

CHAPTER 3

RESEARCH PROCEDURE

This chapter provides the methodology used in conducting this study. It explained the method of the research, focus of the research, setting, participants, techniques of collecting data, techniques of analyzing data, steps of the research, and time and place of the research.

A. Research Methodology

1. Research Design

In this study, the researcher used classroom action research (CAR). Classroom Action Research (CAR) is a type of reflective research, where researchers take certain actions to improve learning practices in the classroom professionally. This research has a very significant role in the context of scientific research because it can affect the quality of research results. Therefore, researchers decided to implement CAR to help students improve their speaking skills by addressing the problems that exist in their speaking ability (Burns et al., 1967 ; Uktolseja & Gaspersz, 2019) As recognized by Car & Kemmis (1986) describe classroom action research as "reflective inquiry" that participants undertake to test their understanding of the rationality and justice of social or educational practices, as well as their understanding of those practices and their context is a form of "investigative research" is being implemented to improve it.

Through this process individual develop theories regarding their practice by examining circumstances, actions, and results while comprehending the connections among them. Observation in action research is always intended to establish a robust foundation for critical reflection, while reflection seeks to comprehend the processes, challenges, concerns, and constraints that emerge in strategic action. Action research aims not just to address issues but also stems from the intention to enhance and comprehend the world through transformation and the insights gained from the effects of those changes.

In this context, role-playing techniques can be an effective way to address the problem of speaking skills in the classroom by actively involving students

in the speaking process. Each cycle has a different number of meetings. Each cycle may differ in terms of duration and number of sessions, depending on the needs of the research and the specific problem it seeks to address. Each cycle has four stages as follows (Kemmis & Taggart, 1988):

a. Planning

This stage aimed to identify problems and develop an action plan for improvement. The researcher conducted preliminary studies through pre-observation and interviews, finding that students had difficulties in speaking. Further investigation through classroom observation, interviews, and a pre-test, where students introduced themselves and gave words of encouragement, revealed issues in confidence, grammar, pronunciation, and vocabulary. To address these, the researcher applied the role-play technique, focusing on expressions of encouragement. A lesson plan (RPP) aligned with the school curriculum was prepared, along with research instruments such as pre-test, post-test, and observation sheets. The role-play model was adapted from Joyce et al. (1980) and Shaftels (1967), for classroom use. Cycle 1 focused on practicing encouragement expressions, while Cycle 2 added expressions of hope to enhance speaking skills and motivation.

b. Acting

This phase contains a contained a deliberate plan involving intervention in the teaching process by the researcher over an agreed period. The intervention used was role-playing for teaching speaking, following the nine-step model by Joyce et al. (1980) and Shaftels (1967), which includes: group warm-up, selecting participants, setting the stage, preparing observers, carrying out the role-play, discussing and evaluating, acting out, further discussion and evaluation, and sharing experiences to generalize learning. The activities in the implementation stage were tailored to the needs of the students and structured in a practical manner for classroom use. Details of the activities for each stage in Cycle 1 and Cycle 2 are presented in the following table.

Table 1. Stages of Teaching Speaking Cycle 1

Meeting	Cycle 1	Details		
	Stages			
Meeting 1	Stage 1 Warm up the group	Establish a positive and interactive classroom atmosphere.	Invite students to participate in a warm-up activity, such as a light discussion about their experiences with encouragement and motivation.	Use prompting questions, such as “Have you ever received encouragement from someone?” to spark discussion and make students more comfortable speaking in front of the class.
	Stage 2 Select Participants	Ensure all students are involved in the activity.	Randomly select students or allow those interested to volunteer for participation in the role play.	Explain the context and objectives of the role play to the students, providing guidance on how the scenario will unfold.

Meeting 2	Stage 3 Set The Stages	Create the context for the role play.	Explain the context and objectives of the role play to the students, providing guidance on how the scenario will unfold.	Provide example dialogues that use encouraging expressions, giving students a clear reference to follow.
	Stage 4 Prepare the Observers	Involving students who are not participating in the role play as observers	Give guidelines to the observing students on what to pay attention to, such as how encouragement is delivered and the reactions of those being encouraged	Provide evaluation criteria for observers to give constructive feedback after the role play.
Meeting 3	Stage 5 Enact	Perform the role play in front of the class.	Selected students act according to the predetermined scenario, using the encouraging expressions they have learned.	Encourage students to actively interact and apply their speaking skills in real-life situations.
	Stage 6 Discuss and Evaluate	Gather feedback from the entire class.	Hold a discussion about the role play experience,	Analyze students' speaking skills and the effectiveness of the

			including what worked well and what could be improved.	encouraging expressions used, providing specific feedback.
Meeting 4	Stage 7 Reenact	Provide an opportunity for improvement.	Ask students to reenact the role play while considering the feedback given.	Encourage students to apply improvements and demonstrate progress in their use of encouraging expressions.
	Stage 8 Discuss and Evaluating	Conduct a follow-up discussion after the reenactment	Collect additional feedback from observers and participants about the changes made	Analyze students' progress and the effectiveness of the encouraging expressions used in the reenactment, discussing the overall learning experience.
	Stage 9 Share Experience and Generalize.	Invite students to share their experiences.	Ask students to discuss how they can apply their learning about encouragement in everyday life.	Explore students' understanding of the importance of encouragement and motivation, as well as how they can use the speaking

skills they have learned in broader contexts.

Table 2. Stages of Teaching Speaking Cycle II

Meeting	Cycle II Stages	Details		
Meeting 1	Stage 1 Warm up the group	Establish a positive and interactive classroom atmosphere.	Invite students to participate a warm-up activity such as a light discussion about their experiences with expressing hopes and wishes.	Use prompting questions, such as “What’s the biggest wish you’ve ever had, and how did you express it to others?” to spark discussion and build students’ confidence
	Stage 2 Select Participants	Ensure all students are involved in the activity.	Explain the material on <i>hope and wish</i> and provide relevant examples.	Select students randomly or allow volunteers to participate in the role play
Meeting 2	Stage 3 Set The Stages	Create the context for the role play.	Explain the context and objectives of the role play so students understand the scenario.	Review <i>hope and wish</i> material and provide example dialogues for role play.
	Stage 4 Prepare the Observers	Involving students who are not participating in the role play as observers	Prepare observation sheets for students acting as observers to record interactions during the role play.	Provide guidelines to observers on key aspects to focus on, such as the expressions of hope and the

				reactions of their peers.
Meeting 3	Stage 5 Enact	Perform the role play in front of the class.	Students perform the role play based on the predetermined scenarios within their assigned groups.	Encourage students to actively interact and apply their speaking skills in real-life situations.
	Stage 6 Discuss and Evaluate	Gather feedback from the entire class.	Conduct a class discussion about the role play results, identifying strengths and areas for improvement.	Use feedback from both observers and participants to enhance students' understanding and speaking skills.
Meeting 4	Stage 7 Reenact	Provide an opportunity for improvement.	Students redo the role play, incorporating improvements based on previous evaluations.	Encourage students to explore different ways to express their hopes more effectively in real-life interactions.
	Stage 8 Discuss and Evaluating	Conduct a follow-up discussion after the reenactment	Gather additional feedback from observers and participants to assess improvements made.	Analyze the communication strategies used in the role play and their impact on students' speaking skills.
	Stage 9 Share Experience and Generalize.	Invite students to share their experiences.	Students share their experiences during the activity and discuss how <i>hope and wish</i>	Conclude the session with individual reflections and written

expressions can be applied in real-life situations.	feedback, encouraging students to use hope expressions in daily communication.
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c. Observing

It involves a process of systematically observing the impact of actions and documenting the context, actions, and opinions of the people involved. At this stage, the researcher, as well as the observer, observed classroom interactions and events in the teaching and learning process when the researcher implemented role-play in the classroom, complemented by reviewing video documentation of each cycle. In this stage, the researcher, as well as the observer, observed classroom interactions and events in the teaching and learning process when the researcher implemented the role-play in the classroom, supplemented by reviewing video documentation of each cycle. In addition, observers focused on how the implementation of role-play could improve speaking ability by filling in the observation sheet that had been made in detail. In addition to getting more data on the impact of role-play implementation in teaching speaking skills, a post-test was given to the students at the end of the cycle to measure their speaking skills.

d. Reflecting

The researcher analysed classroom observation data and video recordings to evaluate the effectiveness of role-play in improving students' speaking skills. Reflections from the first cycle revealed weaknesses in time management, lack of clear objectives, and overly challenging dialogues. These findings informed improvements made in the second cycle. The reflection stage of Cycle 2 indicated significant progress—role-play helped enhance students' fluency, confidence, grammar, and pronunciation, with fewer students showing hesitation or distraction.

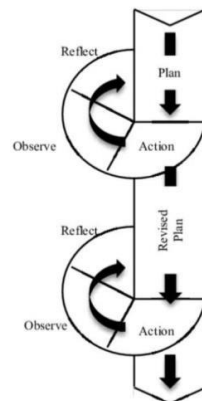


Figure 1 Research Flow Action Research According to Kemmis and McTaggart (1988)

B. Research Setting and Participant or Research Object

This research utilized the classroom action research approach to enhance students' speaking abilities through the application of role-playing techniques in class X-9 at an Islamic private school located in Tasikmalaya. The subjects of this study were 12 male students aged 15 to 17 years old. The study focused on this group to investigate how using the role-playing with pairs method might enhance their English-Speaking abilities. Choosing this particular setting and participants is anticipated to offer a greater understanding of the method's effectiveness within Islamic education.

C. Data Collection

In collecting data for this study, researchers used two types of data, namely qualitative data and quantitative data to answer how the implementation of role-playing activities can affect students' speaking skills in Islamic Private Schools. For data collection the researcher employed the following instruments:

1. Qualitative Data

Here are 2 data collection from qualitative:

a. Observation

The research utilized a combination of classroom, systematic, and informal observations to collect qualitative data. Classroom observation focused on monitoring how students engaged with the lesson content, particularly during role-play activities. The researcher paid close

attention to students' interaction patterns, participation, and responses to the given scenarios. To document these behaviors in a structured manner, an observation checklist was developed based on (Brown, 2004) speaking performance indicators, including fluency, pronunciation, grammar accuracy, vocabulary use, interaction, and motivation. This checklist was used consistently throughout the cycles to assess student engagement and speaking development. To enrich these observations, qualitative field notes were also taken to capture spontaneous reactions, classroom atmosphere, and other contextual factors not covered by the checklist. Indirect observations were carried out at the end of each cycle to reflect on overall classroom dynamics and changes. Additionally, classroom activities were video-recorded and compiled into learning vignettes to provide visual evidence of students' motivation and speaking performance during role-play. These are presented Learning Vignettes in *Enclosure 14*. The observation checklist used in this study is also included in *Enclosure 11& 12*, while the field notes can be found in *Enclosure 13*.

b. Documentation

According to Münster et al., (2024) documentation refers to the systematic recording of work steps, decisions, methods, and results in scientific practice, ensuring the verification, objectivity, and accessibility of research data. In qualitative classroom research, documentation serves as a critical tool to support the credibility and depth of findings through triangulation. In this study, documentation included lesson plans and video recordings of students' performances during role-play activities, which provided concrete evidence of their speaking development and classroom engagement over time. These materials complemented the data from observations and pre- and post-tests, offering an additional lens to interpret students' progress. Screenshots of student performances from the video recordings,

highlighting key moments of interaction, fluency, and students' behavior, are presented in *Enclosure 15* as supporting evidence.

2. Quantitative Data

a. Speaking Test

This test was used to collect quantitative data on the effectiveness of role-play in improving students' speaking ability. It assessed students' performance based on indicators adapted from Brown & Abeywickrama, (2019) , including fluency, accuracy, pronunciation, grammar, interaction, and vocabulary. In this study, the speaking test was conducted as paired role-play performances, where students acted out scenarios relevant to the lesson themes, such as giving encouragement or expressing hopes and wishes. The pre-test was administered before the role-play implementation to measure students' initial speaking skills, while the post-test was conducted at the end of each cycle using similar scenarios to evaluate their improvement. All performances were video-recorded and assessed using a standardized rubric. The comparison between pre- and post-test results provided evidence of students' development in speaking through role-play. The speaking assessment rubric used in this study is provided in *Enclosure 4-6*, while the results of the pre-test and post-test are presented in *Enclosure 7*.

D. Data Analysis

1. Qualitative Data

a. Observation

The data obtained from every cycle consist of quantitative and qualitative data. Qualitative data the Miles et al., (2014) framework was utilized for analysis. Data was collected through observations during the research procedure. Additionally, the model consists of four phases:

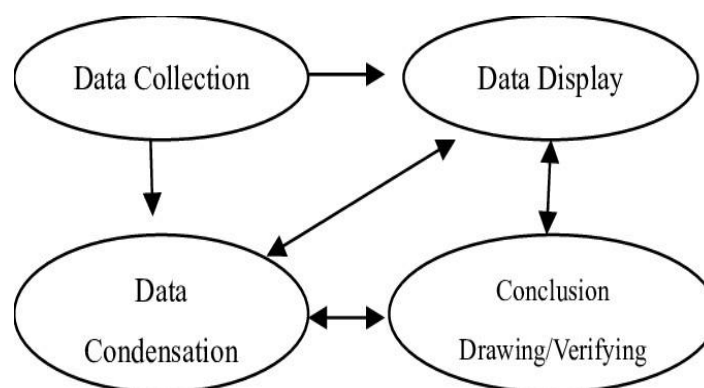


Figure 2. Steps Interactive model of data analysis of Miles, et al., (2014)

In this study the data analysis techniques used are follows:

a. Data Collection

Qualitative data were collected through direct classroom observation and supporting documentation during each stage of the role-play implementation. The primary instrument was an Observation Checklist *Enclosure 11&12*, adapted from Brown, (2004) speaking indicators. It assessed ten aspects of speaking performance, including fluency, pronunciation, grammar accuracy, vocabulary, interaction, non-verbal communication, confidence, and the use of target expressions (encouragement and hope), rated on a scale of 1 to 5.

Observers used the checklist to assign individual scores while also noting significant student behaviour that reflected engagement or difficulty. These scores offered a structured overview of students' speaking development throughout the cycles.

In addition, the researcher used field notes *Enclosure 13* to document spontaneous reactions and classroom atmosphere not captured by the checklist. Pre-interviews were conducted before the action to explore students' initial attitudes toward speaking in English. Each learning session was also recorded and compiled into learning vignettes *Enclosure 14*, which provided visual data for analysed verbal and non-verbal communication. Supplementary documents, including lesson plans *Enclosures 1 and 2*, reflection sheets *Enclosure 3*, and instruments

for the pre-test and post-tests in cycles I and II *Enclosures 5 to 7*, were collected to contextually support the analysis.

b. Data Condensation

Once the data were collected, they were reviewed and filtered to identify the most relevant and recurring information. Scores from the observation checklist were organized to highlight patterns in student performance across the two cycles. Field notes and video recordings were coded into thematic categories such as increased confidence, spontaneous use of expressions, improved pronunciation, or active peer interaction.

Irrelevant or redundant information was excluded to maintain focus on the study objectives. Through this condensation process, the researcher identified the key indicators of change that reflected students' speaking development over time.

c. Data Display

The condensed data were then presented in both narrative and visual formats to aid interpretation. Narratives described classroom events and student behaviour, often supported by direct quotations to illustrate progress. For example, a student who was previously hesitant might be quoted saying, "*I hope you get well soon,*" with appropriate intonation and gestures.

Tables were used to summarize key findings, such as participation frequency and consistent use of target expressions. Screenshots from learning vignettes were also included to provide visual evidence of student engagement and non-verbal communication. These displays helped clarify how students evolved linguistically and affectively during the learning process.

d. Conclusion Drawing and Verification

In the final stage, the researcher drew conclusions based on the patterns observed and verified them through triangulation. Data from the observation checklist were compared with field notes and visual

documentation to ensure consistency. For instance, if a student's increased confidence was evident in checklist scores and also observable in video recordings, the finding was considered valid. This triangulated verification process strengthened the credibility of the results and confirmed that improvements in speaking skills were indeed a result of the role-play strategy. The integration of multiple data sources allowed for a deeper understanding of both the outcomes and the learning process itself.

3. Quantitative Data

a. Speaking Skills

After collecting data from the role-playing activities, the scores were analyzed using descriptive statistics.

In addition to qualitative data, this study also involved quantitative data to assess students' speaking performance numerically. The data were obtained from speaking tests conducted at three key points: before the implementation (*pre-test*), after the first cycle (*post-test I*), and after the second cycle (*post-test II*). Each test was designed in the form of paired role-play, allowing students to demonstrate their speaking skills in a communicative context.

The scoring was based on a rubric adapted from (Brown & abeywickrama, 2019), which evaluated ten aspects of speaking: fluency, pronunciation, grammar accuracy, vocabulary range, coherence, interaction, relevance to topic, use of target expressions, non-verbal communication, and confidence. Each aspect was rated on a scale of 1 to 5, resulting in a maximum score of 50 points per student. The complete rubric is provided in (*Enclosure 7*).

After collecting the students' raw scores, the researcher followed a step-by-step process to analyze the data using descriptive statistics, as outlined below:

Here's a simplified step-by-step guide for data analysis based on theory . Brown & Abeywickrama (2019) for a 50-point scale:

Steps for Data Analysis

1) Collect Data

Gather students' scores from the 50-point assessment.

2). Convert Scores

Convert the scores to a 100-point scale using the formula:

Final Score:

$$\frac{N}{50} \times 100$$

In completing the numerical data, the author tries to get the average of students' speaking scores in pre-implementation and each cycle to find out how well the role-play technique works in the classroom. Here is the formula;

$$\bar{x} = \frac{\sum x}{N}$$

X: average

x: individual score

N: number of students

This formula helps in measuring general class performance and is widely applied in educational research (Arikunto, 2013; Sugiyono, 2019).

Lastly, the writer analyzes the students' speaking scores from pre-test up to post-tests. It is used to know whether students improve their scores or not. Here is the formula:

$$P = \frac{y_1 - y}{y} \times 100$$

P: percentage of students' improvement y pre-test result

1: post-test 1

