

CHAPTER 3

METHODOLOGY

This chapter discusses some aspects of research methodology. It consists of research methodology and data collecting strategy, which consist of videotaping a classroom interaction, observing a classroom interaction (field-note taking), interviewing the teacher, and making questionnaire to the students in the classroom regarding their opinion about their teacher.

3.1 Research Methodology

This study is descriptive and qualitative in nature. These, by definition, involve description and analysis. The emphasis is exploring the types of strategy (the quality) of the data, that is, discourse pattern in classroom and ascertaining its relation to the objectives behind them. Since the data collected is taken from the specific context, so the researcher uses the type of case study in this research.

Moreover, like what has been written in the previous chapter, the procedure of data processing and analysis cover some steps, those are transcribing, coding, categorizing, and analyzing the data.

3.2 Data Collection

There were three data collection techniques employed for this study. First, the researcher conducted recording conversation to gain teacher and student's exchanges naturally. Second, the researcher conducted interview to the teacher.

The last, the researcher also makes questionnaire for the teacher to reach their opinion about their teacher.

In this data collection too, the researcher puts a lesson plan that the teacher uses in the classroom. In lesson plan, the teacher divides the lesson into three types of learning activities.

1. Pre activity (15 minutes)

- a. Greeting and prayer
- b. Reviewing the previous lesson (apperception)
- c. Motivating and leading the students to the next topic of lesson

2. Whilst activity (60 minutes)

- a. Introducing a new topic of the lesson (procedure to make a rice)
- b. Explaining and giving example of procedure
- c. Asking the students about the topic of the lesson
- d. Explaining the steps of making rice and students listen to teacher
- e. Asking the students to arrange a jumbled instruction
- f. Asking the students one by one (not all students) to write the result in front of the class
- g. Discussing together with the students about the correct instruction
- h. Dictating some words to the students
- i. Asking the students to guess the words and write down in front of the class

3. Post activity (15 minutes)

- a. Summarizing what has been learnt before
- b. Giving a chance to the students to ask a question before closing the lesson

- c. Announcing the next topic
- d. Closing the class

Since this research is aimed to find the variation of exchange patterns and their relationship with the teacher's cultural background, the researcher divides whilst activity into several activity types.

The division is required to make identification and analysis easier. In this case, the researcher divides whilst learning activities into four sub-learning activities. As the result, the division is presented below.

1. Pre activity.

- a. Greeting and prayer
- b. Reviewing the previous lesson (apperception)
- c. Motivating and leading the students to the next topic of lesson

2. Whilst activity.

1) First sub-learning activities.

- a. Introducing a new topic of the lesson (procedure to make rice)
- b. Explaining and giving example of procedure

2) Second sub-learning activities.

- a. Asking the students about the topic of the lesson
- b. Explaining the steps of making rice and students listen to teacher

3) Third sub-learning activities

- a. Asking the students to arrange a jumbled instruction
- b. Asking the students one by one (not all students) to write the result in front of the class
- c. Discussing together with the students about the correct instruction

4) Fourth sub learning-activities

- a. Dictating some words to the students
- b. Asking the students to guess the words and write down in front of the class

3. Post activity.

- a. Summarizing what has been learnt before
- b. Giving a chance to the students to ask a question before closing the lesson
- c. Announcing the next topic
- d. Closing the class

3.2.1 Video Recording

The researcher used video-taping as a technique for capturing natural interaction used in classroom in detail. The researcher considers this technique as a valuable source of accurate information on pattern of interactional behavior, in this case, teacher-student interaction. The reason of using this technique is in line with Burns (1999) who says that recording can be valuable in furnishing researchers with objective first-hand data for analyzing data of teacher and

student's behavior in the classroom. In addition, Beebe and Cummings (1996) list some advantages gaining natural interaction techniques.

1. Actual wording used in real interaction
2. The range of formulas and strategies used
3. The length of response or the number of turn it takes to fulfill the function
4. The length of emotion that in turn qualitatively affects the tone, content, and form of linguistic performance
5. The number of repetitions and elaboration which occur
6. The actual rate of occurrence of a speech act

3.2.1.1 Ethics and Quality

Wray et al (1998) states that there are important ethical considerations when it comes to recording people, whether we ask their permission or not. In this case, the researcher recorded the interaction and conversation of first grade of SMAN 13 Bandung with permission because of some reasons; first, the recording was not done in that institution. Second, in order to gain a good quality of recording, the recorder should be placed appropriately, for example on teacher's desk or behind the class to cover whole class interaction. Therefore, permission from the institution is required.

In gaining the data, the researcher followed some steps from Wray et al (1996) to be practical:

1. Using a good machine. By applying the "trial recording" the researcher check the quality of tape or video

2. Using new, good quality cassette
3. Using two machines. The first recorder was kept with the teacher and the researcher kept the other one. It was done to avoid the panic of changing over a tape quickly, and the loss of material
4. Using external microphone
5. Planning to collect data from more subjects, I case if anything goes wrong with the recording

In addition, to get valid transcription result, the researcher listened to the recordings over and over again, so it must be well recorded.

3.2.2 Observation

The researcher used the observation technique in order to support the data elicited by recording that was, to identify non-verbal behavior and to make data analysis more objective. In line with it Alwasilah (2003) states that by observing, a researcher can find implicit understanding (non-verbal behavior) and theory-in use (how the theories applied). In addition, Wray et al (1996) say that observation enable to us to examine non-elicited behavior such as intonation, interactional behavior, etc. This allows much more “holistic” view of how long language is being used in context. It is relatively easy to administer.

The researcher used participatory observation, means that the researcher presented at the time the researcher recorded. However, the researcher tried carefully not to distract and influence the process of conversation itself. It is in line with what Wray et al (1996), “observation involves the collection of data

without manipulating it. The researcher simply observes ongoing activities, without making any attempt to control or determine them.”

3.2.3 Interview

Beside collecting data through recording and observing the classroom interaction, then, the researcher used interview to support both. Alwasilah (2003) states that by interviewing the respondent, a researcher can get in-depth information because of some reasons:

1. The researcher can explain and paraphrase the questions which cannot be understood by respondents
2. The researcher can give follow up questions
3. Respondents tend to answer the question when they are asked
4. Respondents can tell something in the past and the future

The researcher conducted the interview in order to get two purposes. First, the teacher's impression on what they have heard and seen from the tape and video, whether they will clarify, object, and complete the data. In this case, the researcher played the video or tape after the teacher has finished performing the instruction or the lesson to void forgetting the process itself. Second, the teacher's opinion and perception on reasons lie behind the interaction between teacher and students.

The researcher used the individual interview since the researcher needed more detailed data. The researcher recorded the interviews to be transcribed rather than note taking them because some advantages as proposed by Wray et al (1996):

1. We can concentrate all of our attention on the interviewees rather than looking away while we write down
2. We can avoid to make snap judgments about what to note down or to omit
3. We are not victim of our own handwriting, which may be less tangible during hurried note taking

Based on Kider and Judd (1986) there are two categories of interviews. The first is open-ended or free-response which allow the respondents to answer in a relatively unconstrained way. The second is close-ended questions, which present two or more alternatives that the respondents select the choice closest to their own position.

In this case, the researcher applied the category that is in line with the purpose of interview. The teacher was interviewed by using free-response questions after playing the tape to get the information about their opinion and perspective on the influence of cultural background in teacher and student interaction.

3.2.4 Questionnaire

The researcher used the questionnaire technique in order to cross check with the teacher's information from the interview technique. It has a purpose to get information from the students about their opinion to the teacher's interaction in the classroom. It consists of 8 close-questions.

3.2.5 Document Analysis

The researcher used this document analysis as one technique to support the data because of some reasons, in line with Guba and Lincoln's reason as cited in Alwasilah (2002):

1. Document is stable information source
2. Document is strong evidence that can be a source to prove something and to avoid accusation of misinterpretation
3. Document is natural source, which explains the context
4. Document is relatively easy to get
5. Document is non-reactive source

Since the purpose of the research is to find out the influence of cultural background in teacher and student interaction, so the researcher analyzed the objectives from teacher's lesson plan.

3.3 Establishing Trustworthiness

The criterion of naturalistic inquiry is trustworthiness. This is to test out the trustworthiness of the data. According to Alwasilah (2002), trustworthiness is the truth, which is resulted from the description, conclusion, interpretation and other kinds of reports.

To construct trustworthiness of this study, the researcher applied some kinds of strategies from Burns (1999) as follows.

3.3.1 Triangulation

According to Burns (1999) triangulation is a way of arguing that “if different methods of investigation produce the same result then the data are likely to be valid.” In addition, this is the technique by which the researcher gathers information and data from the respondents and setting by applying various kinds of methods (Alwasilah 2002).

To apply this trustworthiness, the researcher conducted three methods of collecting data: recording, interviewing, and questionnaire. The researcher triangulation the data collected from recording and observation with the interview’s response from the teacher. Then, the teacher compared findings with the result of questionnaire from the students about their opinion to their teacher. By conducting those various methods, the researcher reduced bias causing the subjectivity.

3.3.2 Feedback

Feedback, comments, and critiques are needed to identify validity bias and researcher’s assumption, also logical weakness of the research (Alwasilah 2002).

In this study, it involved asking those who know the research situation well. The researcher asked feedback from his research advisors, an expert and some critical friends as proofreaders.

3.3.3 Member checks

In this case, the researcher took the data analysis and interpretations back to the actual participant involved in the research by asking the teacher to read the data analysis and interpretations. As the result, the teacher recognized and

supported the findings that make the researcher becomes more confident of the validity of the study.

3.4 Respondent

The study was situated in a first grade of SMAN 13 Bandung. The population of the class was fairly diverse; composed of 40 teenagers in regular education classroom having varied culture, linguistic, and special needs background.

3.5 Data Analysis

In this research, the researcher used some steps to analyze the data, which are assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcomes.

3.5.1 Transcribing

One way of handling data collected through recording is to transcribe it. This was done as pre-analysis. The researcher used this transcription since it was the main written source to be analyzed.

In this case, the researcher used some strategies from Burns (1999). Keeping the transcription as simple as possible, labeling the speakers using letters, numbering the lines or clauses, inserting contextual information to explain essential aspects, e.g. non-verbal interaction and using ordinary orthographic transcription, with conventional punctuation when appropriate.

3.5.2 Procedure of analysis

Stage 1: Assembling the data collected; the transcription and observation result were collected. It also included document such as lesson plan. The initial questions that began the research provided a starting point.

Stage 2: Coding the data; the researcher applied coding by following some steps:

1. Dividing the result of recording and observation by labeling the speaker; teacher (T), students (Ss), and giving the different number of different students (S2, S3, S4, etc)
2. Identifying the function of utterances by considering the meaning boundary and separate them into moves
3. Dividing them into exchanges
4. Coding the utterances by synoptic and dynamic function to be categorized into anomalous and non-anomalous exchanges

Stage 3: Comparing the data. The comparisons we applied to see whether certain exchange type dominated an activity and compared it with the necessity of teacher and student's interaction in the classroom in one particular English lesson. The researcher used the table to make the appropriately displayed.

Stage 4: Reporting the interpretations. The findings and outcomes were reported systematically using the examples from the data.