

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research design applied in this study is a descriptive case study. According to Rabbai et al. (2009), the objective of developing a grounded understanding of Enterprise Resource Planning (ERP) was to conduct a single descriptive case study in which neither generalized nor tested a theory. Instead, a case study was conducted with the aim of the description. Descriptive case studies are generally used to provide researchers with a rich description of the phenomenon being studied (Yin 2003). This definition is inspired by actions in which people research their own work to improve the teaching practices and learning of their students.

B. Setting and Participants

This research was conducted in a secondary school located in Tasikmalaya, West Java, Indonesia, where the researcher conducted a school-based internship. This was an interview, and by using these data, I can find out the teachers' development. (Eisenberg & Lemos, 2010). This research was conducted by utilizing audio-visual to capture the interactions of young learners with temporal artifacts in the activity room of the nursery. The purpose of this research is to understand how temporal artifacts are built by teachers and researchers. As a qualitative study, audio-visual can capture the context of interactions and allow us to make

repeated revisions to create a code for a comprehensive analysis of the phenomenon.

In this research, the ability to implement drama makes students learn new words in a context; they listen to different stories in the presentation of new words. Thus, memorizing new vocabulary items is very difficult for young learners who have different learning styles and dominant intelligences. However, they are not supposed to memorize words in isolation through drama. They are involved in contextualized learning processes, both intellectually and emotionally. The participant in the research was an English drama teacher. They were interviewed using an audio-visual system to understand the teachers' experiences after teaching drama at the group level.

One teacher, who often taught English using drama, was chosen as the participant. She was recruited as a volunteer because of her experience teaching English drama.

C. Research Procedures

To illustrate the entire process of this research, new vocabulary items were chosen based on the course book, and they were included in the curriculum as active vocabulary items. Each implementation lasted three regular lessons, that is, 120 minutes. Data were collected using Interview and WhatsApp.

D. Data Collection

Semi-structured interviews were used to collect the data. as it allows the research insufficient flexibility to obtain some aspect in-depth, and is necessary to allow the participant to lead in much the same way as in an open interview (Richards, 2009). Adams (2015) also stated that SSIs consist of more than a few open-ended questions. The interview session was conducted using a mobile phone to record audio. Moreover, the interview session was conducted in Bahasa Indonesia as the participant is a young learner, and it also obtains richer information on his/her perception about the implementation of vocabulary to young learners through drama.

Before collecting the data, each participant was asked to read, fill in, and sign the consent form. This was to ensure that the participants allowed the researcher to analyze the data and for publication purposes with privacy. The interview session started by asking about demographic information such as name, age, or class. This information will be helpful during analysis and report writing.

E. Data Analysis

After the data were collected, the researcher used thematic analysis was conducted. It is a method for identifying, analyzing, and reporting patterns (themes) within data with organizations and describes the data in numerous ways (Braun & Clark, 2012). This method is simply used by researchers and is new to qualitative research design as follows:

1. Familiarizing with data

The researcher translated the data transcript and data into English in Interview T1. The results were read repeatedly until they were familiar with the content and gained an understanding of the phenomenon and details in the data.

Figure 1. Transcript of interview

Transcript of Interview	
Date	: December 16 th , 2020
Setting	: WhatsApp Chat
Interview	: R (Researcher)
Interviewees	: T1 (Teacher 1)
Transcript R (Researcher) T1 (Teacher 1)	
R	Bismillah ... Assalamualaikum ibu apakahnya? Sebelum ke mt? Ima memperkenalkan diri nama saya Irma Febryanti saya mahasiswa jurusan pendidikan bahasa inggris semester akhir. Disini saya akan mengambil data dengan metode interview mengenai pembelajaran bahasa inggris dengan menggunakan drama. Langsung saja ya bu. Pertanyaan pertama Bagaimana proses pembelajaran Bahasa Inggris melalui drama?
T1	Bismillah ... Assalamualaikum mom, how are you doing? Before the point? I would like to introduce myself my name is Irma Febryanti. I am a student majoring in English language education last semester. Here I will take data with the interview method regarding learning English using drama. Immediately, ma'am ... The first question, how is the process of learning English through drama? Efficiency Social Influence
T1	Proses pembelajaran lewat drama efektif juga. dapat meningkatkan minat anak untuk belajar bahasa inggris khususnya memperkaya vocabulary siswa dan juga siswa dapat mengetahui kos kata baru.
R	Basaimana cara mengatasi jika terdapat kesulitan ketika mengajarkan kosakata melalui drama?
T1	Dengan cara memperagakan dengan menggunakan benda, meskipun itu satu kata jd siswa jangan dulu liat ke kamus tapi mencoba untuk menebaknya dahulu kata tersebut.
R	Jika boleh tau menebak nya dengan cara bagaimana? Apakah ada trik khusus atau seperti game atau bagaimana?
T1	Memperagakan ke suatu barang atau dengan percakapan dgn siswa yg paham.
R	Terdapat trik khusus seperti apa untuk membuat siswa cepat hafal dalam dialog dengan menggunakan Bahasa Inggris?
T1	May I know how to guess it? Is there a special trick or like a game or something? Demonstrate an item or in conversation with students who understand. What special tricks are there to make students memorize the dialogue in English quickly?

2. Generating initial codes

After familiarity, the data were classified into several codes based on the research question. The researcher coded every data item and ended this phase by organizing all codes and relevant data extracts.

Transcript R (Researcher)/T1 (Teacher 1)	
T1	Proses pembelajaran lewat drama efektif juga, dapat meningkatkan minat anak untuk belajar bahasa inggris khususnya memperkaya vocabulary siswa dan juga siswa dapat mengetahui kos kata baru.
R	Bagaimana cara mengatasi jika terdapat kesulitan ketika mengajarkan koskata melalui drama?
T1	Dengan cara memperagakan dengan menggunakan benda, meskipun itu satu kata jd siswa jangan dulu liat ke kamus tapi mencoba untuk menebaknya dahulu kata tersebut.
R	Jika boleh tau menebak nya dengan cara bagaimana? Apakah ada trik khusus atau seperti game atau bagaimana?
T1	Memperagakan ke suatu barang atau dengan percakapan dan siswa yg paham.
R	Terdapat trik khusus seperti apa untuk membuat siswa cepat hafal dalam dialog dengan menggunakan Bahasa Inggris?
T1	Ada. Dengan memberikan kos kata baru untuk janka panjang. Sehingga siswanya pada semangat karena mereka dapat memenuhi target yang di capai dan cepat pula untuk proses praktiknya.
R	Hambatan apa saja ketika pembelajaran drama?
T1	Hambatan nya soal waktu disini cuma sebulan sekali pertemuannya (ekskul) makanyaa susah bgr tp kadang sih kalo ada waktu luang kita suka latihan soalnya hasil drama ini ingin kita tampilkan d acara hafiah intiban (samen/ graduation).
R	Bagaimana perasaan siswa ketika

Figure 2. Coloring the codes

3. Searching for the themes

The researcher analyzed the code of the data and classified it into themes.

Benefit:				
Increasing interest students for learning English Vocabulary Enriching through Drama	Enriching students' vocabulary	Increasing students' confident	Building Productive Skill	Building Resaktive Skill
Student Interest	Enriching vocabulary	Student skill	Speaking skills	Listening skills
Student Understandable			Writing skills	Reading skills

Figure 3. Grouping the codes

4. Reviewing potential themes

In this phase, the researcher reviews and checks the themes of the data, after which there are no specific themes.

5. Defining and naming themes

In addition to the reduction of the data, there might be a combination of themes in this phase. The researcher decided on the themes that were interpreted and named each theme.

Theme 1	Benefit:	Increasing students' interest for learning English Vocabulary Enriching
		Enriching students' vocabulary
		Increasing students' confident
		Building Productive Skill
		Building Reactive Skill

6. Producing the report

The researcher selected the appropriate statements that conveyed the core theme or essence of the themes and related back the analysis to the research question and literature. We then present the findings of this study.

