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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is descriptive research. The reason why researcher had choose this research design because it was the most suitable design to describe the students' perception towards task-based learning in English class. Furthermore, Wood & Kerr (2011) and Polit & Beck (2012) in Östlund, Kristofferzon, Häggström, & Wadensten (2015:3). stated that "The purpose of a descriptive study is to examine, observe and describe a situation/sample/variable as it naturally occurs, without investigator interference " In conclusion, descriptive research is a research design that examines, observes and then describes factual characteristics of a sample in a study.

The approach taken in this research was a quantitative approach. This approach aims to process research results in the form of numbers and calculations. Creswell (2018) described "Quantitative research is a means for testing objective theories by examining the relationship among variables that can be measured, typically on instrument, so numbered data can be analyzed using statistical procedures". Manjunatha (2019: 865) also described that "the results of quantitative observation are derived using statistical and numerical analysis methods. It implies observation of any entity that can be associated with a numeric value such as age, shape, weight, volume, scale etc." In order



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B. Time and Location

The research carried out in May in 2025 namely in semester 2 of the 2024/2025 academic year.

The location of the research was at SMA Negeri 1 Tembilahan Hulu, on Sapta Marga Street, number 70, Tembilahan Hulu, Indragiri Hilir.

C. Population and Sample

Population, according to Sugiyono (2020) in Ervandi (2021: 42), is a generalized area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. The population in this research was the entire class XI students with 10 classes and 329 number of students.

Table III. 1 Population of The Research

No.	CLASS	POPULATION
1.	XI.1	36
2.	XI.2	35
3.	XI.3	32
4.	XI.4	28
5.	XI.5	31
6.	XI.6	32



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7.	XI.7	33
8.	XI.8	34
9.	XI.9	35
10.	XI.10	32
TOTAL		328

A sample is a part of a population that represents the entire population. Sugiyono (2017) in Erbandi (2021: 42) the sample is part of the number and characteristics of the population. The sample of this research was all students in class XI.7 totaling 33 students. Researcher used non-probability sampling, especially purposive sampling. Vehovar, Toepoel and Steinmetz (2016: 327) "Sample that are included with unknown probabilities, or, that some of these probabilities are known to be zero." The population elements selected as samples can be obtained by chance or because there are other factors that have been previously planned. Furthermore, he explained that purposive sampling is sampling carried out in accordance with the required sample requirements. Thus, the sampling was not done randomly. Class XI.7 was selected because the students in the class are tend to be active in English class than the other classes, they had a various level in understanding English lesson and students in class XI.7 were also more conducive students compared to other classes.

D. Research Procedure

There are steps that were applied by the researcher to conduct the research procedures well. The steps are as follows:



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1. The researcher made the questionnaire using indicators for task-based learning.
2. The researcher made the questionnaire using Google Form.
3. The researcher gave the questionnaire to the sample.
4. The researcher analyzed the data and made the report.

E. Research Instrument

Questionnaire was used in this research as a research instrument to know the Students' perceptions of the use of task-based learning in English class. Roopa & MS (2012:273) wrote that "A questionnaire is simply a list of mimeographed or printed questions that is completed by or for a respondent to give his opinion". Researcher used questionnaires because this instrument is the most suitable for quantitative research and is easy to use. The questionnaire used Likert scale. According to Joshi, Kale, Chandwa & Pal (2015: 397) "Likert scale is a set of statements (items) offered for a real or hypothetical situation under study. Participants are asked to show their level of agreement (from strongly disagree to strongly agree) with the given statement (items) on a metric scale.

Table III. 2 Indicators of Questionnaire

Indicator	Total Item	Item Number
Needs and Desires	5	1, 2, 3, 4, 5
Personality	3	6, 7, 8
Experience	3	9, 10, 11



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Task Size and Complexity	3	12, 13 ,14
Intensity and Clarity of Instruction	2	15, 16
Frequency	3	17, 18, 19
Teacher Status and Role in TBL	3	20, 21, 22
Characteristic of Stimulation Object	2	23, 24
Group and social interactions	3	25, 26, 27
Culture differentiation	3	28, 29, 30
TOTAL ITEM	30	1-30

F. Data Collection Technique

The data collection technique used a questionnaire consisting of 30 questions of indicators of students' perception of task-based learning in the form of Likert scale. The researcher gave the questionnaire to the students. The questionnaire will be translated into Bahasa Indonesia in order to make it easy for the students.

G. Data Analysis Technique

1. Instrument Test

a. Validity Test

In this study, data is collected by sending questionnaires with a series of structured questions that respondents must answer. Therefore,



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validity testing must be carried out to prove the feasibility of the instrument used. A research instrument that has been declared valid means that the instrument can measure the variable to be measured (Sugiyono, 2014) in Puspitasari & Febrinita (2021: 78). The type of validity used in this study is construct validity. Heale and Twycross (2021: 12) said :Construct validity refers to whether you can draw inferences about test scores related to the concept being studied.” Furthermore, researcher utilize SPSS 27 to determine how precisely an instrument measures what it was supposed to measure the r table limit with a significance of 0.05 was used to make decisions in this validity test.

If the correlation value is more than 0,374, the sample size in the study is regarded adequate and valid. The following table summarizes the findings of each research instrument's validity test:

Table III. 3 The Result of Validity Test

No.	Item	Value of r Table	Correlation Value (r-count)	Description
1	ST1	0,374	0,327	Invalid
2	ST2	0,374	0,512	Valid
3	ST3	0,374	0,485	Valid
4	ST4	0,374	0,690	Valid
5	ST5	0,374	0,658	Valid
6	ST6	0,374	0,688	Valid
7	ST7	0,374	0,709	Valid
8	ST8	0,374	0,734	Valid
9	ST9	0,374	0,736	Valid
10	ST10	0,374	0,610	Valid



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11	ST11	0,374	0,456	Valid
12	ST12	0,374	0,738	Valid
13	ST13	0,374	0,430	Valid
14	ST14	0,374	0,556	Valid
15	ST15	0,374	0,607	Valid
16	ST16	0,374	0,371	Invalid
17	ST17	0,374	0,531	Valid
18	ST18	0,374	0,605	Valid
19	ST19	0,374	0,767	Valid
20	ST20	0,374	0,470	Valid
21	ST21	0,374	0,556	Valid
22	ST22	0,374	0,487	Valid
23	ST23	0,374	0,675	Valid
24	ST24	0,374	0,475	Valid
25	ST25	0,374	0,573	Valid
26	ST26	0,374	0,700	Valid
27	ST27	0,374	0,508	Valid
28	ST28	0,374	0,488	Valid
29	ST29	0,374	0,649	Valid
30	ST30	0,374	0,600	Valid
31	ST31	0,374	0,660	Valid
		0,374	0,761	Valid

b. Reliability Test

The reliability test aims to assess whether the questionnaire produces consistent and dependable results when administered multiple times. In this study, the reliability was measured using the Cronbach's Alpha method. According to Pallant (2001) I Daud et al. (2018:1030) "Alpha Cronbach's value above 0.6 is considered high reliability and acceptable index (Nunnally and Bernstein, 1994)." The Cronbach alpha value from this study is shown in the table below:

**Table III. 4 The Result of Realibility Test**

Reliability Statistics	
Cronbach's Alpha	N of Items
.938	30

The table's reliability test result reveals the alpha value is higher than 0,6. It is reasonable to conclude that all of the items in the questionnaire are reliable.

2. Quantitative Analysis

The researcher chooses to use descriptive quantitative to analyze the data. The technique uses to collect the data is questionnaire that contain 30 statements. Moreover, the type of questionnaire is a Likert scale which has been studied to have good results in producing a high-quality data. The Likert scale contains 4 lever 1 which are: 1) Strongly Agree 2) Agree 3) Disagree 4) Strongly Disagree.

Table III. 5 Likert-Scale Interpretation Table

SCALE	INTERPRETATION
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

(Kurniawan. 2023)



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The formula below is to analyze the mean score:

$$\frac{\Sigma \text{ total score of each statements}}{\Sigma \text{ total statements}} = \text{mean score}$$

Meanwhile for the percentage, the formula below used to analyze the data:

$$\text{Percentage} = \frac{\text{Total score}}{\text{Ideal score (highest)}} \times 100\%$$

Data from the questionnaire was gathered, processed, and given a descriptive explanation. The information obtained from the survey was organized into a table and presented as a percentage and frequency breakdown.

3. Interval Analysis

The interval distance can be analyzed by calculating the number of answer scores based on the scoring of each answer from the respondent. Based on the scores that have been set, it can be calculated as follows:

$$\text{Total of highest score} = 4 \times 33 = 132$$

$$\text{Total of lowest score} = 1 \times 33 = 33$$

To determine the interval distance between attitude levels starting from Strongly Disagree to Strongly Agree, the following formula is used.

$$\text{Interval} = \frac{\text{highest score} - \text{lowest score}}{\text{total of interval class/answer}}$$

$$\text{Interval} = \frac{132 - 33}{4} = 24.25$$

According to the interval distance above, a classification of attitudes towards existing questions can be arranged based on the number of respondents' answer scores as follows:

Table III. 6 Classification of Students' Perception toward Task-Based Learning

Interval distance	Scale
108-132	Very Good
83-107	Good
58-82	Poor
33-57	Very Poor



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