CHAPTER III

METHODOLOGY

This chapter presents the way of analyzing this study. This part covers five sections in which research design, research site and participants, data collection procedures, and data analysis.

3.1 Research Design

The aim of this study is to discover how the interaction between teacher and young learners in the English as Foreign Language (EFL) classroom is portrayed using Flanders Interaction Analysis Categories System (FIACS). This study used a qualitative method and applied a case study approach in order to conduct the recent study. This study used case study since the research required an in-depth investigation of how natural verbal communication in the classroom happened in a limited object of EFL classroom in which a single classroom of an English teacher and young learners. It is in line with the definition of case study which is defined as a qualitative approach to investigate a bounded system (a case) or multiple bounded systems over time through detailed, in-depth data collection including multiple sources and eventually yield a description of the case (Creswell, 2007). Bounded system itself has similar meaning to a single instance such as an individual teacher, a language classroom, or even a school district which means that the investigator merely concerns to analyze in detail a phenomenon occurring in a single unit (Nunan, 1992).

Moreover, this case study is considered to be suitable for this study since it includes three paradigm's qualitative attributes such as naturalistic, process-oriented, and non-generalizable. Those definitions are suited with the aim of the study in which investigating the natural process of interaction between teacher and young learners in a single EFL classroom by analyzing multiple sources of information such as through an observation of the natural behaviors of speech performances during a certain period, audiovisual analysis, and interview analysis. Observation and audiovisual analysis are expected to find the most dominant category of classroom interaction and the flow chart of learning activities in order

to depict teacher's behaviors during teaching English to young learners in EFL classroom. Moreover, an interview analysis is used to obtain teacher knowledge and opinions towards classroom interaction and teaching behavior in EFL classroom, especially in teaching young learners. The result of this research will not be used to generalize all classroom interaction between teacher and young learners but it can be a reference and depiction for future English teachers who are interested in teaching young learners.

3.2 Research Site and Participants

The recent research investigated the interaction of classrooms between a teacher and young learners of fifth grade in a private primary school in Bandung, Indonesia. The background of choosing these participants was due to practical reasons and the consideration of children characteristic at this level. Fifth grade learners are included in upper primary learners who are in the age of nine until twelve years old which means that they are able to express their ideas in a more organized manner, compared to younger children .The learners have been receiving English subjects from first grade since the institution values English as compulsory in the curriculum. Moreover, the teacher has been teaching English for young learners at various levels of age for more than five years as it is considered to be experienced in implementing English classrooms for young learners. .

3.3 Data Collection

This data is obtained through two instruments which are classroom observation and interview. Both instruments are used to obtain the required data such as transcriptions of speech between the English teacher and young learners and teacher's opinions towards classroom interaction. Classroom observation includes audio-video recording in order to used to record the classroom interaction in which the record is being transcribed and coded which is tabulated in order to see which talk and category is in dominance. Furthermore, the result of transcriptions is also used for further analysis using the interaction matrix in order to see the flow chart of the learning process. Lastly, the result of interview analysis

is used to obtain opinions and background of the teacher in order to support the result of interaction.

To conduct this study, the data were collected by recording classroom verbal communication, transcribing and categorizing the records using FIACS, counting the tallies of each category, doing matrix analysis from the transcriptions, and lastly interviewing the teacher. In the beginning, the primary sources which are transcriptions of verbal communication were obtained through classroom observation and video recording. This process occurred four times in which each data was collected in a day. In doing the observation, a field note is required in order to assist in obtaining the data. The field note is in the form of a table which contains each category with a checkbox and a box of notes. The fulfillment of field note is by putting check mark every time the category appeared and the note box is written when the teacher or the learners showed interesting gestures, teacher's or learners' choice of words, and their behaviors during teaching and learning process Moreover, some gadgets such as web camera and wireless microphone were utilized in order to obtain clear conversation between teacher and young learners. The camera was put near the researcher due to the flexibility of movement and action. In addition, Flanders (1970) advised to find a comfortable and proper site where the researcher can clearly hear and see the situation in the classroom.

After obtaining the classroom recordings, the videos were continued to be transcribed and coded using the FIACS framework. This framework also provides guidelines in coding each speech and instructions on how to analyze the data into matrix analysis. The tabulation is assisted by Microsoft Excel in order to count the emergence of categories and manage the percentage. The process was continued with an interview with the teacher regarding the opinions towards classroom interaction. The questions were led to answer the educational background of the teacher, teacher's knowledge, and awareness of classroom interaction. The interview was held in a face to face meeting and recorded in the form of audio. The result of the interview was continued to be transcribed, analyzed, and arranged to support the primary data.

3.5 Data Analysis

After collecting the data, the research data were analyzed using the theory of Flanders Interaction Analysis Categories System (FIACS) in order to obtain comprehensive information related to the classroom interaction between teacher and young learners in the EFL classroom. In analyzing the data using FIACS, the study also includes finding the predominant category and the flow chart from matrix analysis in order to see how teaching behavior occurred in teaching English to young learners. After the field note is fulfilled, the video transcriptions are continued to be analyzed relying on the rules of FIACS. First each speech is separated in the span of three seconds that it is continued to be coded regarding to the ten categories of classroom interaction. After the transcriptions had been coded, the researcher continued to calculate the frequency of data in percentage and determined the most dominant category and which aspect that dominated the interaction.

Furthermore, the transcription is presented into a matrix in order to get a flow chart of interaction that is used to see teaching behavior or teaching pattern that the teacher used in teaching English to young learners. The way of making the analysis is by determining the pair of categories then calculating the frequencies of every pair. The way of determining the pair is by focusing on the first category and the next category that occurred afterwards. For instance, if the interaction begins with category 4 which means the initiation emerges by asking questions and followed by category 8 which means the initiation is responded by student talk-response therefore one point is added to the pair of 4-8 in the matrix. The calculation is conducted from the beginning of the speech until the end. To understand the work of this matrix, the illustration is presented below

$$1^{st} \text{ pair} \qquad 3^{rd} \text{ pair}$$

$$4 \qquad 8 \qquad 8 \qquad 6 \qquad 4 \qquad \text{(category number)}$$

$$2^{nd} \text{ pair} \qquad 4^{th} \text{ pair}$$

The first pair represents one point to pair 4-8 and the second pair represents one point to pair 8-8. Moreover, the third pair represents one point to pair 8-6 and the

fourth pair represents one point to the pair 6-4. Then, the points are added into the matrix table which is constructed in the form of 10 rows that represent the first event or category and 10 columns that represent the second event or category.

After the tabulation of pairs is finished, the overall data is continued to be analyzed using thematic analysis. By following the six phases of thematic analysis by Clarke and Braun (2016), firstly the data of classroom observation and interview were read and noted in order to comprehend the finding, then the audio recording was transcribed into the table in order to be coded. After coding had finished, the data was summarized and categorized into relevant themes. The themes were determined by seeing the similarity of aspects in each code. They were continued to be reviewed and named which is regarding the teacher's opinions towards classroom interaction and teaching English to young learners. After defining the themes, the data is continued to be put into composition in order to support the previous data in portraying the recent situation of classroom interaction between teacher and young learners and to provide participant's point of view in a report of findings.

3.6 Concluding Remarks

This chapter has presented the methodology of this study in which the researcher will use a qualitative case study approach to answer the aim of the study relating to analyzing classroom interaction between teacher and young learners in the EFL classroom. Technically, this chapter covers the research design of the study, the research sites and participant who involves in the study, the research instrument which are observation, audio-video recording, and interview, procedures of data collection which includes steps of collecting data, and data analysis which describes the process of analyzing the data and lastly concluding remark as the conclusion to summarize this chapter.