CHAPTER 3
RESEARCH PROCEDURES

This chapter presents the methodology employed in this study in order to conduct the study. It describes seven parts of research procedures, namely research method, setting and participant, data collection, data analysis, steps of the research, and research schedule.

3.1 Method of the Research

This research used a qualitative method with descriptive case study as the research design. Yin (2003) defines a case study as an empirical investigation about phenomena of interest to answer "how" or "why". In this case, a case study was used in this research to investigate how students perceive role play in the EFL speaking classroom and the reasons that underlie their perceptions. Roberts et al., (2019) also defines a descriptive case study that allows for in-depth exploration of a specific phenomenon, it explores the range of attitudes, perceptions, beliefs and behaviors from the sample. The descriptive case study is an approach to describe a phenomenon or case in a real-world context (Yin, 2018). Furthermore, this approach is an appropriate method for in-depth investigation of certain phenomena which can result in extensive analysis.

Hence, the descriptive case study is used to investigate students' perceptions of the use of role play as a learning method in EFL classroom at one of Senior High Schools in Tasikmalaya, West Java.

3.2 Focus of the Research

This research focused on investigating the students' perceptions of the eleventh grade which utilizes role play as a method for teaching speaking in an EFL classroom.

3.3 Setting and Participants

This study was conducted at one of Senior High Schools in Tasikmalaya, West Java since the phenomenon of the implementation of the role play found in that school. Role play method was found and used as a learning method to encourage the students' speaking skill that every student did their role as divided by the teacher.

The participants of this research were two students from grade XI at one of senior high school in Tasikmalaya, West Java who were chosen based on the highest answer of strongly agree and strongly disagree taken from the closed questionnaire that investigated the implementation of role play and it adopted from Kadafie (2022) which piloting in pre-observation research. The researchers distributed thirty closed questionnaires as pre-observation research to enhance the quality and relevance of the observational studies. Furthermore, researcher also added other considerations. Firstly, the researcher found the differences of student's behavior in that class. Secondly, the students who participate in that class have good pronunciation, correct grammar and good fluency as well as indicators of good speaking skill. Thirdly, the teacher recommended that class because it shows a significant effect from the implementation of the role play as the method for teaching speaking.

3.4 Data Collection

Interview was conducted in this study to know and to describe the students' perception. Interview offers the researcher an opportunity to listen, to view, to investigate and to explore more the ideas from the respondents (Harding, 2013). Two students who met the criteria were involved in interview activities. The researcher chose a semi-structured interview technique to collect the data. Semi-structured interview generally applied to the social case. According to Ruslin et al. (2022) semi-structured interview is a research method that is frequently employed in the social sciences. Moreover, it is the interview that aims to explore essential information. Magaldi and Berler, 2020 (cited in Ruslin et al., 2022) mentioned that the semi-structured interview is an

exploratory interview or explore life story of person or group of people. In conducting the interview, students answered four open-ended questions related to students' behaviors, reason, advantages, and challenges of using role play in the EFL classroom adopted from Safitri (2021). The researcher used WhatsApp platform for collecting the data.

3.4 Data Analysis

The data from interviews were analyzed using Miles and Huberman (2014) descriptive qualitative. Descriptive qualitative according to Miles and Huberman (2014), is a data analysis technique that provides the information of people's experiences to the events, processes and structures of their lives in the social circumstance around them. It is appropriate to uncover the research participants, perspective and any insight in the data collection.

Three points of descriptive qualitative according to Miles and Huberman (2014),

1. Data Condensation

The researcher selected, highlighted and summarized the significant data. From this step, the researcher got intimately familiar with the result of the interviews.

Table 3.1 *Data Condensation*

Interview Transcript	Main Idea	Key Words
P1: From my experience in implementing role play, I am more confident to speak English because of the habit. For me who likes doing the role, learning to speak with role play is very fun, beside learning	She felt confidence to speak using English She felt very fun because she could learn intonation and expression in the classroom	Speaking Confidence Fun Learning Atmosphere

language I also learned to express myself. So, in my opinion, with role play I can learn speaking skill, intonation and expression.		
P2: In my opinion, these have positive and negative impacts. For positive impacts it gives a chance to practice my public speaking, feels fun when finding the new vocabularies and invites us to speak as the responsibility to do kind of roles. And alhamdulillah I can adapt with that condition. And for the negative impacts, there was an obstacle when one group with the students who were unfamiliar with the topic but actually role play is very fun, that is all from me.	**Positive Impacts** She found new vocabularies and felt inviting to speak up as her responsibility to play her role. It was the fun things that she got	Fun Learning Atmosphere
	Negative Impacts She got an obstacle with the students who were unfamiliar with the topic	Unsupported team

2. Data Display

　　　After the first step, the researcher described and recognized the data for the next step.

Table 3.2 *Data Display*		
Key Words	**P1**	**P2**
Fun Learning Atmosphere	She felt very fun because she could learn intonation and expression in the classroom	She found new vocabularies and felt inviting to speak up as her responsibility to play her role. It was the fun things that she got

3. Drawing and Verifying Conclusions

　　　In the last step, the researcher served the conclusion from each sub themes and continued with the main conclusion at the end of this step as the whole information from this research.

Table 3.3 *Drawing and Verifying Conclusions*
The impact of role play is further felt as the method that could come out of the fun learning atmosphere through specific instances shared by respondents. P1 notes that by using role play, it gives a chance to learn the expression and intonation. At the same time, P2 points out the different feeling that role play gives way to find new vocabularies and invites the students to speak up as their responsibility.

3.6 Step of the Research

Table 3.4 Steps of the research

Steps	Descriptions
1	Identifying current issues
2	Searching and deepening the contents of journals or books that were relevant to the topic to be researched
3	Determine the research topic to be researched
4	Continued to compile the research thesis started by developing the background of the study, literature review, and research procedures
5	Collected data using semi-structured interviews with the selected participants
6	Transcribed the result of interview into written form
7	Analyzed the data using descriptive qualitative by Miles and Huberman (2014)
8	Complete the research thesis

3.7 Research Schedule

This research took place at one of the Senior High Schools in Tasikmalaya, West Java. It was conducted from June 2023 to May 2024 as presented in the research schedule below.

Table 3.5 Research Schedule

Activities	Month											
	Oct	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Jul**	**Aug**	**Sep**
	2023/2024											
Research Proposal Examination	■											
Data Collection		■	■									
Data Analysis				■								
Writing Report					■	■	■	■				
Comprehensive Review Examination									■			
Final Thesis Examination										■		