



### **CHAPTER III**

#### **RESEARCH PROCEDURE**

The third chapter comprises the procedure of the research. It covers method of the research, the research focus, the data and source of data, the steps of research, the technique of collecting data, the research instrument, the technique of analyzing data, and the place and time of the research.

##### **A. Method of the Research**

The method of this research is classroom research. Widodo (2013, p.16) stated, "The classroom research design tries to look at classroom phenomena (e.g., teacher talks, students' talks, teacher-student interactions, seating arrangements) without providing any pedagogical treatments in the classroom. This research attempts to examine naturally occurring phenomena in the language classroom." It means that classroom research is the research to look at the phenomena in the language classrooms. The phenomenon in this research is the teacher's or lecturer's activities in role play implementation in EFL speaking classroom.

##### **B. Focus of the Research**

This research focuses on seeing the teacher's activities in EFL Speaking Classroom when using Role play technique

### **C. Data and Data Resources**

#### **a. Data**

To answer the formulation of the problem of this research, the researcher analyzes from the acquired data. According to Arikunto (2006), "*Data adalah hasil pencatatan peneliti, baik berupa fakta ataupun angka*" (p.121). It means that the data are the result of the researcher's notes, either in the form of facts or figures. The data of this research are the recorded video and document.

#### **b. Data Resources**

The data resource of the research is the subject where the data can be obtained. The data sources for this research is one of Siliwangi University lecturer in Tasikmalaya.

### **D. Steps of the Research**

Some steps to conduct this research, as follows:

1. Identifying the problem of the research
2. Formulating the problem of the research
3. Asking for the documents prepared by the teacher
4. Observing and Recording Teaching and Learning Process using Role Play Technique in EFL Speaking Classroom
5. Analyzing the data through thematic analysis.
6. Making a conclusion of the data

### **E. Technique of Collecting the Data**

In this research, the researcher used observation to collect the data.

The observation was conducted to investigate the teacher performance in the classroom who implements Role Play technique on students speaking ability. Best and. Khan (2006) state,” When observation is used in qualitative research, it usually consists of detailed notation of behaviours, events, the context surrounding the events and behaviours” (p. 264). It means, by having observation to the respondents’ behaviours, the data will be acquired completely and directly.

### **F. Research Instrument**

In this research, researcher is a research instrument. According to Sugiyono (2009),”... The researcher is the key instrument in qualitative research” (p. 223). So, in qualitative research the instrument of the research is the researcher. Because the researcher conducts all of the process of the research, the researcher is the only one who becomes a planner, collecting the data, and finally she becomes a person who reports of her research result.

### **G. Technique of Analyzing the Data**

There are six phases in the process of analysing the data in thematic analysis based on Braun, Virginia and Victoria Clarke (2006, p.35):

- 1) Familiarizing yourself with your data

The data should be familiarized after it was obtained through reading the data. The data should be transcribed into written text if the data is the spoken text. In this research, the data that will be read is the transcription of the implementation of role play technique in EFL Speaking Classroom.

- 2) Generating Initial Codes initial codes. For example, from the transcription, the teacher said "Decide the actor do you want to act!" could be generated into "Role Decision".

- 3) Searching of Themes

After generating the data into the initial code, the appropriate theme should be searched. For example, the appropriate theme for "Role Decision" is "Role Play Preparation". It is like categorizing the initial code into the theme. "Role Play Preparation" is the theme for the implementation of role play in dividing the group.

- 4) Reviewing Themes

If the themes have been searched, it should be reviewed to avoid the misplacing of the theme. If the theme is wrong, the researcher should review to the other possible theme and if it cannot be done, the researcher should review to the initial code of the data and the data itself.

- 5) Defining and Naming Themes

After the theme has been appropriate, it can be defined and named. For example, "Role Play Preparation" can be named by "Well

Prepared Role Play Implementation". It is aimed to make the theme interesting to read.

6) Producing a report

In this step, this is the last step to relate the analysis result to the research question and literature. If it has been relevant, it can be reported on the journal of the research.

**H. Place and Time of the Research**

This research was conducted in April 2017 at *Siliwangi University*.