

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

This research used a qualitative descriptive case study in the method of the research. Creswell (2009) explains that qualitative research explores and understands the meaning individuals or groups ascribe to a social human problem. A descriptive case study describes a phenomenon and the context in which it occurred in real life (Yin, 2018). Found that in one of the universities in Tasikmalaya, one of the lecturers used role-play techniques to develop students' speaking skills in a Professional Listening and Speaking class. Therefore, it is appropriate to use descriptive case study in this research method since the research aims to find out university students' perceptions towards the implementation of role-play techniques in Professional Listening and Speaking class.

3.2 Focus of the Research

This research focused on describing university students' perceptions of the implementation of role-play techniques in English speaking class. The data were taken from the result of the interviews with the students who were learning speaking in Professional Listening and Speaking class that implemented role-play techniques.

3.3 Setting and Participants

This research involved four female students majoring in the English Education Department at one of the universities in Tasikmalaya, West Java, Indonesia, as the participants in this study. Role-play was used as a learning technique in the Professional Listening and Speaking class to improve the students' speaking skills. In this class, the lecturer gave a topic for role-play related to the professional context, such as business environment, Model United Nation, and podcasts. The lecturer also gave a brief explanation of the topic and checked whether students are doing research related to the topic or

not. Then, students were asked to conduct a focus group discussion and present the results, then carried out role-play simulations before their performance. Next week, students do role-play activities with their groups in front of the class according to the topic.

Participants in this study were 4 (four) third (3rd) semester students who felt afraid to speak, had low self-confidence and lacked vocabulary in Professional Listening and Speaking class. The third (3rd) semester students were selected in this research because they actively participated in a Professional Listening and Speaking class that uses role-play to develop students' speaking skills. The participants were in the 19-21 age range. Four students were chosen to obtain richer and more comprehensive data, and they were suitable with participant criteria above. The selected students were given the pseudonyms P1, P2, P3, and P4 to maintain research ethics and participant privacy.

Furthermore, the interview started after the participants were given a consent form to participate in this study and approved that the result of the interviews recapitulated by the researcher and analyzed in this study. The participants were willing to participate in this study and gave the data the researcher needed. The interview process was recorded from the beginning of until the end of the interview with the consent of the participants. Besides, the participants and university information were maintained and not disseminated to any party, and it is used for research purposes only.

3.4 The Technique of Collecting the Data

The technique used to collect the data is a semi-structured interview. Semi-structured interviews are suitable when researchers want to know the independent thoughts of each individual in a group (Adams, 2015). Therefore, the researchers used that technique because it can explore deeper to find the results of the research questions.

Then, data was collected in one of the universities in Tasikmalaya, West Java, Indonesia. The interviews were conducted based on the

participants' agreement of the day, and the situation was favorable; the interviews were conducted via WhatsApp voice notes.

The interviews were conducted based on questions that have been made previously based on the indicators of three aspects of the perception process from Walgito (2002), including cognitive, affective, and conative/psychomotor. These three aspects can determine an individual's perception of the implementation of the role-play technique in the Professional Listening and Speaking class. The interview process was done in Indonesian to provide comfort for participants in expressing their perceptions. During the interview, the researcher recorded the conversation to serve as backup data if the researcher did not catch or understand the words said by the interview participants. This recording was done after getting permission from the interviews.

3.5 The Technique of Analysing the Data

The researcher used Braun and Clarke's (2006) thematic analysis in analyzing the data. Thematic analysis is a technique for finding, analyzing, and reporting patterns (themes) within data. It organizes and provides a (rich) detailed data set description (Braun & Clarke, 2006). Therefore, by using this technique, the researcher can find answers to the research question based on the theme of the transcription of the interview results.

Furthermore, there are six phases in analyzing the data by using thematic analysis, namely;

1. Familiarizing the data.

In this step, the researcher listened to the interview results, then transcribed the audio recordings to written form. The researcher read repeatedly the results of the interview transcripts to familiarize with the existing data and to make sure the accuracy between the data and transcript.

2. Generating codes

In this step, the researcher begins to arrange the data by assigning signs using different colors and naming the kind of situation. In this step,

the researcher also coded all of the data and identified whether there is the same code or not, and whether they are relevant or not. Below is an example of an interview transcription followed by generated initial codes from the data.

Table 3.1 *Generating Codes*

Transcriptions	Initial Code
<i>Sependek pengetahuan saya, role-play itu semacam drama cuma biasanya role-play dibuat lebih sederhana dan sangat mirip dengan kegiatan-kegiatan di real life atau kegiatan asli yang kita lakukan.</i>	Role-play bring real life context
<i>Menurut saya teknik ini cukup efektif untuk meningkatkan kemampuan speaking kami karena kami menjadi banyak berlatih untuk berbicara sebelum kami menampilkan role-play.</i>	Effective Teaching Technique
<i>Dengan adanya role-play dari awal pertemuan sampai akhir pertemuan itu membantu untuk membangun rasa percaya diri juga fluency saya dalam speaking.</i>	Build Confidence Increase Student's Fluency
<i>Em, mungkin kurangnya itu lebih ke topik dari setiap role-playnya terlalu monoton.</i>	Monotonous Topic
<i>Dosen pengampu mata kuliah meminta kami untuk menggunakan gaya bahasa kami</i>	Authentic Language
<i>Hal tersebut sangat membantu mengembangkan kemampuan berbicara saya.</i>	Developing Student's Speaking Skills
<i>Role-play ini cukup memengaruhi saya</i>	Motivate Students

dan memotivasi saya untuk terus berlatih berbicara karena saya tidak ingin tertinggal dari teman-teman yang lain.

Sebenarnya waktu awal mata kuliah ini saya tidak suka role-play tetapi karena mata kuliah ini pembawaannya sangat Fun seru dan pengajarannya juga sangat seru, saya jadi suka role-play dan Like Role-Play menanti nantikan topik role-play apa Excited yang akan kami dilakukan pada pertemuan selanjutnya.

Saya cenderung lebih suka yang full Student's Preparation for scripted dan semi scripted karena saya Better Performance suka menghafal jadi saya merasa dengan menghafal saya jadi lebih siap dan nanti hasilnya juga akan lebih bagus.

Karena mata kuliahnya menarik jadi hal Interesting tersebut memotivasi saya untuk menjadi lebih bagus lagi setiap harinya dalam berbicara bahasa inggris. Sebenarnya itu berarti mata kuliah PLS juga sangat mempengaruhi mindset saya juga. Influence Student's Mindset

Jadi gimana yah, role-play itu menyenangkan tapi kalau misalkan Bored terlalu sering juga mahasiswa jadi bosan.

Kalau berbicara tentang kemauan sebenarnya saya tidak ada ketidak inginan untuk berbicara tapi dengan adanya role-play ini saya jadi lebih Encourage Student's

terbiasa untuk berbicara menggunakan bahasa Inggris khususnya untuk berbicara di dalam kelas.

Kekurangan dari teknik role-play untuk saya sendiri adalah masih menggunakan naskah. Jadi karena kami menggunakan naskah maka kami berusaha keras untuk mengingatnya sehingga kami terlalu terpaku pada peran kami dan menurut saya itu kurang efektif untuk meningkatkan kemampuan berbicara.

*Menurut saya, teknik ini meningkatkan beberapa kemampuan saya, seperti meningkatkan kemampuan berbicara saya, **meningkatkan kosa kata** dan juga saya belajar banyak improvisasi selama role-playing.*

Dan saya merasa ketika saya melakukan role-play meskipun kadang masih nervous tapi selalu lebih enjoy.

Jujur saya merasa tertantang dengan penerapan teknik role-play ini karena apabila dalam pembelajaran biasa tanpa adanya teknik role-play saya cukup pasif di kelas

Speaking Habits

Focused on Their Own Role

Increase Vocabulary

Enjoy

Encouraging

Here is the list of initial codes along with their respective frequencies.

Table 3.2 *List of Initial Codes and Their Respective Frequencies*

No	Initial Codes	Total
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1	Role-play bring real life context	4
2	Effective Teaching Technique	4
3	Build Confidence	7
4	Increase Student's Fluency	2
5	Monotonous Topic	2
6	Developing Student's Speaking Skills	6
7	Motivate Students	4
8	Fun	6
9	Like Role-Play	5
10	Excited	2
11	Student's Preparation for Better Performance	6
12	Interesting	1
13	Influence Student's Mindset	1
14	Bored	4
15	Encourage Student's Speaking Habits	1
16	Focused on Their Own Role	1
17	Increase Vocabulary	1
18	Enjoy	1
19	Encouraging	1
20	Authentic Language	1

3. Searching for Themes

In this step, the researcher analyzes the code of the data that have been categorized and highlighted earlier in the second step and then classified into the relevant themes.

Table 3.3 *Searching for Themes*

No	Codes	Potential Theme
1	Role-play bring real life context Authentic Language	Authentic Teaching Technique
2	Build Confidence Motivate Students	Boosting Students' Motivation to Learn

	Fun	
	Like Role-Play	
	Excited	
	Student's Preparation for Better	
	Performance	
	Interesting	
	Influence Student's Mindset	
	Encourage Student's Speaking Habits	
	Enjoy	
	Encouraging	
3	Effective Teaching Technique	Improving Students'
	Increase Student's Fluency	Speaking Skills
	Developing Student's Speaking Skills	
	Increase Vocabulary	
4	Monotonous Topic	Shortcoming of Role-
	Bored	Play Technique in
	Focused on Their Own Role	Classroom

4. Reviewing the Themes

In this step, the researcher reads all the data for each theme to ensure the placement of the theme has been grouped into the appropriate theme. In reviewing themes, the researcher refers to seven principles in designing speaking techniques according to Brown (2001), namely; (1) use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency; (2) provide intrinsically motivating techniques; (3) teacher should encourage the use of authentic language in meaningful context; (4) provide appropriate feedback and correction for students; (5) capitalize on the natural link between speaking and listening; (6) give students opportunities to initiate oral communication; and (7) encourage the development of speaking strategies.

Table 3.4 *Defining Themes*

Potential Themes	Themes
Authentic Teaching Technique	Role-play as a Good Teaching
Boosting Students' Motivation to Learn	Technique in English Speaking Classroom
Improving Students' Speaking Skills	
Shortcoming of Role-Play Technique in Classroom	Shortcoming of Role-Play Technique in English Speaking Classroom

5. Defining and naming themes

The researcher defined and gave the name of the theme based on the data obtained to answer the research question.

Table 3.5 *Defining and Naming Themes*

Themes	Sub- Theme	Definition
Role-play as a Good Teaching Technique in English Speaking Classroom	Brings Real-life Situation and Authentic Language Boosting Students' Motivation to Learn Speaking Improving Students' Speaking Skills.	The students' perceptions of role-play as a good teaching technique in English speaking class, as well as role-play brings authentic language into an English speaking classroom, boosting students' motivation to learn speaking, and helps students in improving their speaking skills.
Shortcoming of Role-	Role-play in Long-	The students' perception

Play	Technique	in	term	Language	that role-play techniques
English	Speaking		Programs	and	have drawbacks.
Classroom			Uninteresting		
			Topic		
			Role-Play	Limit	
			the Opportunity for		
			Students	to	
			Improve	Listening	
			Skills		

6. Producing the report

In the last step, the researcher reported the result of this research about the university students' perception towards the implementation of role-play techniques in English speaking class based on the research findings.

3.6 Steps of the Research

Here are the steps in conducting this research:

Table 3.6 *Steps of the Research*

Steps	Descriptions
1	Identify current issues
2	Searching and deepening the contents of journals or books that are relevant to the issue to be researched
3	Determine the research topic to be researched
4	Continued to compile the research proposal starting from making the background of the study, literature review and research methodology
5	Doing classroom observation to make sure the phenomenon is real
6	Collecting data using semi-structured interviews with willing participants

- 7 Transcribe the results of the interview to the written form
- 8 The results of the transcript were analysed using theory thematic analysis by Braun and Clarke (2006)
- 9 Complete the research report.

3.7 Time and Place of the Research

This research will be conducted at one of the universities in Tasikmalaya, West Java, Indonesia from January 2023 until November 2023.

Table 3.7 *Research Schedule*

Activities	Month					
	Jan – Sep			Oct	Nov	Des
	2023					2024
Research Proposal Writing						
Research Proposal Examination						
Data Collection						
Data Analysis						
Comprehensive Review						
Final Thesis Examination						