

## CHAPTER III

### RESEARCH METHOD

This chapter presents detailed discussion of the research method of this study. The discussion begins with identifying the objectives of the study and the method of the investigation. Subsequently, the site, the participants, and the data collection techniques through observation and interview are also presented in this chapter followed by the data analysis technique.

#### 3.1. Objectives of the Study

The main objective of this study was to expose the implementation of role play in English speaking teaching and learning. Hence, this study was conducted:

1. to investigate how role-play is implemented in teaching speaking to the students of Tour and Travel Business Study Program
2. to discover the difficulties encountered by teacher during the lesson, and
3. to figure out the students' responses towards the implementation of role-play

#### 3.2. Method of Investigation

This study employed the qualitative approach as the method of investigation because this study wanted to obtain in-depth understanding as regards to the implementation of role play in teaching speaking. This research was conducted by exploring and investigating behaviors and attitudes that happened in the classroom during the process of teaching and learning.

Qualitative approach is applied when a researcher wants to get a more holistic depiction of what actually goes on in a particular setting or situation (Fraenkel & Wallen, 1990). In line with Fraenkel & Wallen (1990), Nunan (1992; p. 4) asserts that qualitative method engages “the perceptive of human

behavior from their own frame of reference. It can be grounded, discovery-oriented, investigative, expansionist, descriptive, and inductive research, and also process-oriented” (Nunan, 1992; p. 4).

A descriptive case study method was applied in this study to attain the data. Merriam (1988) argues that a qualitative case study is an ideal design to understand and interpret observation of educational phenomena. Additionally, when “description and explanation are required rather than prediction based on cause and effect,” a researcher can commence the non-experimental, a descriptive research (Merriam, 1988; p. 7). The aim is to observe phenomena without manipulation of treatments or subjects and the researcher takes things as they are. Moreover, this study is not intended to prove that one technique is better than others as experimental study does. As Bromley (1986; as cited in Merriam, 1988; p.30) asserts that the aim of a case study “is not to find the ‘correct’ or ‘true’ interpretation of the facts, but rather to eliminate erroneous conclusion so that one is left with the best possible, the most compelling, interpretation.”

### 3.3. Sites and Participants of the Research

An English teacher and thirty six students of 11<sup>th</sup> grade in Tour and Travel Business Study Program of a vocational high school in Bandung were the participants of the research. The rationalization of choosing the participants is because the teacher used role-play as the method to teach some topics related to the students’ future occupation. Besides, the school is a Pioneering International Standard School in where most of the students possess above-average English proficiency. The schedules of the research were planned as follows:

Table 3.1. Schedule of the Research

Time of Observation	Objective of the Lesson	Topic of the Lesson
1 <sup>st</sup> Observation (September, 11 <sup>th</sup> 2013)	1. The students are able to compose dialogue about making reservation by using at least six modals auxiliary in the dialogue.	Making Reservation

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	2. The students are able to perform a role-play of making reservation in front of the class.	
2 <sup>nd</sup> Observation (September, 18 <sup>th</sup> 2013)	1. The students are able to identify the parts of curriculum vitae and job application letter.	Applying a Job
3 <sup>rd</sup> Observation (October, 2 <sup>nd</sup> 2013)	1. The students are able to create curriculum vitae and job application letter. 2. The students are able to compose dialogue about job interview.	Applying a Job
4 <sup>th</sup> Observation (October, 3 <sup>rd</sup> 2013)	1. The students are able to demonstrate a role-play of job interview in front of the class.	Job Interview
5 <sup>th</sup> Observation (October, 9 <sup>th</sup> 2013)	1. Review the role-play performance. 2. The students are able to identify their strengths and their weaknesses in the role-play performance. 3. The students are able to identify the good example of job interview.	Review

### 3.4. Data Collection

To answer the research questions, the researcher collected the data from non-participant observation, interview, and questionnaires. The observation was conducted in the classroom during the lessons, the interview was conducted every meeting at the end of the lesson, and the questionnaires were distributed the students after the role-play implementation had finished.

#### 3.4.1. Observation

In this study, the observation was held to answer the research question number one, to investigate how the role-play is implemented in the classroom and number two, the students' responses during the implementation of the role-play in the class. Observation allocates the researcher to describe the inference about the participants' perspective,

events, and all the process that are examined and are not well conveyed in the interview or survey (Alwasilah, 2008).

Since the researcher will merely observe the teaching learning activity without taking part in it, a non-participant observation will be applied for this study. Non-participant observation is employed when the researcher do not participate in the activity that is being observed but “rather sat at the back of the class observing” (Fraenkel and Wallen, 1991; p.369).

As a non-participant observer, the researcher will be able to take notes of some important points in the classroom activities related to the aims of the study. Hence, it will help the researcher in making the natural description of everything that happens in the classroom.

Everything that happened in the classroom was recorded. Therefore, when something unobserved had happened, the researcher was still able to see it repetitively and could make sure that all things were well documented and observed.

The data from observation process were also documented in observation sheet. The observation sheet consists of the indicators that the researcher would like to know regarding to the implementation of role-play in the classroom, including the classroom management, the steps that the teacher conducted in implementing the role-play, participation degree from the students, and the boredom or excitement that the students show.

Table 3.2. The Observation Sheet to Know How the Teacher Implements the Role-Play

No.	Observed Aspects	Teacher's Implementation		Students' response		Remark
		Yes	No	(+)	(-)	
1	The teacher reviews the previous lesson					
2	The teacher gives a task related to the topic.					
3	The teacher gives clear instructions					

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4	The teacher provides clear sequences.					
5	The teacher encourages the students to speak English					
6	The teacher conducts students-centered classroom					
7	The teacher uses context in teaching the lesson					
8	The teacher monitors the students during the task					
9	The teacher provides feedbacks and corrections					
10	The activity starts from receptive to productive skills					
11	The teacher uses media as the teaching aid.					
12	The media helps the students in learning					
13	The teacher gives the situation for the role-play.					
14	The teacher develops the situation based on the students' conditions.					
15	The teacher provides the model/example/new vocabularies or expression used in the role-play.					
16	The teacher provides the concrete information of the situation and clear role descriptions.					
17	The teacher asks the students to prepare the properties for the role-play.					
18	The teacher assigns what role should be played by which student.					
19	The teacher decides whether the students work in pairs or in groups.					
20	The teacher asks for the students' comment or opinion					

*Adopted from Brown (2001) and Livingstone (1983)*

### 3.4.2. Interview

The interview in this study was addressed to the teacher. Specifically, the questions addressed to the teacher were related to what the teacher was trying to achieve, the material that the teacher used, how the teacher implemented the role-play, the benefits of the implementation

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of the role-play in the classroom, the obstacles that the teacher faced in conducting the role-play, and how the teacher dealt with the obstacle she faced. Besides, the researcher had follow-up interviews to confirm regarding to the questioned things that were found during the lesson.

The purpose of interview is to gather data that are not able to be collected through observation. Merriam (1988) claims that interview is necessary when the researcher cannot observe behavior, feelings, or how the respondents interpret the situation around them. Alwasilah (2003) states that through interview, a researcher is able to obtain an in-depth understanding about a phenomenon happened because (1) the researcher can re-explain the questions if the respondents do not understand about the questions, (2) the researcher can ask follow-up questions, (3) the respondents will keep talking because they will answer if they are being questioned, and (4) the researcher can understand about things that had happened to the respondents in the past and they target in the future.

The interview in this study was addressed to the teacher. Specifically, the questions addressed to the teacher were related to what the teacher was trying to achieve, the material that the teacher used, how the teacher implemented the role-play, the benefits of the implementation of the role-play in the classroom, the obstacles that the teacher faced in conducting the role-play, and how the teacher dealt with the obstacle she faced. Besides, the researcher had follow-up interviews to confirm regarding to the questioned things that were found during the lesson.

The interview process was recorded and transcribed to ease the researcher in analyzing what the respondents had said and in making conclusion.

### **3.4.3. Questionnaire**

Questionnaire is utilized as a tool to gain data about students' responses towards the implementation of the role-play. The rationale of using questionnaire is because questionnaire is useful for obtaining more data without spending too much time.

There were two types of questionnaire used in this study: closed-ended questionnaire and open-ended questionnaire. The questionnaires were distributed to 34 eleventh-grade students of Tour and Travel Study Program.

Close-ended questionnaire required the students to select their answers from limited selections. Questions and responses for this type of item used Likert scale categories, from Strongly Agree, Agree, Disagree, and Strongly Disagree with the same order of interval so the scores would be 4, 3, 2, and 1. The items that will be explored in the close-ended questionnaire are the students' responses to the implementation of the role-play in the classroom. By contrast, open-ended questions would have the students to answer their own words related to the obstacle the students face during the role-play activity and their wishes about the implementation of the role-play in the future. The scoring system of the close-ended items and the framework of the questionnaire can be seen below:

Table 3.3. The Scoring System of the Questionnaire

Category of Response	Strongly Agree	Agree	Disagree	Strongly Disagree
Score	4	3	2	1

Table 3.4. The Framework of the Questionnaire

No.	Categories	Item Number	Total
Close-ended Questions			
1.	The students' responses towards the implementation of the role-play in the classroom	1 – 17	17
Open-ended Questions			
3.	The students' difficulties during the role-play section	18	1
4.	The students' wishes about the role-play implementation in the future	19	1

### **3.5. Data Analysis**

Descriptive qualitative data analysis was employed to analyze the obtained data. Coding and categorization, data reduction, data display, and conclusion drawing were utilized in analyzing the data.

#### **3.6.1. Coding and Categorization**

The strategy to analyze the data in the presented study was categorizing. Categorizing helps the researcher organizing the data and develop a general understanding of what is going on, and finally create arguments and theoretical concepts (Maxwell, 2008). One of the main elements of categorization is coding. Coding will help the researcher to identify the phenomena, to facilitate the calculation of the frequency of the occurred phenomena; the frequency of the occurrence of the code will indicate the tendency of the findings thus it will help the writer to categorize the data (Alwasilah 2008).

After collecting the data from the observation, the interview, and the questionnaire, the consistency for each similar phenomenon was coded. Next, the codes were divided into groups and categories. In doing so, the categories that had been determined by the research questions previously became the main point. Afterward, those patterns of categories were described to make the findings presented in the chapter 4.

#### **3.6.2. Data Reduction**

As mentioned in the chapter 1, data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the data to make them sharpened, focused, and more organized (Miles and Huberman, 1994). All the data were taken into account. However, after the data reduction process, the insignificant data were eliminated. Thus, it helped the researcher to collect, compile and find the data that were significantly important to the study.

#### **3.6.3. Data Display**

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Data display allows the researcher to present a full data set in the same place and the data will be analytically arranged to answer the research questions (Miles and Huberman, 1994). Furthermore, Alwasilah (2008) adds that by using data displays, the researcher's conceptions and interpretations will be clearer and understandable for the readers. By looking at the display, the readers will be able to understand what is happening in the research and can take further action based on the understanding (Miles and Huberman, 1994). Data display can be graphs, charts, table, matrixes, diagram, flowchart, network and other kind of visual representations (Alwasilah, 2008; Miles and Huberman, 1994).

In this study, some data would be displayed in the form of tables and charts to simplify the description of the students' responses about the implementation of role-play.

#### **3.6.4. Conclusion Drawing**

At this stage, the researcher made an interpretation of the obtained data that had been analyzed previously. Finally, when the interpretations of the data were complete, conclusions related to the research questions were drawn. As the result the suggestions for further studies were presented.

### **3.6. Testing the Validity**

Validity is "a truth and honesty in a description, conclusion, explanation, interpretation, all kinds of reports" (Alwasilah, 2008; p.169). Validity is used as the defense of truth from the doubts about someone's research. In other words, validity is a device that is used to examine the trustworthiness of the data. There are three techniques were used in this research to test the validity and to construct trustworthiness of this study: triangulation, feedback, and member check.

#### **a. Triangulation**

Triangulation benefits the researcher in gaining as many data as possible and avoiding bias (Alwasilah, 2008). In other words, since triangulation is the combination of several methods in collecting the data,

the inherent bias in one method or data resource will be neutralized by the other methods or data resources.

In presented study, a non-participant observation when the role-play was implemented in the classroom and the interview to confirm all the events in the classroom were used to verify the credibility of the study. The attained data from the non-participant observation were compared and associated to the obtained information from the interview and the questionnaire.

#### **b. Feedback**

Asking for feedbacks, such as suggestions, critique and comments from others, is recommended in order to “identify the threats to the validity, bias, and assumptions of the researcher, as well as the logical weaknesses of the research that is being conducted” (Alwasilah 2008; p.176). He also adds that feedbacks can come from many people who understand and/or are directly related to our research.

In this research, feedbacks arrived from people who understand the research, such as, supervisors and experts, from people who understand the setting or situation of the research very well and from the researcher’s peers.

#### **c. Member Check**

Member check is an effective technique to “avoid misinterpretation towards participants’ answers during the interview, to avoid misunderstanding concerning participants’ behaviors and attitudes throughout observation, and also to confirm the participants’ point of view toward the ongoing process” (Alwasilah, 2008:178).

Because feedbacks from the respondents are also important and valuable, after conducting the observation and interviews, the researcher analyzed the obtained data and reconfirmed it to the respondents. Thus, the preliminary data could have been changed or added by some new information. In this fashion, the validity of the data would be highly trusted and reliable.