

CHAPTER III RESEARCH METHOD

This chapter discusses certain points; research design, steps of qualitative research, indicator of the research, instrument of the research, and data analysis, as follow:

3.1 Research Design

In this research the writer used qualitative research. Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. Based on the problem identified, the researcher will examine the problem causes and try to find the problem solution. In doing the research, the researcher does collaboration with the English teacher to know the process of the implementation of role play in speaking. After that, the researcher and the collaborator analyze the result of the observataion, and also the speaking test. The researcher and the collaborator also carried out reflection after knowing the result of the analysis. The function of the collaborator in this qualitative research is as a resource to find the problem in order that the researcher can see the improvement when applying this technique and also, as the second observer to get the data. Based on the analysis, it is decided whether the next meeting will be hold or not, and the next meeting focused on eradicting the weaknesses in the previous meeeting. This research is intended to observe role play used by the first year students of SMA Negeri 9 Bandar Lampung in the process of learning speaking

through Role Play technique and the teacher's performance in teaching process. the researcher has chosen one class as the subject. The subject of this qualitative research is X.4 class consisting of 32 students. From the pre observation and the teacher's explanation this class is chosen because most of students in that class have the lowest ability in speaking among the other classes. Besides, the researcher found that most of the students had difficulty to answer the teacher's question, they still asked the teacher by using Indonesia and they also could not answer it in English. It is known after the researcher's pre-observation and also from the English teacher's information. Having observed the problem the researcher will try to find the solution for that problem. In this research, students' problem is related to speaking achievement.

3.2 Steps of Qualitative Research

In conducting the research, the researcher uses the procedure of qualitative research designed by Creswell. According to him, the research procedure in a action research consist of planning, implementing, observing and analysis (Creswell 1998: 24). Therefore, this research is designed as follows:

1. Planning

Based on the problem of the research, the researcher prepares the lesson plan and selects the material. In designing the lesson plan, the researcher uses the school syllabus as the basis of the lesson plan. The lesson plan aims to teach speaking skill. It contains the standard competence and the basic competence to achieve. It also contains the procedure of presenting lesson activities, and assignment in each

meeting. The material is about daily activity. The researcher prepares observation sheet. It aims to analyze the process of teaching learning.

The researcher makes the indicator of success which is aimed to assess the students' ability in speaking correctly. The indicator of success is made to determine whether the action throughout the first meeting has been successful or not.

2. Implementation

The second step of qualitative research is implementing the role play. The researcher as an observer, observes the implementation of role play. In this step, the researcher observes the teacher and the students based on the observation sheet. In teaching, the researcher involves the students' participation, so that the students became more active in teaching learning process. The material is being chosen to teach speaking to the students. In teaching, the teacher involves the students' participation. so that the students get accustomed to the way of identifying the text. It is also done to familiarize the students familiar with the new words. In conducting speaking test, the researcher uses a tape recorder to record the students' voice. Meanwhile the observer observes the situation in the class and makes some necessary notes. There is two meetings in the implementation of role play.

3. Observing

The researcher and the teacher observe the activities happen in the classroom in every meeting and write the result of the observation in the observation sheets.

The researcher and the collaborator also interpret the result of observation. This step is started when teaching learning process is accuring.

4. Analysis

Here, the researcher together with the teacher analyze the result of students' speaking of the students as the learning product. The researcher also analyzes everything occur in the teaching learning process based on the observation sheets. The researcher and the teacher discuss about the strength and the weaknesses of a meeting to determine what to do in the next meeting and to determine whether or not the result of the meeting is satisfactory.

3.3 Indicator of the Research

Two indicators will be used in this research, they are learning product and learning process. Learning product is in the form of students' speaking test score while learning process is in the form of students' activity and teacher's performance . Then the detailed indicators are explained as follows:

3.3.1 Learning Product

Learning product focused on the production of sound or students' speaking for certain aspect that students mostly have difficulty in speaking. Here, the teacher records the students when they are speaking a dialogue in pairs.

There are some aspects that would be observed in the scoring system, promoted by Heaton (1991). The aspects as follows:

Table 1. Rubric of Grading System

Range	Pronunciation	Fluency	Comprehensibility
81-90	Pronunciation only very slightly influenced by mother- tongue	Speaks without too greats effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for listener to understand the sneaker's intention and general meaning
71-80	Pronunciation is slightly influenced by the mother tongue. The most utterances are correct	Has to make an effort at times to serach for words. Nevertheless smooth very delivery on the whole and only a few unnatural pauses.	The sneaker's intention and general meaning are fairly clear. A few interruptions by listener for the sake of clarification are necessary.
61-70	Pronunciation still moderately influenced by the mother tongue but no serious phonological errors	Although she/he has made an efforts and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly.	Most of the speaker say is easy to follow. His intention is always asre clear but several interruptions are necessary to help him to convey the massage or to see the clarification.
	Pronunciation is influenced by the mother tongue but only few seious	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand of the sneaker's

51-60	phonological errors	fragmentary	mor longer ore complex sentence.
41-50	Pronunciation is influenced by the mother tounge with errors causing a breakdown in communication	Long pauses while he/she searches for desired meaning. Frequently halting delivery and fragmantery. Almost gives up for making the effort at times	Only small bits (usually short and sentences and phrases) can be understood and then with considerable effort by someone used to listening the speaker.

The interpretation of grading system is as follows :

81-89 : Excellent

71-80 : Very Good

61-70 : Good

51-60 : Fair

41-50 : Moderate

The scores of a student will be taken by two observers, namely the researcher and teacher, and the scores are totalled and divided by the number of the teacher and the researcher to get the final score.

The standard of the score is based of Heaton. It refers to the ability of students in producing English speaking, in better way, hearable, understandable.

3.3.2 Learning Process

In learning process, there are two aspects which become the focus of this research, that were the students' achievement and the teacher's performance based on speaking test and observation sheet.

The target determined by the researcher concerning the students's achievement ,the teacher performance. and the students' involvement. The target for students' achievement based on the speaking test, if there is increase after implementation of role play it can be said that role play can increase students' achievement in speaking.

The researcher decides there is increase of students are actively involved in teaching and learning activities. In other words,if there is an increase in each meetings it can be said that the role play can solve the problem in speaking. Students' activity are measured through written report of the collaborator and researcher in observation sheet. To set the target of the success of this action research, the researcher will also discuss with the English teacher of that school. While the researcher observes the teaching learning process in that classroom and not only focus on the participation and the involvement of students in the activity but also the students's achievement in speaking. The criteria of students' participation and their involvement are students' activity speaking while the role play is applied in the class. Then, the students' achievement can be seen in the increase of students' score from meeting 1 and meeting 2.

Besides observing the students' achievement and students' involvement , the second rater also observes the teacher's teaching performance during the teaching learning process. The criteria of teaching performance can be seen in teacher's

activity, Diknas criteria is applied to see whether teacher's performance is good or not in implementation of role play are traced through pre-activity, while-activity, and post activity.

3.4. Instrument of the Research

To gather the data, the researcher uses triangulation as the instrument of reliability. Triangulation is a manner of collecting the data by combining two or more method in order to enrich the data by combining them to have accurate conclusion (Setiyadi,2006:246).The researcher uses four kinds of instruments as the source of data. The instruments are speaking test, observation sheet, interview, and questionnaire. The instrument will be described as follow:

1. Speaking Test

The test is conducted by asking students to speak about one topic and it is recorded to get the data to be more valid . The two observers, the researcher and the teacher, analyze the result based on Heaton' Rating scale the test is administrated at the end of every meeting in the learning process. The speaking test conducted in front of the class, the students with his partner is called in turn, while they are practicing their dialogue, the observer recorded it and after that analyze their speaking ability based on Heaton' rating scale. The test is valid and reliable, if it is good reflection of what have been taught and of the knowledge which the teacher has wanted the students to know. If the test represented the material that has been taught, then it is considered to be a valid test. For reliability of the test, the researcher uses two raters or inter-rater reliability.

2. Observation Sheet

Observation is conducted in every meeting during the teaching learning process. When the process occurred, the researcher observes activities happened in the classroom. There are two kinds of observation sheets for the students's activities and for teacher's performance. The aspect of the students' activities that are observed cover their activities in teaching learning process. The aspects of teacher's performance cover the teacher's activities in the teaching learning process in pre-activity, while-activity, and post-activity.

3. Interview

The interview is addressed to the English teacher to know the ordinary method of learning speaking dealt with and also the students' knowledge.

And after implementing the method, the writer will interview the English teacher to get the complimentary data by preparing some questions. Interview is done as a basis research question related with the implementation of role play. The purpose of interviewing the teacher is to find out, what she thinks or how she feels about this technique.

4. Questionnaire

The questionnaires is used to support the data gain from observation about the students' opinion. Questionnaire is made suitable with everything related with the answer. It is needed by the observer as additional data to support the research. In this qualitative research, the researcher will use close-ended questions. Close ended questionnaire can be used to help the researcher in selecting data because

the respondents have limitation to answer the questions based on the researcher's needs (Setiyadi,2006).

3.5. Data Analysis

According to Setiyadi (2006:254), data analysis is a process of organizing the data in order to gain regularly of the pattern or form of the research. In this research, the teacher validates the data by using speaking test and observation. After getting the data from the test and observation, the teacher will analyze the data based on the limitation of the problems and objectives of the research.

In analyzing and interpreting the data, the first step is that the teacher made description of all data. Then the teacher selects the data related to the research question. The next step, the teacher arranges all collected data by classifying the data. The data of the learning process and learning product, are gathered by means speaking test, observation sheet, interview, and questionnaire. The last step is making the report. Having taken the data, she interpreted all the collected data and described them into conclusion. And based on the analysis and reflection, it will be decided whether to conduct two meetings.

The data analysis that is done for the learning product and learning process is as follows:

1. Learning Product

To know the improvement on the learning product, the researcher used a speaking test to collect the data. There are several steps will use to analyze the data get from the test:

a. Transcribing the students' voice

The teacher recorded the student's voices. and then the researcher transcribed the record into the written form. This record is used to give scores to the students, and two raters are able to check back and make an assessment at leisure from the record.

b. Scoring the students' speaking ability

Based on the transcription, the researcher and the teacher decided the scores for the students' speaking test. The researcher uses the oral ability scale proposed by Harris (1976). In scoring the students' speaking ability, the researcher and the teacher scored per component of speaking. It is done to know what component of speaking that must be solve in the next meeting.

c. Calculating students' total score

There are two two steps that must be done in calculating the total scores:

Calculating the scores from 1st and 2nd rater.

a. Calculating the scores from 1st rater and 2nd

$$x_1 = \frac{P + F + C}{3}$$

rater

$$x_2 = \frac{P + F + C}{3}$$

Note:

- X : Total score
- X1 : Score from 1st rater
- X2 : Score from 2nd rater
- P : Pronunciation
- F : Fluency
- C : Comprehensibility

Calculating the total score

$$x = \frac{x_1 + x_2}{2}$$

2. Learning Process

In getting the data from the learning process, the researcher uses observation sheets. The observation that is done is to observe the students' involvement and also teacher's performance. The researcher analyzes the result of the observation separately. And the result of the observation sheets are analyzed after meeting is conducted.

In analyzing the data derived from observing the teacher's performance, the researcher do these following steps:

1. Counting the total score

In this step, the researcher counts the sum of scores from three aspects. The aspects which are scored cover the teacher's activities in pre-activity, while-activity, and post-activity.

2. Making description from the data that have analyzed

It is similar to analyze the students' involvement. to analyze the teacher's performance the researcher also makes a description from the collected data which can enrich and support the result of the analysis.