

**THE IMPLEMENTATION OF ROLE PLAY “BE A NEWS
ANCHOR” IN TEACHING SPEAKING SKILL OF GRADE X
RPL A SMKN PURWOSARI IN THE ACADEMIC YEAR OF
2018/2019**

SKRIPSI

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IKIP PGRI BOJONEGORO
2018/2019**

LEGITIMATION

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CHAPTER 1

INTRODUCTION

This chapter deals with the background of the study, reason for choosing the topic, research problem, purpose of the study, significance of the study and definition of key terms.

A. Background of the study

The language has many functions, the language function is used for expressing and receiving some information, communicate, persuasion, negotiation, and for socialization. There are four skill that can be developed in English language. They are speaking, writing, listening and reading skill. And the researcher focuses on speaking because it is very crucial for the student. If the student study on writing, so they will rebuild the wrong sentence but then they study speaking, so they do not correct the wrong sentence. So far, the student feel afraid or not confident because they have many mistake in their grammar, pronunciation, and diction.

Proficiency in each skill is necessary to become a well-rounded communicator, but they ability to speak skillfully provides the speaker with several distinct advantages. The capacity to put word together in a meaningful way to reflect though, opinions, and feelings provides the speaker with these important advantages. (Gillis, 2013)

In fact, the English instruction in some senior high school does not demonstrate a satisfactory result. Student fall to reach the goal of the

English teaching. They are not able to communicate with the language either orally or in written form although they have learned English for many years (Lestari, 2000,p.27). Many of the learners in a speaking class are reluctant speakers. This reluctance is partly due to their prior learning experience. Many of them were educated in a large class in school situated in noisy neighborhoods where speaking was simply not encouraged.

Though the concept of role play is not a new, scholars did not find agreement on the definition of the terms. Such word as *role play*, *simulation*, *drama*, and *game* are sometime used interchangeably, but, in fact, they illustrate different notions. Some scholars believe that the difference between *role play and simulation* is in the authenticity of the roles taken by students. *Simulation* is a situation in which the students play a natural role (role that they sometimes have in real life (e.g., buying groceries or booking hotel). In a role play, the student play a part they do not play in real life (e.g., Prime Minister, Managing Director of a Multinational Company or a famous singer).

Comparing the other technique, role play seems the most interesting one for student, in role play technique, the student act or pretend to be someone else in the actual world situation that is brought into the classroom. Utilizing the technique, peer learning is also encouraged and sharing of responsibility between the teacher and the learner in the learning process take place. Besides, for the shy learners, for instance, role play help them by providing a mask where learners with

difficulty in conversation are liberated. The role play give the student new feeling in conversation session. That is why writer conducted a reaserch is entitled, *“The Implementation of Role Play ‘Be a News Anchor’ in a Teaching Speaking Skill.”*

B. Research Problem

1. How is the implementation of role play “be a news anchor” in teaching speaking skill?
2. Fowhat extend the implementation of role play “be a news anchor” affect students speaking skill?

C. Objective of the Study

1. To know step by step implementation of role play “be a news anchor” in a teaching speaking skill.
2. To know the implementation of role play “be a news anchor” affect students speaking skill.

D. Significance of the Study

1. Theoretical significance

This study should be one of reference for a teaching with enjoy. Research hope that it will inspire teachers to improve their taeching method. So that student will get a better achievement.

2. Practical significance

This research can make student enjoy in learning English speaking skill process, and can more understand and the more important, student brave to try speak English.

3. Pedagogical significance

Will be a good reference and knowledge for reader who wants to teach speaking by using other method.

E. Definition of Key Terms

1. Speaking skill

Speaking is the delivery of language through the mouth. To speak, we create sound using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. After all, the most effective way to communicate is through speech. Thus, speaking skills are a vitally important method of communication. Speaking is an oral language process for expressing thoughts and feelings, reflecting on experiences, and sharing information. (Ellis, 1990). Talking is a process complex because it involves thinking, language, and social skill. Therefore, oral language skills are the main basis of language teaching because oral language skills (1) are the mode of expression that is often used, (2) is the first form of ability children usually learn, (3) is a type of language ability most commonly used. Of the 2796 languages in the world, everything has a form of spoken language, but only 153 have developed the written language (Stewig, 1988).

2. Role play

Role play is the act of imitating the character and behavior of someone who is different from yourself, for example as a training exercise. The role playing method is to play a role in the

dramatization of social or psychological problems. Playing roles is one form of educational game that is used to explain feeling, attitudes, behaviors, and values, with the aim of living out the feelings, perspectives and ways of thinking of other (Ministry of Education and Culture, 1964, p. 171)

3. Case study

Case study is a research methodology, typically seen in social and life sciences. There is no one definition of case study research. A case study has also been described as an intensive, systematic investigation of a single individual, group, community or some other unit in which the research examines in-depth data relating to several variables. (Roberta Heale and Alison Twycross, 2017)

The term case study refers to both a method of analysis and a specific research design for examining a problem, both of which are used in most circumstances to generalize across populations. This tab focuses on the latter-how to design and organize a research paper in the social sciences that analyzes a specific case.

CHAPTER II

LITERATURE REVIEW

The chapter deal with the throtitical review, relevant research study and framework.

A. Theoretical Review

1. Speaking

Speaking is the ability to pronounce articulation of sounds or words for expressing, stating and delivering thoughts, ideas and feeling. Meanwhile, Brown (1994) and Amir (2010, p. 10) In Astuti (2010, p. 8) say that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. So, it can be concluded that speaking is an ability to communicate orally to other people with the aim to express their ideas and feelings.

Additionally, Nunan (1991, p. 41) supported that speaking is the same as oral interaction which are conventional ways of presenting information, expressing our ideas and thought in our mind. Nunan (1991, p. 39) also quoted that “To most people, mastering the art of speaking is the single most important aspect of learning a second of foreign language and success is measured in term of the ability to carry out a conversation in the language.

Harmer (2001) adds that speaking happens when two people are engaged in talking to each other and theyare sure that they are doing it for

good reason. Their reason may be that they want to say something, they have some communicative purposes, and they select from their language store. In language teaching and learning, speaking is considered a skill to practice and master. In this light, Nunan (2003, p. 48) puts it that “speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning”. The discussion above concludes that speaking is the ability to express something in a spoken language. Speaking is concerning to put the ideas into words to make other people grasp the message that is conveyed. In this study, the term “speaking” will be used to refer to a skill related to language teaching and learning.

2. Elements of Speaking Skill

This part is to review the related criteria of speaking ability to measure one’s speaking skills that are accuracy, fluency, and appropriateness.

a. Accuracy Recognizably

Accuracy is one of the most important criteria to measure one’s linguistic ability and to shelter language users from communication breakdowns. According to Richards (1992, p. 31), accuracy concerns “the ability to produce grammatically correct sentence.” In other words, accuracy in language means grammatical accuracy only. Nevertheless, in Thornbury (2005), the terms “accuracy” seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary

and pronunciation, as well. He also sets the clear scale for assessment of accuracy: a) Grammar: Students use correct words order, tenses, tense agreement, etc. Students do not leave out articles, prepositions or difficult tenses. b) Vocabulary: Students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught. c) Pronunciation: Students speak and most people understand.

b. Fluency

Fluency is also used as a criterion to measure one's speaking competence. Speaking fluently means being able to communicate one's ideas without having to stop and think too much about what one is saying. Richards (1992, p. 141) defines fluency as "the features which give speech the qualities of being natural and normal." More specifically, Thornbury (2005) points out the criteria for assessing fluency. They are as follows: a) Lack of hesitation: Students speak smoothly, at a natural speech. They do not hesitate long and it is easy to follow what they are saying. b) Length: Students can put ideas together to form a message or an argument. They can make not only the simplest of sentence pattern but also complex ones to complete the task. c) Independence: Students are able to express their ideas in a number of ways, keep talking and ask questions, and many more to keep the conversation going.

c. Appropriateness

According to Winski (1998), a complete definition of appropriateness is not practically possible. Intuitively, an utterance is appropriate in context if it is not unexpectedly conspicuous (marked) in some way. Appropriateness is also used as a criterion to measure one's speaking competence. There are some examples that show inappropriateness in a conversation adapted from Winski (1998)

According to Spratt, Pulverness, and Williams (2005), appropriacy in speaking shows the different levels of formality, is more or less relaxed ways of saying things. It is important to use the level of formality that suits a situation. In speaking activity, appropriateness is very important to be mastered by the students. It is because it will indicate whether the students really understand what they said or not. The appropriateness in speaking in formal, informal and neutral situations in a conversation will show their ability in understanding the context and situation of the conversation in English.

Another expert states that speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts"

3. Teaching Speaking

Sudjana (2000, p. 1) states that teaching is an interaction between teacher and students in its interaction process. The teacher is doing his

activities that called teaching, whereas the students who are doing their activities that called studying. In teaching of speaking, the teacher must create interesting teaching process so that the students are interested to follow the speaking class. The teacher should motivate the students to practice and speak-up. Give students the chance to do something with the language to actively use the language they produce themselves for the situation.

Speaking, especially in a foreign language, is a very demanding activity for all ages of learners. It is because in order to share understanding with other people using a foreign language, one needs to pay attention to precise details of the language. He/she needs to find the most appropriate words and also the correct grammar to convey meaning precisely, fluently and accurately. It is also very important to organize the discourse so that the interlocutor understands what the speaker says (Cameron, 2001).

According to Hughes (1993), the teaching and learning of speaking is the development of the ability to interact successfully in that language and this involves comprehension as well as production. Speaking practice starts with practicing and drilling set phrases and repeating models. It can also mean communicating with others in situations where spontaneous contributions are required. Therefore, fluent speakers have to learn not only about the language but also what the appropriate things to say in certain situations.

4. Problems of Speaking

In speaking, students need to consider that English is different from Indonesian. English has its own rules. The aim of learning speaking gives the student a chance to practice and use the language. According to Harmer (2004: 249), when students write or speak they have a chance to rehearse language production safely, experimenting with the different language in different genres that they will use on some future occasion away from classroom. It means that they need to know how to speak appropriately to meet their need in the future. To avoid doing mistakes, students need to know the factors that make speaking difficult. Brown (2001:270) outlines some aspects of spoken language that makes speaking sometimes difficult. The aspects are clustering, word redundancy, reduction, performance variables, colloquial language, rate of delivery, and interaction. The six factors should be understood by the students, so the students can avoid the mistakes. To avoid the mistakes, students should train themselves to resolve the difficulty of speaking by knowing the speaking strategies. As stated by Harmer (2001, p.249), students need to know the strategies of speaking to help them resolve the problem. The strategies can help the students to avoid making mistakes. The strategies also help them to train the fluency of speaking.

5. Role Play Method

Role playing in principle is learning to present the roles that exist in the real world into a role show in class / meeting, which is then

used as a reflection so that students provide an assessment of the learning that has been carried out. Role playing is a learning method as part of a simulation that is directed at creating historical events, creating actual events, or events that arise in the future

The method of role playing is a way of mastering learning materials through developing students' imagination and appreciation. The development of imagination and appreciation is done by students by acting as living figures or inanimate objects. This game is generally carried out by more than one person, it depends on what is played. The learning experience gained from this method includes, the ability to cooperate, communicate, and interpret an event. Through the role playing method, students try to explore relationships between humans by demonstrating and discussing them, so that together students can explore feelings, attitudes, values, and various problem-solving strategies.

There are some short definitions of role play:

- Allery (2004) in Syu- Yun yu (2005: 49) states a game “as a competitive activity with a prescribed setting, constrained by rules and procedures. Games are a fun way for students to learn English”
- “Role play are also excellent for speaking in the relatively safe environment of the classroom. In a role play students are given particular roles in the target language.” (David Nunan, 2003:57)

- “Role play is a classroom activity or set of activities that allow the students to proceed one step beyond guided dialogues in the development of their ability to communicate in the target language.” (Richard A. Murphy, 1984:10)
- “Role-play is a structured experience in which learners get an opportunity to act out problems concerning human relations and human interactions before a group of co-learners and facilitators. Role play is a conscious attempt to examine the various roles played in actual life.”
- According to Jill Hadfield “Role Playing is a kind of game game in which there are goals, rules and at the same time involve elements of happiness. In addition, according to Basri Syamsuole playing is often intended as a form of activity where learners imagine themselves as if they were outside the class and playing the role of people”
- Byrne (1986) says that a role play is a method of having interaction with other people in imaginary situations (as cited in Suryani, 2015, p. 2). Role play can be defined as a means of interaction with others in certain situations. From the definition, a role play can be used in speaking activities which involves imagination to be ourselves or to be someone else in a specific situation. Then, the people can develop their imagination in accordance with the situation that has given to them.

From the definition above, it can be concluded that the method is interesting, motivating and challenging for young learners. Through the game, the students can learn how to interact with their friends. By interacting with others, language skills can be developed, and they can communicate with their own words easily. Learning based on pleasant experience e includes role playing, which is a way of mastering learning materials through developing students' imagination and appreciation. The method of role playing or role playing is one of the learning processes belonging to the simulation method.

The method of role playing can also be interpreted as a way of mastering materials through the development and appreciation of students. The development of imagination and appreciation is carried out by students by acting as living figures or inanimate objects. With this role playing activity, students will be more absorbed in their acquisition. Some things that need to be considered in the implementation of the method of playing this role are the determination of topics, determining the cast members, making worksheets (if necessary), short dialogue exercises (if necessary) and performing role plays.

Learning experiences obtained from this method include: the ability to cooperate, communicate, and interpret an

event. Through role playing students try to explore the relationships between humans by demonstrating and discussing them, so that together students can explore feelings, attitudes, values and various problem solving strategies

Based on the quotation, it means that the method of role playing is a learning method in which it shows the existence of mock behavior of students that can be seen or imitated the situation of historical figures in such a way. Thus the role playing method is a method that involves students to pretend to play the role / figure involved in the process of history or community behavior, for example, how to inspire the community to maintain the cleanliness of the environment, etc.

- **Advantages of the Role Play**

There are several advantages by using the role playing model, including:

- 1) Can be strong and durable in the memory of students. Besides being a pleasant experience that is difficult to forget.
- 2) Very interesting for students, allowing the class to be dynamic and full of enthusiasm.
- 3) Generating passion and optimism in students and fostering a sense of togetherness.
- 4) Students can jump directly to play something which will be discussed in the learning process.

- **Weaknesses of the Role Play**

Besides having advantages, model role playing also has weaknesses, including:

- 1) Role playing takes a lot of time.
- 2) Students often have difficulty playing a role properly especially if they are not directed or not assigned well. Students need to know well what they are going to play.
- 3) Role playing will not work well if the class atmosphere does not support.
- 4) If students are not well prepared there is a possibility that they will not do it seriously.
- 5) Not all subject matter presented through this method

6. Implementation of the Role Play technique to Improve Speaking Skill

In teaching speaking, there roleplay will lead the student to directly use the language. Here, the students will be trained to be aware in deciding what to say and how to say. It is related to the linguistic competence and performance. By using the technique, students is hoped to implement the concept of speaking. From the discussion above, the purpose of teaching and learning process of English in senior High school is to develop communicative competence. It is due to the need getting information when the are going to continue to the next level of educations. As speaking has

become the problem for the students, the ability of senior high school students in speaking is still low because their speaking habit is also poor. It is relatively disappointing due to the importance of speaking. In the class, speaking is taught rarely. It is because the teachers think that speaking will not be measured in the National Examination. Then, it makes students have no chance to improve their speaking skills.

B. Relevant Research Studies

Kunto Laksono Hadi (2015) titled *“USING THE ROLE-PLAY TECHNIQUE TO IMPROVE THE SPEAKING SKILLS OF GRADE XI STUDENTS OF SMANI PANGGANG IN THE ACADEMIC YEAR OF 2014/2015”* find out that the implementation of the role play technique in the English teaching and learning process was effective to improve the students' speaking skills. They could perform more confidently. Moreover, their motivation and enthusiasm in English learning also improved. Furthermore, there was an increase from 12.9 to 19.3 from the pretest to the posttest. The improvement is significant. It means that the use of the role-play technique could improve the students' speaking skills.

Sumpana (2010) titled *“IMPROVING THE STUDENTS' SPEAKING SKILL BY ROLE PLAY (A Classroom Action Research on the Eleventh Grade Students of Immersion Program 1 of the State Senior High School of Karang pandan Academic Year 2009/2010)”* find out that the use of role play improves the students' speaking competence, role

play is an effective technique of learning, and there some strengths besides there are weaknesses. From the observation and supported with the writer's field notes, it can be seen that the students could speak well and improve their vocabularies and grammatical structure. Using role play in speaking class could increase the student's motivation in learning speaking.

KUNTHI, AMMETYAS (2017) title "*THE USE OF SIMULATION IN TEACHING SPEAKING SKILL: A CASE STUDY AT SMA AL-ISLAM 1 SURAKARTA IN THE ACADEMIC YEAR OF 2015/*" *find out that* Simulation is viewed beneficial for teachers and students since simulation creates enjoyable and meaningful classroom activity and provides non-threatening teaching and learning environment that gives the students the opportunity to practice their speaking skill. Simulation is also expected to promote the students' learning experience so it will be fossilized that they can take the advantages and are able use it both inside and outside the classroom.

These studies have been shown to significantly improve students' learning abilities. By using the role playing learning model, students do not feel boredom before they carry out the teaching-learning process without using the model. The learning model makes all students active in learning so that their abilities increase from the previous situation and the role playing learning model is felt to be able to improve the ability to convey messages to students because role playing trains students for a

more real life. Therefore, it is indeed a role learning model playing for further research both use and other benefits.

The previous research equation with what I did lies in the learning method, which uses the role playing method. Where students are invited to simulate existing circumstances, what role if students are in such a situation. And from previous research this role playing method was able to improve students' learning skills to be better.

The difference between previous research and what I did was the approach, the previous research approach was classroom action research. While the approach I took was a case study, where I would examine more specifically the students who became object of my research.

C. Framework

Education is one of the human needs that must be fulfilled. Because with education, humans can acquire skills and knowledge in the future. To acquire skills and knowledge can be done in various ways. One of them is through learning. The success of the learning process can be seen from the results of learning. To get maximum learning results, various supporting factors are needed. Among them curriculum, learning methods, and facilities and infrastructure that support the teaching and learning process in schools.

So far, in learning English, teachers still use less interesting learning methods. The method used positions students as learning objects and

teachers as the center of learning activities. This learning method tends to make the atmosphere stiff, monotonous and less exciting, so students are less active in teaching and learning activities. The impact is a lack of student understanding of the concepts of teaching materials that must be mastered and the low student learning outcomes of student learning in these subjects.

Increasing student learning outcomes, influenced by learning methods, teachers should be able to choose and apply an effective learning method to improve students' thinking skills, one of which is through the use of role playing learning methods. According to (Hisham, et al., 2008, p. 98) Role playing is a planned learning activity designed to achieve specific educational goals.

This method will help students understand the subject matter. In the teaching and learning process using the role playing method, students together learn teaching material, discuss material, give each other directions, give each other questions and answers. Students not only listen to information from the teacher, but also see what is explained by the teacher and the last of the student activities is to do it and try directly, so students do not easily forget and understand the material. Through learning the role playing method, it is expected that all students in the active class discuss material, direct each other and provide questions and answers. In addition students are also able to work with other students to understand the material.

If the process of learning English is made fun, where the use of appropriate learning methods and can arouse interest and understanding of students in English, then students will feel more happy and not bored in participating in learning activities. So there are no more complaints about the lack of interest and low student learning outcomes in English.

From the description, the research framework in this study is as follows:

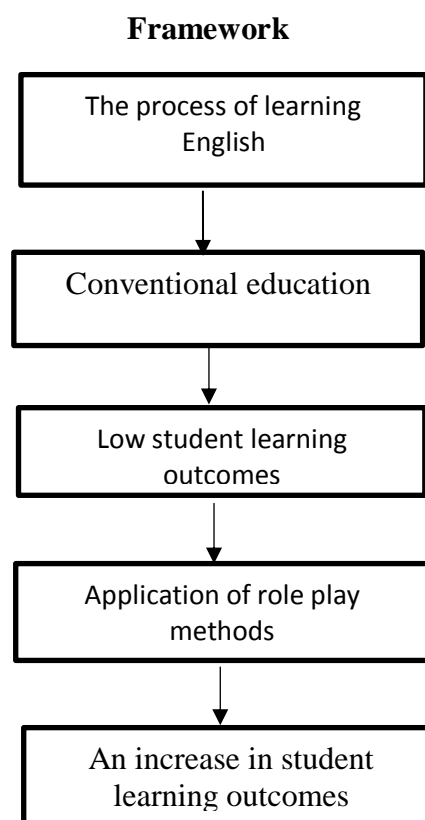


Figure 2.1 implementation of the role play technique to improve speaking skill

CHAPTER III

RESEARCH METODE

The chapter deals with the research approach, The Presence of Research, Research Subject, Data Source, Procedure for Data Collection, Data Analysis Technique.

A. Research Approach

In the research I will use a case study approach. This research will use descriptive qualitative research. Descriptive qualitative research is in the form of research with a case study method or approach. This research concentrates intensively on one particular object that studies it as a case. Case study data can be obtained from all parties concerned, in other words in this study collected from various sources (Nawawi, 2003, p. 1). Case study research will lack depth if only focused on a particular phase or one particular aspect before obtaining a general picture of the case. Instead case studies will lose their meaning if they are only intended to get a general picture but without finding something or some special aspects that need to be studied intensively and deeply. Good case studies must be carried out directly in the actual life of the case under investigation. However, case study data can be obtained not only from the cases studied, but also from all parties who

know and recognize the case well. In other words, data in case studies can be obtained from various sources but are limited in the cases to be studied (Nawawi, 2003, p. 2).

B. The Presence Of Researchers

In accordance with the type of research that researchers do to obtain as much and as much data as possible during research activities in the field in the researcher's own qualitative research or with the help of others is the main data collection tool so that the presence of researchers in the field is absolutely necessary. This means that in this study the researchers acted as instruments as well as data collectors. The presence of researchers in the field is very important, namely as a full observer, the researcher directly supervises or observes the object of research and is known by the research subject. This research is a type of case study research using a qualitative approach, which emphasizes researchers as instruments, but researchers can also use other instruments as supporters. The goal is to obtain valid research results and in accordance with the existing reality.

To support data collection from sources in the field, researchers can also use paper notebooks, as well as stationery such as pencils as well as ballpoint pens as data recording devices. The presence of researchers at the research site can support the validity of the data so that the data obtained meets originality. In this study researchers also act as participatory observers or role observers so that

researchers can observe the subject directly so that the data collected is truly complete because it is obtained from social interactions between researchers with subjects namely English teachers and students.

C. Research Subject

Research subjects are individuals, objects, or organisms that are used as sources of information needed in collecting research data. Another term used to refer to the research subject is the respondent, that is, the person who responds to a treatment given to him.

Among qualitative researchers, the term respondent or research subject is called an informant, that is, a person who gives information about the data the researcher wants related to the research being carried out. In taking samples the researchers chose to use incidental sampling. Direct researchers provide scales / instruments / questionnaires to subjects who are in the unit of analysis without first knowing the exact conditions of the subject. The researcher chose English language teacher and students to be the subjects in this study.

D. Data Source

Arikunto explained that what is meant by data sources is "the subject from which data is obtained". Classify into three parts, namely data sources in the form of people (Person), data sources in the form of places or objects (Place), and data sources in the form of symbols (Paper), which is suitable for the use of documentation methods.

Person is a data source that can provide data in the form of oral answers through interviews. The sources of the data in this study are principals, teachers, students and other parties involved. In this study researchers will examine to students' SMKN Purwosari and teachers of English as a person of data source

Place is a data source from which can be obtained an overview of the situation and conditions that take place related to the problems discussed in the study. This source of data is certainly the school that is the location of the study. The researcher will take the place in SMKN Purwosari

Paper is a data source that presents signs in the form of letters, numbers, images or other symbols. This data can be obtained through documents in the form of books, magazines, bulletin boards, and other required documents. The researchers will use documents in the form of student grades and also student textbooks as a source of data collection.

E. Procedure For Data Collection

This qualitative research is descriptive, there are two types of data sources in qualitative research descriptions, namely primary research and secondary research.

Primary research is one that involves the gathering of fresh data, i.e. when data about a particular subject is collected for the first time, then the research is known as primary one. The primary data

source is research that takes action and the child who receives the action.

A type of research, wherein the research aims at acquiring new and original data by primary sources, is known as Primary Data. As the term 'primary' implies 'first and foremost' and when it is linked with research, it means an in-depth exploration of facts by the researcher himself and that too with the one to one communication with the people, who know about the subject. It is a bit difficult to conduct primary research because it requires a lot of time, money, resources and some prior information about the subject. With a view to getting needed information, the researcher has to start from scratch. The research can be performed through interviews, questionnaires, observations, etc.

On the contrary, **Secondary research** is a research method which involves the use of data, already collected through primary research. The research which involves analysis, interpretation and summarization of primary research, is called secondary research. In finer terms, the research in which data is obtained from readily available sources is secondary. As the data available is already analysed and interpreted, the researcher only needs to figure out the data of his choice, i.e. the relevant information for the project. In this type of research, the researcher uses information gathered by government agencies, associations, labour unions media sources and so

on. The data assembled is primarily published in newsletters, magazines, pamphlets, newspapers, journals, reports, encyclopaedias etc.

In this study researchers combined two types of data sources, and researchers will use questionnaires, interviews, observation and documentation.

- Questionnaires

Questionnaire is a technique of collecting data by submitting or sending a list of questions to be filled by the respondent himself. Respondents are people who provide responses (responses) to or answer the questions asked. To use this technique, respondents must have an adequate level of education to be able to read and write down the answers. Suroyoanwar (2009, p. 168) Questionnaires or questionnaires are a number of questions or written statements about factual data or opinions related to the respondent's self, which are considered facts or truths that are known and need to be answered by the respondent. Gantina komalasari, et al (2011, p. 81) Questionnaire as a tool for collecting data in non-test assessment, in the form of a series that is submitted to respondents (students, parents or the community).

- Interviews

Interviews are conversations with specific intentions. Conversation is carried out by two parties, namely interviewers

(interviewers) who ask questions and interviewees (interviewees) who provide answers to these questions (Moleong, 2010: 186). The interview technique in this study is structured interviews, namely interviews conducted by systematically asking several questions and the questions asked have been prepared.

- Observation

Observations are carried out by researcher to collect data that is in accordance with the nature of the research because it directly observes or called observations involved where researchers also become instruments or tools in research so researchers must search for their own data directly or observe and search directly for some informants specified as a data source. The method of observation is participant observation is observation which at the same time involves himself as an insider in certain situations. This is to make it easier for researchers to obtain data or information easily and freely.

- Documentation

The documentation of this study is in the form of a portfolio of children's work in learning to write and read and photograph when reading and writing learning activities.

F. Data Analysis Technique

Data analysis is an effort made by working with data, organizing it, searching for and finding patterns, finding what is important and what is learned, and deciding what can be told to others.

Based on the opinions of Bodgan and Taylor as quoted by Lexy Moleong, it defines data analysis as a process that specifies a business formally to find a theme and formulate a working hypothesis as suggested by the data and try to provide assistance from the working theme and hypothesis. The data obtained is outlined in a concept design which is then used as the main basis in providing analysis. In this study used in analyzing the data that has been obtained is descriptive (non-statistical), namely research conducted by describing data obtained with words or sentences separated to draw conclusions. Who intends to know the state of something, namely about what and how, how much, how far, and so on.

The process of data analysis is through the following stages:

- Data Reduction

Data reduction is the process of selecting, concentrating, simplifying, abstracting and crude data transparency that arises from field notes. From the research location, field data is contained in a detailed and detailed report. Field data and reports are then reduced, summarized, sorted out the main things, focused on the important things, looking for themes and patterns (through editing, coding and labeling). Data reduction is carried out continuously during the research process. At this stage after the data has been sorted and then simplified, unneeded data is sorted so as to provide an appearance, presentation, and to draw conclusions.

- Presentation of Data (Display Data)

Data presentation is a process of organizing data so that it is easily analyzed and concluded. The presentation of data in this study is in the form of narrative descriptions and can be interspersed with images, schemes, matrices, tables, formulas, and others. This is adjusted to the type of data collected in the process of collecting data, both from the results of participant observation, in-depth interviews, and documentation. The presentation of data is intended to make it easier for researchers to be able to see the overall picture or certain parts of the research data. This is organizing data into a certain form so that it looks clearer more whole figure. The data is then selected and selected to be sorted by group and arranged according to similar categories to be displayed so that it is in harmony with the problems faced, including temporary conclusions obtained at the time the data is reduced.

- Data conclusions / verification

Data verification is the third step in the analysis process. Conclusions that were initially very tentative, blurred, and doubtful, with increasing data, became more grounded. This activity is a process of checking and testing the correctness of the data collected so that the final conclusions are obtained in accordance with the focus of the research. (verification)on the note that was made by the

researcher and then towards a solid conclusion. Conclusions are the essence of the results of the study that describe the final opinion of the researcher. This conclusion is expected to have relevance while answering the focus of the research that has been formulated previously. Thus the data that has been collected, then concluded and interpreted, so that there are various problems that arise can be described correctly and clearly. Because in this study researchers use a qualitative research approach then analyze the data carried out when research activities take place and are carried out after data collection is complete. Where the data is analyzed carefully and thoroughly before being presented in the form of a complete and perfect report.