CHAPTER III

RESEARCH METHODOLOGY

Introduction

This chapter presents the explanation about procedures which are taken in this study in order to find out the answer to the research questions. This chapter includes research method, research participants, clarification of terms, data collecting techniques, and data analysis.

3.1 Research Method

This study used a qualitative approach. Qualitative research is considered appropriate as this research analyzes the data through observation (video recording).

Moreover, discourse analysis method is also considered appropriate as this research is concerned with the investigation to find out the exchange patterns of teacher students' interaction. It is in accordance with Suherdi (2003) who proposes that classroom discourse analysis provides well-selected analytical tools to find out how interaction between teacher and students takes place in classroom.

3.2 Research Participants

The participants of this study are an English class teacher and a class of eight year students in a junior high school in Bandung. This selection was based on the reason that the eight year students are assumed to be more active during

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teaching learning process in class. The data of this study is expected to be obtained from these participants.

3.3   Clarification of Terms

In order to give comprehensive understanding about this research, this study tries to clarify the terms which is used in this research, as follows:

- **Discourse.**

    Based on Ventola and Martin (Suherdi, 2003), discourse is define as one of the three strata on the language plane in social interaction, which is called systemiotic approach. Consequently, discourse in this research is in line with the definition, which is clearly explained by Suherdi (2008), it is one of the three strata on the language plane that consists of cohesive and coherence sentences creating a unit that has complete meaning.

- **Teacher-Students Interaction.**

    Interaction is "act on each other" (Oxford Advanced Learner's Dictionary Of Current English, 1974). But then, in this research, the definition of teacher-students interaction is in line with Allwright and Bailey (1991), which is explained as interaction between teacher and students that happen in classroom involving visual and non-visual behavior.

- **English Course**

    Based on Hornby (1974), English course is defined as a series of lessons or lectures on English subject. In this study, English course is limited to English lesson that happens in a classroom.

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3.4   Data Collecting Techniques

Several techniques are employed to collect the data, as follows: observation, interview, and investigating document (lesson plan). Through this steps, necessary information about teacher-students interaction in English course are expected to be obtained. Each instrument is clearly elaborated in the next sections.

3.4.1   Observation

This study conducted observation through video recording since it would give advantages in gaining data for classroom discourse analysis. It is in line with Fraenkel and Wallen (1990) who state that video recording has several advantages; a) the video may be replayed several times; b) experts or interested others can also hear and/or see what the researchers observed and offer their insights accordingly; c) a permanent record of certain kinds of behaviors is obtained for comparison with later of different samples (p.373). This kind of recordings could assist this study to seek for validity of the data transcription.

The video recording was taken with duration 70 minutes in an EFL classroom that consists of thirty four (34) eight year students. It was taken once as it is based on the meeting used by the teacher for the topic. The process used in taking the observation was adopted from Suherdi's (2008), as the following:

- Choosing the teaching learning process that would be recorded.

- Recording the chosen teaching learning process.

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An observation guide is used as well as additional instrument to collect the data in observation. The observation guide consists of some situations that might happen in the classroom. The observation guide can be seen in **appendix A.1**.

3.4.2 Interview

Second step of gathering data is interview. The interviewee was the English teacher from the participants' class. The interview consists of eight questions that focused on checking and supporting the result of data transcription in order to get the accurate data. It is in line with Stainback (1988, as cited in Sugiyono, 2008, p.318) who stated that the interviewing provides the researcher a deeper understanding of the observed phenomenon. The interview questions can be seen in **Appendix A.2**.

3.4.3 Document

The document (lesson plan) was taken and analyzed in order to complete checking the result of data transcription from observation. This document analysis was expected to provide additional information in designing interview as well as in analyzing data.the lesson plan can be seen in **Appendix B.3**.

3.5 Data Analysis

As stated above, this study conducted several steps in order to provide the data needed. The collected data was analyzed in order to get the final result of this

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study. The process of analyzing data of this study was adopted from Suherdi (2008), as follows:

- **Making transcription result of the video recording.**

  As stated above, making the data transcription from observation is the first step of analyzing the data. In this step, this study made the transcript of the participants' spoken language in the class. The transcription can be seen in **Appendix B.1.**

- **Segmenting the data and giving participants' signs.**

  In this step, the transcript of all the spoken language had been segmented based on its own grammatical meaning as equally as clause, including elliptical clause. And then, this study gives sign for the speakers: T for teacher and S1-S34 for the students that had been signed based on their seats. This data can be seen in **Appendix C**.

- **Identifying function of expressions.**

  In this step, this study identified functions of every expression by observing its meanings and intonations. And then, this study observes the intonation pattern and the stress at the end of the sentence. If decreasing, it must be news sentence, while if increasing, it must be a question sentence. Question sentence signed with question mark (?). Though, exclamatory sentence signed with exclamation mark (!).This data can be seen in **Appendix C**.

- **Identifying duration of pauses.**

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In this step, this study observes whether the duration of pauses has long pause between the stop or it is still a series of the pattern. If there a long pause and the next expression was the respond to the pause, so there should be another communicator in the slot. Then, this study connected the slots so that the processing negotiation of the meaning found its end. In order to be able to see teacher-students interaction completely, the slots those had different pause duration is given sign of the silent participants when they should answer. In this kind of pause, the participants are signed in a totality (Ss). This data can be seen in **Appendix C**.

- **Identifying exchanges.**

  In this step, this study identifies exchanges based on discourse analysis system develop by Sinclair and Coulthard (shown in **Figure 2.2**). However, the feature coding of transcript data on this study is only focused on the moves that may occur in the classroom as shown in **Figure 2.3** and **Figure 2.4**. The analysis is conducted using Suherdi's (2006) modified framework analysis. Moreover, the study signed the synoptic moves that had more than one expression in which it is accordance with Ventola's (1988) notions of unit move and move complex. This data can be seen in **Appendix C**.

  This study provided explanation of labels to explain Ventola's (1988) notions of unit move and move complex, as it was used in this research. Every expression was given by number such as (1), (2), etc. And then,

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signing it with mathematical mark based on its function. (=) for elaboration, (+) for extension, and (x) for enhancement.

When all of the steps of data analysis are done, this study analyzes the exchange patterns used by the teacher to interact with the students. In analyzing the pattern, this study analyzes teacher-students verbal and non-verbal interaction. Then, in analyzing it, this study uses some criteria in deciding the method used by the teacher for the teaching. If the teacher dominates the verbal interaction, then it can be assumed that the teacher tend to do lecturing in the teaching (Hills, 1979). In elicitation, two-third portion of verbal interaction is done by teacher (Flander, 1970). And in discussion, teacher's verbal interaction is one-third of the verbal interaction portion (Dillon, 1994).

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