  |
| 5  | What do you know about TBLT?  |
| 6  | Have you ever been given a small group task?  |
| 7  | How often do you give a small group task?   |
| 8  | Do you give the task four skills (reading, speaking, listening, writing)?   |
| 9  | Do you give the task-related to the real world? Such as asking the price, asking for direction, asking for opinions, and so on. |
| 10 | How do you teach grammar?   |
| 11 | Do you think it is important to teach that material to the students?  |

- 12 Do you think it is fit for teaching online learning?
- 13 Do you think teaching the material is beneficial for fluency in learning English?
- 14 What difficulties do you face when given that task during online learning?
- 15 Do you think it is recommended for teaching online learning?

---

In this interview, the teachers communicated their views on the TBLT approach during online learning, and the results were examined using related theories.

### 3.4 Data Analysis

The data were analyzed in a descriptive qualitative method. There were three types of data: responses to the 5-point Likert scale, dichotomous questions, and open-ended questions. For the Likert-type questions, the answers were given a numerical score (strongly disagree = 1, disagree = 2, undecided = 3, agree = 4, and strongly agree = 5). For the dichotomous questions, numerical values were assigned to each answer (i.e., true =2 and false =1). Responses are collected and converted into percentages, as seen in table 3.5 below.

*Table 3.5 Sample of the results of the questionnaires*

| N | Statement                                  | TR         | FAL        | Tota     |
|---|--|------------|------------|----------|
| o |  | UE         | SE         | I        |
| 1 | A task is an exercise                      | 71.4<br>3% | 28.5<br>7% | 100<br>% |
| 2 | A task involves a primary focus on meaning | 71.4<br>3% | 28.5<br>7% | 100<br>% |

As mentioned above, the questionnaires' responses are converted into percentages. This is meant to simplify the presentation of the data since the questionnaires are not the primary sources of data but are only used to screen potential interview participants. As presented above, statements 1 and 2 share a similar number. The majority of the participants answered true. Based on Willis' (1996) framework, 71.43% of the participants can be considered to understand TBLT.

Once the results of the questionnaires are concluded, the participants are then selected for semi-structured interviews. According to Louise Barriball and While (1994), semi-structured interviews are the best strategy for evaluating perspectives and needs of continuing professional education by the research team in this study. As described in Chapter 3.4.2, the researcher asked 14 questions to the participants. The participants' answers are then collected and analyzed by using a framework from selected literature (Bachman, 1964; Jeon & Hahn, 2006; Lin & Wu, 2012; Nunan, 2004; Penny, 1996; Prabhu, 1987; Rahimpour, 2008; Richards & Renandya, 2002; Sheen, 1994; Skehan, 1998).

When conducting semi-structured interviews, the researcher explored the use of TBLT in online learning more profoundly. For example, when they mentioned that they had difficulties monitoring the students and needed creativity in assigning tasks, the researcher asked whether TBLT was preferred. Another example is when participants have trouble using TBLT when learning online. The researcher transcribed each participant's responses and coded each obstacle and method utilized following the interviews. The following is the list of codes that the researcher invented and used.

*Table 3.6 Codes used in data analysis*

| <b>Cod<br/>e</b> | <b>Description</b>          |
|------------------|-----------------------------|
| <b>NO</b>        | Does not understand<br>TBLT |
| <b>Y</b>         | Understands TBLT            |
| <b>UT</b>        | Uses TBLT                   |

**NT** Does not use TBLT

**R** Recommends

**NR** Do not recommend

As presented in table 3.8, several codes are listed. The first code, NO, means that the response indicates the participant does not understand TBLT as per Willis' (1996) framework. Meanwhile, Y is the code that indicates the participant understands the TBLT. In terms of application, UT and NT are used to list participants whether they use TBLT (UT) in their teaching or not (NT). Lastly, codes R and NR are used to mark whether the participant recommends (R) TBLT or not. Once codification is complete, the data are then analyzed and labeled. The coding results are then followed by a description of the findings and the formation of a theme. The sample analysis and interview labels are shown in the table below.

*Table 3.7 Exemplary data analysis*

| <b>Partici<br/>pant</b> | <b>Statement</b>  | <b>Analy<br/>sis</b> |
|-------------------------|---|----------------------|
|                         | <b><i>Q1. What method do you usually use during online learning?</i></b>  |                      |
| P3                      | (NT) Now I use a hybrid method, the procedure of task-based we use a hybrid, so when explaining the material, we can use it in class and at home because the students can listen to us. But (UT) if it is a task, TBLT sometimes goes online like this. If they do not have a mission, they can not practice. There will be no exercise, so I use task-based too. | NT,<br>UT            |

Table 3.9 above shows the analysis of an excerpt taken from the interview. In the table, Participant 3 responded to the first question. The results were taken from the responses of three participants to the interview questions. The responses were analyzed to check which keywords matched the code. In this case, the phrases in bold match the constraints in understanding TBLT and the use of TBLT. As seen in the first part of the analysis, Participant 3 stated that she uses mixed methods in her teaching. Therefore, she does not exclusively use TBLT in her education. However, in terms of understanding, it can be seen that the participant has an experience of TBLT, hence the code UT.

After forming the topic, the findings are represented and reported. Reports are presented in descriptive analysis, the main form of expressing and reporting results in qualitative research. After the findings are described, they are validated by using a framework compiled from various literature (Bachman, 1964; Jeon & Hahn, 2006; Lin & Wu, 2012; Nunan, 2004; Penny, 1996; Prabhu, 1987; Rahimpour, 2008; Richards & Renandya, 2002; Sheen, 1994; Skehan, 1998) as reference. The findings are also supported by teachers' perception of TBLT in online learning analysis and previous studies.