

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

This study investigated the challenges and solutions of implementing role-play that occurs at a university in Tasikmalaya. Thus, a descriptive case study used as a research method/design. This is in line with Yin (2018) which is stated that a case study is an empirical method that closely studies an existing event while also situating it in its actual environment. Descriptive case study design requires presenting a complete description of a phenomenon within its context (Patnaik & Pandey, 2019). Therefore, this approach is an appropriate method for in-depth investigation of certain phenomena which can result in comprehensive analysis.

3.2 Research Setting and Participants

This study was conducted in the English education department at a University in Tasikmalaya, West Java, Indonesia. This department has a course that facilitates the students' study, which is the Professional Listening and Speaking course. This study is related to the student's challenges and solutions in doing the role-play in the Professional Listening and Speaking course. The Professional Listening and Speaking course constantly employs a role-play method in its learning. There are various role-play projects for individuals, peers, and groups based on the Professional Listening and Speaking courses syllabus that are, of course, tailored to teach students interpersonal skills with partners or groups. The following is a list of the role-plays provided in this course by giving students the freedom to choose two role-play projects and a pair for each category. 1) Individual role-play projects as a news reporter, radio announcer, and Youtuber 2) Peer role-play projects as flight attendants, book officers, telemarketers, and customer service agents. 3) Group projects: school teacher, Model United Nations (MUN), and EDSA's meeting.

The researchers conducted this study because in the 2023 academic year the learning system has switched back to offline or face-to-face which is

different from previous years which used an online system. Further, the participants of this study involved 4 students 2 male students and 2 female students who joins Professional Listening and Speaking courses in the academic year 2023. The indicators for choosing the participants are high-involvement students and low-involvement students in role-play activity to get the various data and to compare the challenges faced between the high-involvement students and the low-involvement students in doing role-play.

To ensure privacy of the participants' personal information, their names were changed to P1, P2, P3, and P4. Participants were also given an extensive outline of the research that was undertaken, and they signed the consent form as a formal commitment to participate in data collection. Furthermore, the day and time of the interview were coordinated with the participants.

3.3 Data Collection

The researcher used a semi-structured interview as the technique to collect the data. Semi-structured interviews include a mix of close-ended and open-ended questions. Adams (2015) stated that semi-structured interviews, usually use what and followed by why and how questions. Thus, semi-structured interviews can be used as the data collecting method that is appropriate to explore the students' perceptions in this research.

The semi-structured interviews were conducted to collect information related to the students' challenges faced by the students in conducting role-play in Professional Listening and Speaking courses, and solutions to overcome those challenges. The interview questions are adapted from Sato (2001) related to challenges in role-play including classroom space, time, play-acting, chaos in the classroom, lack of grammar work, lack of enough opportunity to participate, and students' shyness. The interviews conducted through *WhatsApp* by using Indonesian, as the participants' first language to prevent communication failure and confusion.

Semi-structured interviews conducted in the following ways: (1) getting in communication with the participant; (2) asking if they are willing to be

interviewed; (3) developing interview questions and guidelines; (4) arranging a time with the participant; (5) conducting the interview, which will be recorded using a smartphone; and (6) transcribing the result.

3.4 Data Analysis

The researcher analyzed the data after it had been collected. Thematic analysis was used to analyze the collected data since it is an effective method for classifying the data into themes. The researcher analyzed the data by following Braun and Clarke's (2006) six steps of analyzing thematically. A thematic analysis by (Braun & Clarke, 2006) encompasses the following steps:

a) Getting familiar with the data

This method includes data transcription from the observation and interview videos. Furthermore, the researcher became familiarized with the gathered data by repeatedly rereading the data transcripts.

b) Producing initial codes

In order to group the data into themes, this process requires identifying and determining the initial codes from the data. The codes indicating the possible themes then be colored by the researcher.

Table 3.1 Producing Initial Codes

Transcriptions	Initial Codes
P1: Yang Model United Nations kak itu sulit banget banget	Unfamiliar Topic
P1: Nah itu tergantung kak, pernah paling banyak itu 5x latihan. Dalam seminggu paling sedikit 2x, soalnya di kelas pun kita prepare buat ngga ganti – ganti kelompok. Biar bisa sambil gitu klo kita lagi kumpul mau kerkom, misal karena anggota kelompoknya sama jadi itu bisa buat latihan PLS ini dan juga mengerjakan tugas matkul lain yg diminta berkelompok	Frequency of Practice

<p>P1: Klo dibilang kurang pasti bakalan ngerasa kurang, tapi kita memaksimalkan semuanya. Semisal jika untuk nanti tampil itu hanya diberi waktu 10 menit kita selama latihan pun sambil timer gaboleh lebih dri 10 menit, biasanya kita juga diberi waktu tambahan untuk persiapan di sebelum tampil</p>	<p>Duration of Performance Time Effectiveness</p>
<p>P1: Klo aku sendiri ngerasa lebih nervous ketika waktu tampil individu dan ketika tidak ada mahasiswa yang menonton</p>	<p>Nervousness</p>
<p>P2: Karena grup saya menuntut untuk melakukan dialog tanpa script. Hanya ada latihan pemahaman konteks dan character.</p>	<p>Script Improvisation</p>
<p>P2: Iyaa, dengan tanpa keluar dari konteks yang diberikan</p>	<p>Script Improvisation</p>
<p>P2: Lakukan semua yang bisa meningkatkan rasa percaya diri seperti latihan dengan group, ini bisa sangat membantu membangun rasa percaya diri</p>	<p>Handling Nervousness</p>
<p>P2: Ekspresi wajah dan kelancaran gerak tubuh. Saya kaku</p>	<p>Gap in Performing</p>
<p>P2: Ya sering, menurut saya hal ini bisa dipertimbangkan oleh musyawarah pergrup untuk menentukan pemeran untuk tokoh yang disediakan dan juga siapa yang akan lebih menonjol. Akan sangat disayangkan bila mahasiswa tertentu tersebut bila tidak punya peluang untuk berpartisipasi.</p>	<p>Choosing the Roles</p>

P3: Ada sebenarnya, kesulitan dalam menyesuaikan waktu setiap anggota, jadi kami tidak terlalu sering mengadakan latihan Bersama	Scheduling
P3: Tiap anggota menghafal dialog masing-masing & kapan mereka berbicara lalu kadang pada malam h-1 latihan secara daring melalui Zoom. Dan menentukan posisi saat tampil dilakukan saat sudah di kelas	Coordination
P3: Iya, pernah	Nervousness
P4: Iyaa mencari referensi dari YouTube biar maksimal	Seek of References
P4: Kesulitannya ketika memahami karakter lebih dalam, lalu kesulitan selanjutnya mengatasi rasa malu buat tampil didepan temen temen	Nervousness

16 codes were produced by the researcher from the interview discourse. The initial codes are shown below, along with their frequency.

Table 3.2 Initial Codes and Frequency

No	Initial Codes	Frequency
1	Unfamiliar Topic	8
2	Duration of Performance	4
3	Forget the Script	4
4	Nervousness	7
5	Scheduling	2
6	Gap in Performing	3
7	Domination Roles	1
8	Frequency of Practice	6

9	Time Effectiveness	2
10	Seek of References	6
11	Script Improvisation	6
12	Understanding the Topic	1
13	Coordination	2
14	Choosing the Roles	7
15	Deepen the Character	1
16	Handling Nervousness	5

c) Searching for themes

The colored codes are arranged into several possible themes in this step. At the end of this process, the researcher had a list of potential themes and sub-themes.

Table 3.3 Searching for Themes

Initial Codes	Frequency	Group
Unfamiliar Topic	8	I
Understanding the Topic	1	
Deepen the Character	1	
Seek of References	6	
Gap in Performing	3	II
Domination Roles	1	
Choosing the Roles	7	
Scheduling	2	III
Coordination	2	
Duration of Performance	4	IV
Time Effectiveness	2	
Frequency of Practice	6	
Forget the Script	4	V
Script Improvisation	6	
Nervousness	7	VI
Handling Nervousness	5	

d) Reviewing the themes

Examining the potential themes to make them more refined. In this step, the researcher assessed if the candidate themes are cohesive or require further development.

Table 3.4 Reviewing Themes

Initial Codes	Frequency	Group
Unfamiliar Topic	8	I
Seek of References	6	
Gap in Performing	3	II
Choosing the Roles	7	
Scheduling	2	III
Coordination	2	
Duration of Performance	4	IV
Time Effectiveness	2	
Frequency of Practice	6	
Forget the Script	4	V
Script Improvisation	6	
Nervousness	7	VI
Handling Nervousness	5	

e) Labeling and defining themes

The researcher identified each theme's proper name in this step and connected them to either accomplish or address the research question.

Table 3.5 Defining Themes

Initial Codes	Frequency	Themes
Unfamiliar Topic	8	Building Knowledge on Complex Topics
Seek of References	6	
Gap in Performing	3	Aligning Character Roles with Student Ability
Choosing the Roles	7	

Scheduling	2	Coordinating Group Practice Schedules
Coordination	2	
Duration of Performance	4	Maximizing Performance within the Time Limit
Time Effectiveness	2	
Frequency of Practice	6	
Forget the Script	4	Improvising when Scripts are Forgotten
Script Improvisation	6	
Nervousness	7	Managing Nervousness during Performance
Handling Nervousness	5	

f) Preparing the document

Reporting the results is the last step in this analysis. As a result of the analysis process, the researcher provided clear, coherent, logical, and non-repetitive data themes.

To ensure the validity and reliability of the findings, the identified themes went through a validation process that included member checking. Participants verified and examined the interview results. By ensuring that the researcher's interpretations are consistent with the perspectives and experiences of the participants, the member-checking procedure aimed to improve the validity and reliability of the conclusions drawn from the data analysis.

Table 3.6 Research Schedule

Description	Nov/ 2023	Dec/ 2023	March/ 2024	April/ 2024	May/ 2024	June/ 2024	July/ 2024
Research Proposal writing							
Research Proposal examination							
Data Collection							
Data Analysis							
Report							
Thesis Result Seminar							
Thesis Examination							