

## **Chapter Three**

### **Methodology**

This chapter contains several parts. They are research design, research participant, research setting, data collection method, data collection procedure and data analysis. All of them will be explained in the following paragraph.

#### **Research Design**

This research used qualitative research design. Qualitative research design is a way to learn about people's experiences and feelings. According to Lewis (2015), qualitative research is a process in identifying patterns about the meaning of participants' feelings. Besides, Creswell (2012) said that qualitative research is a process in identifying and exploring a problem from participants' experiences. The findings of the qualitative research were not presented in numerical form but in descriptive form. It showed that it was similar to this current research which aimed to find out the benefits and the problem in implementing role-play. By this point, it was the right decision for the researcher to use descriptive qualitative as the research design because the researcher did not limit the participants' answers. It helped the researcher to get rich findings. According to Creswell (2012), descriptive qualitative design is suitable to facilitate an in-depth exploration of the participants' experience. Therefore, the researcher believed that qualitative research design can be the suitable method to obtain deeper and richer information about teachers' perceptions on the implementation of role-play in the classroom. The reasons why the researcher chose this topic are that the implementation of role-play has been used by some teachers continuously for several years. However, not all

students were interested and excited of this technique. And research personal experienced as the student, using role-play continuously as the technique teaching and learning was bored.

### **Research Participant**

According to Guest, Bunce and Johnson (2006), there is no rule for selecting the number of participants in qualitative research and it can be one or more participant if the result of the research is acceptably right. Thus, the researcher chose three participants for this research. All participants were ELED teacher at one of the private university who has teaching experience for minimum five years. The participants were the teacher who has been using role-play as one of the strategies to teach English in the classroom. Out of eighteen ELED teachers in this certain private university, there were three teachers who fulfilled all the criteria as the participant, named Mr. Ron, Ms. Jane and Ms. Luna.

The first participant, Mr. Ron was the teacher of ELED that has been teaching English and used role-play for almost seven years. Along those years, he used role-play as one of his strategies to teach English. He had varieties experience in teaching English start from teaching grammar, tourism, speaking and etc. Out of the entire subject that he handled, he used role-play especially for skill based subject such as in Speaking for Daily conversation subject. Practically he used Role-play for final assessment so, he could perceive students proficiency in applying English in a certain context.

The second participant, Ms. Jane is not far different from Mr. Ron. She also was the teacher of ELED that has been teaching English and used role-play as

one of the strategies for more than 5 years. She applied role-play in her subject Literary Appreciation as one of the assessment as well.

The last participant, Ms. Luna was also the teacher of ELED that has teaching English experience for more than 5 years. Along with the teaching English experience, Ms. Luna used role-play for skill based subject which was speaking for Formal Setting. She also used role-play as one of the assessment.

### **Research Setting**

This research was conducted at English Language Education Department at one of the private universities in Yogyakarta. There were some reasons why the researcher chose this place as the setting place for this research. First, the researcher was able to find the facts that some teachers implemented role-play in the class. Second, the researcher was still studying in the department which meant that the researcher knew well about the place and the teacher here. It showed that it could help the researcher to select the participants because it was easy and accessible to contact the teachers as the participants to appoint an interview.

In conducting this study, the researcher used timelines as the guideline so that it was done effecientlybased on the schedule. The researcher do the interview on january 2019, in may final for making skripsi and done persentation for the whole chapter.

### **Data Collection Method**

The researcher obtained the data by interview. Cohen (2011, p. 409) said that “interview enable the participants to discuss their interpretation of the world

in which the live, and no express how they regard the situations from their own opint of view.” Thus, the researcher chose interview as the data collection method.

The researcher used an open-ended interview for this research. The researcher used standardized open-ended interview because the researcher thought that this helped the researcher to find and get deeper data. According to Cohen, Manion and Morrison (2011), they regulated an open-ended interview, which are structured questions to be asked to participants. By this point, the researcher created an interview guideline. Interview guidelines helped the researcher to ask the participants in the right order. It also helped the researcher to not ask the participants out of context. Besides, interview guidelines made the participants answer the questions deeply. And then to find out what are the benefits and problems in implementing of role-play.

**Data Collection Procedure.** The researcher made several procedures in doing the interview. First, the researcher made an interview guideline which was about several questions listed by the researcher before doing an interview. After that, the researcher contacted the participants or the teachers to make an appointment about the time and place for conducting the interview. Next, the interview was conducted in the appoinment place, and lasted thirty minutes. The interview was in *Bahasa Indonesia*. It aimed to ease both of the interviewer and the interviewee to understand the questions and answers. It also helped the researcher to avoid bias.

## **Data Analysis**

After conducting the data, the researcher transcribed the data recorded into written form. It helped the researcher to know and to select which participants' answers that will answer the research questions. After transcribing the data recorded, the researcher analysed the data that the researcher transcribed. According to Ritchie and Spencer (2002), data analysis is the process of defining, classifying, theorizing and mapping which are crucial to the analysis's role.

The next thing that the researcher did is member checking. The researcher sent the participants the transcribing form through Whatsapp Application. As a result of the member checking process, all the participants confirm that the information presented was all true and not biased. Member checking was aimed to make sure that the researcher did not add and delete any information that the participants did not say. Member checking also can be done directly on the spot.

The next step after member checking was coding the data. The writer did the coding of the result of the interview before. It is supported by Creswell (2012) that coding is the process of segmenting and labelling text from descriptions and broad themes in the data. This data of interview was analysed into three steps which are open coding, axial coding, and selective coding (Cohen, Manion, & Morrison, 2011).

**Open Coding.** The first step of coding was open coding. The researcher analysed the script of the recording. The researcher inferred what the

participants meant by their answer in each question. According to Cohen (2011), open coding is the process of marking text with labels which describe the text. In this step the researcher analyzed the data line by line and labelling only the relevant information to the study. The labels divided into several categoriz such as the benefits of role-play, and the problem of role-play.

**Analytical coding.** In this step, the researcher translated or interpreted the participants' statement. Thus, after the researcher categorizing the information based on the benefit and the problem of role-play, the researcher defined the theme for each category which has mentioned above. Based on Cohen, Manion, and Marrison (2011), "an analytical code might derive from the theme or topic of the research".

**Axial Coding.** In axial coding, the researcher classified each item of statement which had same meaning from all of the participants. The researcher put the similar statement from both participants in the same column of categorize, that are the benefit and the problem of role-play. Then the research made the theme for each category, and includes the appropriate statement in each of them.

**Selective coding.** The final step in coding was selective coding, the researcher identified and combined the core categories of the text data that answer the research question only, which are the benefits and the problem of role-play. After coding the data, the researcher reported the result of the data by using descriptive qualitative.