CHAPTER III
RESEARCH METHODOLOGY

This chapter elaborates the method employed in this research. This chapter also describes the procedures of the study to answer the questions stated in chapter one. It covers formulation of the problem, research design, clarification of terms, research site and participants, data collection techniques and instruments, data analysis and also research procedure.

3.1 Formulation of the Problems
1. What are the benefits of using role-play in teaching speaking to young learners?
2. How do young learners respond toward the use of role-play in their speaking activity?

3.2 Research Design
To answer the research questions mentioned earlier, this research employed a qualitative research design as it involved qualitative data collection and analysis. This method was used because of the nature of qualitative research, which is

> Exploring a problem and developing a detailed understanding of a central phenomenon, having the literature review play a minor role but justify the problem, stating the purpose and research questions in a general, and broad way so as to the participants' experiences, collecting data based on words from a small number of individuals so that the participants' views are obtained, analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings, writing the report using flexible, emerging structures and evaluative criteria, and including the researchers' subjective reflexivity and bias. (Creswell, 2012, p, 16)

In accordance to the goals of the study, a case study method was applied to find out how the use of role-play gives benefits for the teachers and students in teaching speaking to young learners, the problems faced by the teacher and how the students respond to the use

of role-play. Yin as cited in Zainal (2007) defined the case study research method as an "empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used" (p. 2). In addition, a case study is used in this study because it aims to gain in-depth understanding. This is relevant to Zainal's (2007) statement that case study allows the exploration and understanding of complex issues, it also can be considered a robust research method particularly when a holistic, in-depth investigation is required.

Moreover, a case study is employed on a small scale; a single case focuses on one particular instance of educational experience or practice (Emilia, 2005). The researcher chose a single case to investigate in order to conduct a holistic investigation by investigating the use of role-play in teaching speaking to young learners.

3.3 Clarification of Terms

In order to avoid misunderstanding on this study, some terms need to be explained:

1. *Benefits*, refers to something that produces good or helpful results or effects or that promotes well-being.
2. *Role-play* is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real world in a scenario.
3. *Speaking*, refers to a task that involves young learners to speak well in the observation sessions. In this study, participants were involved in many speaking activities by using role-play.
4. *Young Learners* are those who are learning a foreign or second language and who are doing so during the first six or seven years of formal schooling. In the education systems of most countries, young learners are children who are in primary or elementary school. In this study, they are the 7th grade of Junior High School students, age 12-13 years old that have been learning English since Elementary school.

3.4 Research Site and Participants

The study was conducted in SMP N 1 Kosambi, Tangerang, Banten. This school was chosen for two reasons. First, the school authorities allowed the researcher to conduct this study in their school; hence, this enhances the feasibility of this research. Second, the school curriculum of grade 7 is suitable for the purpose of the research; therefore, this provides more opportunities to conduct an observation which focuses on investigating speaking skills.

This study took nine seventh-grade students who were studying English as a Foreign Language (EFL). The selection of participants was due to the following reasons. First, they can be categorized as young learners since their age was between 12-13 years old; hence it was possible to carry out the investigation. The second reason was the students' willingness to participate in the study.

3.5 Data Collection Techniques and Instruments

In the data collection, three instruments were used; classroom observations, document analysis, and interview. According to Creswell, qualitative researchers typically "gather multiple forms of data, such as interviews, observations, and documents, rather than rely on a single data" (2009, p. 175). Thus, those instruments were aimed to gain the data accurately and to answer the research questions proposed.

3.5.1 Classroom Observation

In this study, classroom observation was used to gain data during the implementation of using role-play in teaching speaking. According to Schuh and Upcraft (2001), the field observation is a method for collecting qualitative data. The objective of the observation is to collect data in a "natural setting". Similarly, Lichtman (2006) stated that observations usually "occur in settings that already exist, rather than in contrived settings" (p. 137).

The classroom observations were conducted in five times. The researcher role in this study was a participant observer since she took part as the teacher who implemented the use of role-play in teaching speaking to young learners. Cohen, Manion, and Morison (2007) argued that in participant observation, observers engage in the very activities they set out to observe. Video recording was used in each meeting to be

observed by the researcher to gain more data about the speaking situations.

The following observations also were achieved using students' checklist to observe speaking situations as described below:

Table 3.1 Student's checklist

	ACTIVITIES	YES	NO	EVIDENCE
PRE-ACTIVITY	The students were motivated and engaged in the activity			
	The students participated actively in the activity			
	The students were interested in the role-play and use the target language with ease			
MAIN ACTIVITY	The students understood the speaking instruction			
	The students faced some difficulties in accomplishing the task			
	The students' enthusiasm for the role-play in their speaking activity			
	The students take roles in speaking			

	activity by using role-play			
POST ACTIVITY	The students comprehend the material given			
	The students were active in providing feedbacks both in explaining the difficulties and something they find interesting during the lesson.			

Taken from: Insani (2014)

Students' checklist would be analyzed to see students' responses during the teaching and learning process. Moreover, teacher field notes were also used during the observation in five meetings. Malik and Hamied (2014) found that "field notes contain descriptive information about what is seen, heard and experienced on-site" (p.191). Moreover, teacher's field notes provide a running commentary on the events which occur in a lesson (Nunan & Carter, 2001). The teacher always writes some notes in real-life teaching situations and reflections to improve the research.

Furthermore, students' responses were also observed by categorizing the student's participation sheet and teacher field notes into some codes. Each response from the students was presented by evidence found during the teaching and learning activities in the class. To analyze students' responses towards the use of role-play, the following criteria were used:

Table 3.2 Observed student's responses

Speaking Process Procedure	Students' Responses
Pre Activity	Enthusiastic
	Attractive

Main Activity	Reluctant
	Distracted
	Silent
Post Activity	Confused
	(+) AS = Longer Attention Span
	(-) AS = Shorter Attention Span

Taken from: Insani (2014)

In conclusion, the classroom observations were analyzed from videos that were recorded during the activities in the class, particularly speaking activities. It was used to capture the real situation in the class and to support the data from students' checklist, students' participation, and teacher's field notes. The videos were played back in times. Some notes were written based on the young learners' behavior. Then, those notes were interpreted into some categories to address the research questions. The results of the analysis will be explained comprehensively.

3.5.2 Document Analysis

Document analysis is a form of qualitative research in which focuses on analyzing and interpreting recorded material to learn about human behavior (Purnawarman, 2015). Moreover, Lichtman (2006) claimed that documents serve as written records by which we learn and study history. They are evidence of what people did and said and what they thought.

In this study, the recorded material is the lesson plans. They were prepared for five meetings based on the curriculum that applied in the school and made by the researcher. The document analysis is to clarify whether the teacher's technique at the actual teaching and learning process is compatible or not with the lesson plan which has been made before.

3.5.3 Interview

In this study, the interview is aimed to collect the information about the students' thought, feelings, responses, difficulties, and expectation towards the use of role-play in their speaking activity during the observation. The focus group interview was conducted in this study to gain more insight from the students. According to Lichtman (2006) a

focus group interview purposes to provide opportunities for members of a group to interact with each other and stimulate each other's thinking. It has been chosen because the thoughts or ideas expressed by the interviewee can be developed as it gets stimulated from other interviewees, so the data is expected to be rich and varied.

The interview was given to nine students after the observations were done. The session lasted for approximately 10 minutes in which the teacher and students discussed their ideas on the use of role-play in teaching speaking. It was delivered in Bahasa Indonesia to make them easier since the participants are young learners. The open-ended interview was applied during the focus group interview to get in-depth responses. An open-ended interview can be used with "greater confidence, particular questions of special interest or value can be pursued in depth, follow-up questions can be asked, and items that are unclear can be explained" (Frankael & Wallen, 2016, p. 12).

The data gained from the group interview were recorded using voice-recorder at one time with the prior permission from the participants. To analyze the data, firstly, the researcher transcribed the data from the interview into the written data. Secondly, examine the written data of interview results by relating the development of students' speaking ability and students' responses to the use of role-play technique. Thirdly, explaining the results of the interview to answer research questions.

3.6 Data Analysis

The results from classroom observations, documents analysis and interview were cross-checked by using triangulation. Triangulation is a "systematic process of sorting through the data to find common themes or categories by eliminating overlapping areas" (Creswell & Miller, 2000, p. 127). The statement is supported by Denzin (1989) as cited in Curtin and Fossey (2007) that triangulation is "combining multiple observers, theories, methods, and data sources [researchers can] overcome the intrinsic bias that comes from single-methods, single-observer and single-theory studies" (p. 92).

Moreover, Jick (1979) in Thurmond (2007, p. 254) pointed out some benefits of triangulation can include "increasing confidence in research data, creating innovative ways of understanding a phenomenon,

revealing unique findings, challenging or integrating theories, and providing a clearer understanding of the problem. Besides, Jehn (2009) also presented several main purposes of triangulation. The primary purpose is to eliminate or reduce biases and increase the reliability and validity of the study. The secondary purpose is to increase the comprehensiveness of a study, and thus to provide qualitatively derived richness and achieve a complete understanding of the phenomenon under study. The tertiary purpose is the effect of increased confidence regarding results that triangulation brings to the researchers.

Finally, the findings of the study were reported in a form descriptive explanation. Thus, it improves the quality of the data that are collected and the accuracy of the researcher's interpretations.

3.7 Research Procedures
3.7.1 Teacher's Activity before the Program

The research was conducted along with the regular schedule in the school. The data were collected in a week. During the research, the researcher took part as the teacher. Table 3.1 shows the schedule of the research.

Table 3.3 The schedule of the research

No.	Activities	Meeting(s)				
		1	2	3	4	5
1.	Introduction and classroom observation 1	✓				
2.	Classroom observation 2		✓			
3.	Classroom observation 3			✓		
4.	Classroom observation 4				✓	
5.	Classroom observation 5 and interview					✓

Before starting the research, the researcher who was also the teacher prepared the lesson by analyzing the lesson plans. The researcher read and acquired deeply the lesson activities to see the sequences of each activity to support the classroom activities. In this way, the use of role-play in teaching speaking to young learners has implemented appropriately:

1. *The core targets for the lesson*

The general target of the lesson was to give students some chances to express their feelings and ideas through English speaking activity. The lesson was also used to engage students in the speaking activities conducted. At the end of the program, the teacher would like to find out the student's development in speaking English as a foreign language by using role-play in front of their friends.

2. *The equipment and lesson materials that would be needed*

The teacher arranged some activities in order to achieve the goals of the lesson. The equipment that used during the lesson was a whiteboard, marker, projector, laptop, pictures, speaker and powerpoint slides for five meetings to display the materials. In the first meeting, the teacher gave an animal song and some pictures of the animals, then the teacher asked students to play a role as the animals to introduce them with role-play technique. In the following meetings, the teacher brought the characters of Andri and his family by using family tree and pictures. There were eight characters, such as Andri, Nisa, Mr. Rian, Mrs. Rani, Uncle Reza, Aunt Dita, Opa Budi and Oma Dian. The students pretended to be the family of each character during the classroom activities. After three meetings, the researcher brought some characters of Andri's neighbor in order to introduce the students with some vocabularies associated with occupation, then the students pretend to be the characters of Andri's neighbor.

Regarding the material given, the material was chosen by the researcher that closely related to student's daily life. The material was also chosen based on the curriculum and syllabus in the school. After choosing the materials and deciding the activities would be given, the researcher started to design the lesson plan and prepared the teaching media which was made on the lesson plans.

3. *The activities that will be used*

Generally, the technique used in the teaching activity was a role-play. The researcher implemented the three-phase activity on the steps of the lesson that consist of pre-activity, while-activity (observing, questioning, associating, exploring, communicating), and post-activity.

3.7.2 Teacher and Students' Activities: Implementing the Lesson

In the implementing of the lesson, the teacher used stages based on the three-phase activity of the lesson that consists of pre-activity, while-activity (observing, questioning, associating, exploring, communicating), and post-activity. These stages were implemented in meetings, which falls into the following stages:

1. *Pre-activity*, firstly, the teacher started the lesson by telling the students what they are going to learn as well as the goals of the lesson of each meeting. After that, the teacher brought some character of animals by using a song, then they pretended to be the animals in front of the class. The purpose of this activity was to introduce role-play technique to the students. In the next meetings, the teacher brought the human character with Andri as the main character, his family members, and neighbors as the supporting characters. Then, the students play a role as Andri, his family members, and the neighbors.

2. *Main-activity*, the teacher told the story in each meeting by using pictures, either printed or displayed on the powerpoint slides. The story involved the materials are given according to the lesson plans. The teacher read the story or play the song in two times to make the students understand easily. The topics of the story were *"me, my family, and my neighborhood"*. After that, the teacher invited some students to do role-play in front of the class.

3. *Post-activity*, this session was usually used for discussing and reflecting the class about the lesson. It was intended to make sure that students comprehended the materials well.

The following is the summary table of the lesson conducted during the observations:

Table 3.4 Lesson summary

Meeting	Topics	Lesson Objectives
1 (April 25, 2017)	Whose Tails	Identify the characters of animals through a song and introduce the students with a role-play technique.

2 (April 26, 2017)	I Love My Family	To fully understand how to introduce themselves to others. There was the main character named Andri and his family members as the supporting characters during the lesson.
3 (April 27, 2017)	Hey, They Are My Family	To be capable of introducing other people, in this case, Andri's family members.
4 (April 28, 2017)	Where Does The Doctor Work?	To identify expression of introducing others, in this case, Andri's neighbor.
5 (April 29, 2017)	My Neighbors	To be capable of introducing other people correctly and appropriately.

3.8 Concluding Remarks

This chapter has described important aspects related to the research methodology of the study. This chapter also has explained the formulation of the problems, research design, clarification of terms, and research site and participants. The next chapter is going to discuss and analyze the data from the research data collection technique.