

CHAPTER 3

METHOD OF RESEARCH

3.1 Research Design

This study used qualitative as research design. The researcher would describe everything happen in role play that was made by students' group. According to Cresswell in Williams (2007:67), qualitative research was a holistic approach that involves discovery. It meant, that qualitative research was also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences. The teacher used role play technique in teaching English. Then, the researcher would observe during the teaching process in the classroom. In teaching process, the researcher was writing about an important thing and questionnaire related to this research.

3.2 Setting of the Research

The researcher would be conducted at ninth grade E student of MTsN 1 Jepara. This school was located at street Tahunan - Batealit KM. 3,5 Desa Bawu Kecamatan Batealit Kabupaten Jepara Kode Pos 59461.

3.3 Subject of the Research

In conducting this descriptive study, the researcher was interested in ninth grade E students' of MTsN 1 Jepara as the subject of research. There were 36 students consisted of 13 boy students and 23 girl students.

3.4 Instrument

In this study the researcher used three kinds of instruments, they are observation, questionnaire and documentation.

3.4.1. Observation

Kothari (2004:17) stated that this method implied the collection of information by way of investigator's own observation, without interviewing the respondents. In classroom observation, the researcher observed the activities in the class. It's not only student activity but also teacher activity. Researcher did the observation in twice.

The researcher would observe what happened in the classroom during teaching and learning process. Especially it was to identify in teaching and learning activities in the classroom and the reveal the problems faced by teachers in the classroom. This technique was conducted by the researcher to know the implementation of Role Play happened in the classroom. The observation was conducted during the teaching and learning process in the classroom. The observation sheet was in the formed of checklist and field notes with the indicators:

1. The compatibility of using technique with the materials,
2. The compatibility of teacher in implementing Role Play technique based on the structure in opening activities.
3. The compatibility of teacher in implementing Role Play technique based on the structure in core activities.
4. The compatibility of teacher in implement Role Play technique based on the structure in and closing activities.

3.4.2. Questionnaire

In doing Questionnaire, the researcher used close questionnaire. From this part, the researcher would prepare some questions as the

instrument of doing questionnaire. Then the researcher used it to correlate with observation and documentation of data to help the researcher got valid data.

The questionnaire was used to enable the respondents easy in filling the questionnaire since the students only had to put check sign (\surd) in the provided space according to the opinions. The questionnaire was in the form of Likert scale. This questionnaire was using questionnaire scale by giving the option 5 for very agree, 4 for agree, 3 for quite agree 2 for disagree and the last was 1 for very disagree. Students might choose one of the option by gave a checklist in the available column. The researcher omitted the undecided option in order to avoid misunderstanding because it did not contribute any responses.

The questionnaire was conducted after the teaching and learning process in the classroom. The questionnaire sheet was in the formed of checklist. The aim of this questionnaire was to get information the students' perception on the use of role play technique in teaching English. Here were indicators of questionnaire were designed the theory from Wahyuni in Bilondatu (2013:710)

Question	Indicator
No. 1-5	The students' perception of the use of role play in teaching English.
No. 6-10	The perception of good in role play.
No. 11-15	The perception of role play contributions.
No. 16-20	The students experience in using role play.

3.4.3. Documentation

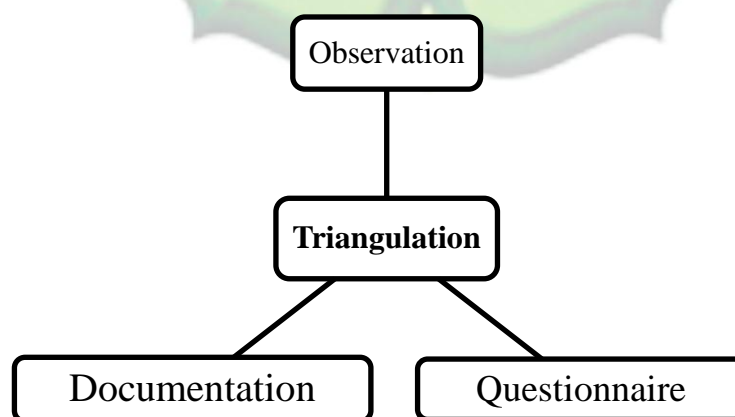
This technique of collecting data was done by looking at the documentation needed to get the real information that related to the study. The documentations as follows:

- 1) Lesson Plan and Syllabus in Teaching English.
- 2) Photo/Video of the English classroom activity which was taught by using Role Play technique in teaching English.

In this study, the writer found out the needed document which could support the main data.

3.5 Technique of Data Collection

Collecting data was one of the things when doing research. The data should be valid when the researcher collects the data. Mubarak (2015:49-50) said that the researcher could use some strategies to gather the data to be valid. If they did not use match strategies, they would get invalid data. There were two kinds of collecting data, they were test and non-test.



There were many kinds of techniques to collect the data. Dulock (1993: 155) explained that the tools commonly used to collect the data were

questionnaires, interviews, observations, rating scales, checklists and instruments for measuring physiological variables. And the data should be valid and reliable.

The data was collected through observation, documentation and questionnaire. To provide more accurate data, photographs were also taken during the implementation of the research.

To answer the problem of study, the researcher used some techniques based on the design of the study:

1. The researcher observed the teaching learning process to get information which to complete this research. Then, filled the observation sheet to know what happened in teaching learning process.
2. After teaching and learning process had been done, the researcher did a questionnaire to the students. The questionnaire was to know what the students' perceptions on the use of role play technique in teaching English in the class. Then, the researcher transcribes the data into written form.
3. Then, in the process of observation and questionnaire, the researcher would also take documentation to get the real information that related to the study.

3.6 Technique of Data Analysis

Data analysis technique was an important. Kuntjojo (2009:52) shared that *"In research with a qualitative approach, the focus of research issues demands that researchers conduct systematic, profound, and meaningful assessments"*. Based on explanation above the researcher focused on themselves on research case that investigated. The research had been deeply

by the researcher, so that the researcher could analyze data easily. The analyzing easily, it could make researcher conclude good result to continue for the next step.

From the description above, the researcher used three technique of analyzing data. They were data reduction, data display, and conclusion drawing and verification, based on Miles and Huberman (1994:10-12) belowed:

- a. In data reduction, researcher focused to the data by sorting and editing the data after observed the class, from questionnaire. Researcher sorted and made the data succinctly.
- b. Data display. Researcher showed the data based on interpreting the data from the classroom observation, questionnaire and documentation. It made researcher easier to understand and analyze the data.
- c. Data verification. It was the advanced stage which was in this stage, researcher made a conclusion from the data. This was researcher's interpretation from all of data from observation, questionnaire and documentations.

Data that the researcher got from classroom observation analyzed using observation checklist for teacher and students. The data from observation used to determine the students' difficulties and the used of the method in learning process.

Data from questionnaire analyzed and interpreted based on questionnaire for students perception after being taught by this method.

Researcher used the formula to calculate the result of questionnaire.

Nurullaila stated that (29: 2018).

The formula:

$$\text{The percentage (\%)} = \frac{\sum x}{n} \times 100\%$$

$\sum x$ = Number of students' answer

n = Total number of students

Next, data from documentation was analyzed such as attendance list, lesson plan and syllabus to synchronize the teacher activity in English teaching and learning process.

3.7 Timeline of Research

In this part of researcher told about the steps of researcher in doing research in MTsN 1 Jepara.

ACTIVITIES		MONTH					
		1	2	3	4	5	6
Pre- Research	Asking permission to chief of MTsN 1 Jepara						
	Making an appointment with English teacher						
	Observation						
Research	Documentation						
	Questionnaire						
	Analyzing Data						

From The table above, it could be described that the first step was asking permission to the Chief of MTsN 1 Jepara. Then, making an appointment with English teacher. The second step was doing research in MTsN 1 Jepara.

