

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer presents the methodology which is used in her research such as a research method, research design, population and sample, data collection, and data analysis.

A. Research Method

This is a qualitative descriptive method by using role-play for teaching speaking to young learners. According to the aims of the study, the design is regarded as an easy way to learn a foreign language by relating it with real life so that it can give a suitable answer for the social needs in the practice of speaking. (Paul, 2003 cited in Suyanto 2015). It is parallel with Creswell's description of quantitative research. He mentions that the process of research is almost the same as the quantitative method, but as a result, the qualitative method depends on text and image data, has different steps in analyzing data collected, and uses, unlike designs. The aim is to find out and to understand the related research with the social or human problem, focusing on how to establish a complex but holistic point of view which is molded by words and constructed by specific information of the participants and carried out in a real-life situation (Creswell, 2014).

B. Research Subject

This research was held in one of the elementary private schooling Bandung. The subject was taken from the fifth grade. Twenty-nine students from fifty-seven students become the participants of the research with the number of students being fifteen male and fourteen female students. Their age is between eleven to twelve years old. Based on the information from the English teacher, overall the students have a high interest in learning English proved by the mark they obtain in the English assessment given. They are also actively involved in the learning process.

C. Instrument of the Research

The writer used some instruments that were considered related to the research design. As mentioned above, this research is using a descriptive qualitative method. Lincoln and Gaba (cited in Rakhman & Syatroh, 2015) state that the research instruments in a qualitative method are focused on the human as the center of the research. That is the reason why in this study, the writer selects the appropriate instruments needed as a tool in assessing the students' ability based on the topic. The writer wants to analyze whether the role-play techniques implied are appropriate with the fifth grade of elementary students' interest and ability to speak in English or not.

The instruments used in this research are:

1. The observation sheet format is modified from a research instrument which is developed by Muhlisin (2018) with a reliability level of 0.672. This format becomes the guidance for the writer in observing how positive the students' response during the learning process such as their attention, satisfaction, relevance, and confidence in the speaking field.

Table 3.1.

Students' Observation Sheet

No.	Name Of Student s	Attention				Relevance		Confidence		Satisfaction		Note
		1	2	3	4	5	6	7	8	9	10	
1												
2												
3												

Indicators description:

1. Have a high willingness to learn speaking using role-play
2. Eliminate the wrong concept
3. The concept can be remembered longer/meaningful
4. Understand the material easier
5. Interesting and not boring
6. The time needed to master the concept of learning
7. Motivated to get the achievement
8. Individual critical thinking is to improve
9. More appreciate in expressing opinions

10. Dare to deliver an opinion

2. Another kind of observation sheet was given to the English teachers, as the class observer related to the writer's performance during the technique is implemented. The criteria are modified from Assessment for Internship Teacher based on Indonesian Curriculum 2013 (IKIP Siliwangi, 2019). It is used to know the teacher response related to the technique implemented

Table 3.2.

Teacher's Observation Sheets

No.	OBSERVED ASPECTS	A	O	Sc	S	N
1.	The teacher conveys the material with the students' experiences.					
2.	The teacher demonstrates the material with the real thing/life.					
3.	The teacher explains the learning objective.					
4.	The teacher delivers the lesson plan such as individual tasks, group tasks, and observation.					
5.	The teacher conveys the material with the objectives well.					
6.	The teacher explains the material coherently and systematically.					

No.	OBSERVED ASPECTS	A	O	Sc	S	N
7.	The teacher delivers the material based on the competencies objectives.					
8.	The teacher's attention to all students in balance.					
9.	The teacher encourages students to keep trying.					
10.	The teacher builds active communication and a good atmosphere.					
11.	Having interesting learning way					
12.	The teacher gives reinforcement to students to participate actively.					
13.	The teacher creates a pleasant classroom atmosphere.					
14.	The teacher speaks clearly and fluently					
15.	At the end of the lesson, the teacher reviews the material and gives instruction/clues about the next material.					

Footnote :

A = always ; O = often ; Sc = Sufficient ; S = seldom ; N = never

- Questionnaires. The writer did the data collection technique by asking several written questions that were used to obtain information from the participants in the form of reports about their personality, or things they

know. In collecting data the writer used a formatted questionnaire for the students, as the participants of the research action. Questionnaires are used in purpose to know students' responses about the technique implemented in the learning process.

Table 3.3.

Questionnaire about Technique Implemented

NO	QUESTIONS	YES	NO
1	Through learning techniques that have been implemented, do you have a high desire to learn English?		
2	Does the learning that has been implemented eliminate the fear of making mistakes in you?		
3	Does the implemented technique give a certain meaning to your learning?		
4	Does the learning technique bring you to understand the material being taught?		
5	Does the learning process become interesting and fun?		
6	Do you think the time used in understanding the subject becomes shorter?		

NO	QUESTIONS	YES	NO
7	Are you motivated to get a good achievement?		
8	Does the learning process improve your critical thinking ability?		
9	Are you more able in delivering your opinion during the learning process?		
10	Are you more courageous in expressing your opinion in the learning process?		

Except for this questionnaire, the writer also gave an open-ended questions form to the students. The purpose is the students' answers become the triangulation data compared with all the data that had been gathered. The question is as follows:

- *Do you have any difficulty in speaking English using these learning techniques?*

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4. The Speaking Scoring Table. The Speaking Scoring Table is adapted from the 4-1 Likert Scale (Brown, 2004 cited in Anwar, 2016) and is accustomed to the students' scoring needs.

Table 3.4.**The Rubric of Speaking Proficiency**

No	Name of Students	Proficiency Description (scale 1-4)		
		Vocabulary	Pronunciation	Fluency
1.				
2.				
3.				

The Analytical Scoring Rubric for Speaking Performance

No	Language Elements	Score	Description
1.	Vocabulary	1	Speaking English with no correct and appropriate vocabulary
		2	Speaking English without quite correct and appropriate vocabulary
		3	Speaking English with correct vocabulary even though it has not been appropriate yet with the situation and condition

		4	Speaking English with correct vocabulary and under the situation and condition
2	Pronunciation	1	Errors in pronunciation are frequent
		2	The accent is intelligible though often quite faulty
		3	Errors never interfere with understanding and rarely disturb the native speaker
		4	Errors in pronunciation are quite rare
3	Fluency	1	The utterance is not fluent, not clear and it misses the meaning
		2	The utterance is not very fluent, not very clear and it gives effects the meaning
		3	The utterance is not too fluent and sometimes uses an Indonesian accent
		4	Able to speak fluently and almost like native speakers

D. Data Collection

The writer uses a descriptive qualitative method, whereas the research data is collected from classroom observations and questionnaires. Creswell (2014) explains that in a qualitative method, the steps in

collecting research data determine the boundaries of the study; collect information from the observations, interviews, documents, and visual documentation; and set up the rules to record the research information. Based on the criteria, the writer focuses her study to find out the relationship between speaking ability and the role-play techniques implemented to fifth-grade students in one of the elementary schools in Bandung. The topic taken is based on the *Guess What! Pupil Book* for fifth-grade students that the students used in learning English.

The writer did the classroom observation by taking an assessment before the technique was implemented to the students. The aim was to know the students' ability in speaking English as a foreign language. This is supported by Rakhman & Syatroh (2015) statement that through classroom observation, the writer can found out the students' ability by collecting data from the human and physical setting, also interactional and program setting. The assessment is considered to be put in the research design because it is a suitable instrument to know the depth of the students' ability in speaking ability. After the technique is implemented, the assessment also was held to know whether the technique implemented gave effect to the students' speaking ability or not.

The writer continued the data collection activities by taking information about the speaking ability of the students in video and voice recording. The writer collected the students' responses related to the technique implemented by spreading the questionnaire to the students as the

participant. The English teachers as the class observers during the technique implemented were also asked to fill the questionnaires related to the topic and technique.

E. Data Analysis

In this research, the data were analyzed using a qualitative method. The steps in analyzing the data conducted with a qualitative method, we need to organize and categorize the data chronologically, reviewed it again and again, and then continually do the coding. The data's synthesizing, and interpreting was ended with writing the conclusion according to the result of the data analyzing process, and combined into a narrative description of what the observer had found out from the research (Creswell, 2014). Here, all data that was gathered from the instrument be categorized, analyzed, and then reported descriptively.

F. Research Procedure

The research procedure is one of the crucial parts of designing research. It is related to how we take the sampling, what we will do to get permission from the institution, when and how the data collection methods and instruments are given, what we do to make data analysis and interpretation, and how we report the result of our finding. (Creswell, 2014:55). As for the research using the qualitative method, we need to discuss the accuracy of the data we get from the research and compare

them with reality. The writer gathers all the findings into a detailed description of the information collected and confirms them again to the participant as the target or research subjects to determine the accuracy of the information.

Here is the schedule for research of using role-play in teaching English speaking ability through *Helping at Home* as the topic, taken from *Guess What! Pupil Book which is for the Fifth Grade of Elementary School* (Reed & Bentley, 2015).

Table 3.5.
The Research Schedule

Activity	Month/2020					Month/2021		
	1	2	3	4	5	1	2	2
Writing a proposal	V							
Planning the lesson plan and research instrument		V						
Applying the research instruments		V						
The field research			V					
Data processing				V				
Writing Chapter I-III					V			

Writing Chapters IV-V						V		
Submit							V	
Report presentation								V