CHAPTER 3

METHODOLOGY

This chapter discusses some aspects of research methodology. It consists of research methodology, respondents, data collecting methods, and data analysis; in order to meet the validity and reliability of the research.

3.1 Research Methodology

This study is qualitative in nature since it was conducted in a natural setting and intended to describe natural phenomena occurring in such setting. It attempts to look at and describe teacher's speech modifications in an EFL classroom. Merriam (1988 as cited in Creswell, 1994 p. 145) stated that qualitative is descriptive that the research is interested in process, meaning, and understanding gained through words or pictures from natural setting. Otherwise, qualitative study is appropriate on this study in order to gain, identify, and describe the data from natural setting.

In addition, concerning data collecting procedures and data analysis in classroom research the acts of observing, transcribing, coding, describing, and interpreting were implemented (Van Lier, 1984 p. 126).

3.2 Respondent

The respondents of the study were 37 students of 5th grade of SD Kartika X-3 Bandung. They were selected purposively in the preliminary observation due to their representativeness in terms of their higher English proficiency level compared to another class; the information was gained from the preliminary interview with the teacher. She also added that the students of 5th grade were more active while learning process compared to another class.

An English teacher was taken as a respondent for this study. She was selected based on her beliefs that using English while teaching learning process was important. In addition, preliminary observation result also showed that the teacher used English most of the time in conveying the material.

3.3 Data Collecting Methods

3.3.1 Preliminary Observation

Preliminary observation was conducted to give some general information of the research in order to gain information of particular class of interest as the basis of purposive sampling. Besides, permission to conduct the research and schedule for the research was also asked at that time. However, in order to avoid distorted impression of what really goes on during a typical classroom interaction, detailed information of the research was not rendered to the teacher. Therefore, natural behavior of the teacher and classroom interaction could be gained.

In conducting the research, the teacher suggested 5th grade as sample for the study since the students were more active than other classes while teaching and learning process and she added that she used more English for instruction at that class since they had better proficiency.

3.3.2 Audio Recording

For capturing verbal interaction between the teacher and the students, audio-recording was conducted. The technique was considered as a valuable source of accurate information on pattern of interactional behaviors, in this case, teacher speech modification. 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 behaviors in the classroom.

Audio recording was conducted to answer of what does the teacher modify her speech when talking to elementary school students since by conducting the technique teacher's speech modification strategies will be revealed.

3.3.4 Interview

Interview technique was conducted in order to answer the reasons behind teacher's speech modifications when talking to elementary school students.

Beside collecting data through recording and observing the classroom interaction, then, interview was also used to support both. The interview was

conducted in separate sessions with the respondents since the main purpose of the interview to reveal the reasons behind speech modifications made by teacher. Furthermore, Alwasilah (2003) said that a researcher can get in-depth informations by interviewing the respondents, because of some reasons:

- The researcher can explain and paraphrase the questions which cannot be understood by respondents.

- The researcher can give follow up questions.

- Respondents tend to answer the question when they are asked.

- Respondents can tell something in the past and the future.

The interview sessions conducted in this study is called semi structured interview-the interviewer has general idea of where he or she wants the interview to go, and should come out of it, but does not enter the interview with a list of predetermined question; topic and issues rather than questions determine the course of interview" (Nunan, 1992 p. 149)

Audio-taping was also conducted in the interview. Borg and Gall (1979) suggested that interview recording has some advantages due to following reasons:

- It can reduce biases in the data.

- The tape recorded data can be played overtime so that it can be studied exhaustively.

- It provides more chances for the researcher to reanalyze the taped interview data to test hypothesis not set up in the original study.

- The responses in the tape-recorded data can be evaluated and classified.

- Compared to note taking, recording the interview is more effective and efficient to obtain the data.

The following were guidelines of interview question of motives behind teacher's speech modifications.

1. Apakah anda mengetahui istilah *speech modifications*?

2. Apakah anda pernah terpikir untuk menyederhanakan atau memodifikasi tuturan anda?

3. Tuturan anda terbilang standar, disederhanakan, dan berlebihan. Apakah memang karakeristik tuturan anda memang demikian?

4. Apakah tujuan anda melakukan jeda (pause)?

5. Apa tujuan anda menggunakan *finished* untuk menggantikan *done*?

6. Mengapa anda lebih banyak menggunakan simple sentences?

7. Pada tuturan anda terdapat sejumlah tuturan *ungrammatical* apakah itu disengaja atau tidak?

8. Apa tujuan anda mengingatkan kembali siswa dengan materi *day*?

9. Mengapa dalam *self repetition*, *expansion repetition* merupakan yang paling banyak muncul?

10. *Code switching* adalah strategi yang cukup banyak anda gunakan. Apa alasannya?

See appendix 2 for more details.

3.4 Data Analysis Methods

In this study, some steps were used in analyzing the data which are transcribing, coding the data, interpreting the data, building interpretation, and reporting the outcomes.

3.4.1 Transcribing

One way of handling data collected through recording is to transcribe it. It was conducted as pre-analysis. The transcription was important since it was the main written source to be analyzed.

In this case, some strategies from Burns (1999) were adopted: 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.

3.4.2 The Procedures of Analysis

Stage 1: Aggregating the data collected, including all information from the field such as transcription result as a starting point for further analysis.

Stage 2: Coding the data. In accordance with Suherdi's classroom discourse analysis, the result of recording transcription were classified into the following steps:

- Dividing the result of recording by labeling the speaker; teacher (T), students (Ss), and giving the different number of different students (S2, S3, S4,etc).

- Identifying the function of utterances by considering the meaning boundary and its intonation.

- Identifying the pauses or wait time.

Stage 3: interpreting the data. After coding transcription using classroom discourse analysis framework, then the teacher speech categorized using Moritoshi's taxonomy of speech modification which adapted from Chaudron (1988).

Stage 4: reporting the result. The researcher started to write the qualitative text base on the findings and the results of the study.

3.5 Moritoshi's taxonomy of speech modifications

The following table illustrates Moritoshi (n.d.) classification of modifications in teacher speech adapted from Chaudron (1988).

Table 3.1 Moritoshi's taxonomy of speech modifications

No	Domain	Strategies	Explanation
1.	Phonology	Modified pronunciation.	Use of a simplified, standard or even exaggerated pronunciation
		Pauses	Making short stop when conducting a complete utterances
2.	Morphology	Preferred use of basic vocabulary items.	Avoidance of more advanced language types such as idioms, colloquialisms
		Preferred use of high frequency vocabulary items.	Use of words that are more common (and therefore, presumably more familiar to students),
3	Syntax	Subordination	A reduced use of subordinate clauses, making each T-unit shorter
		Grammaticality	The use of (usually) grammatically correct sentence fragments rather than well formed sentences.
		Sentence type distribution	The differential use of declarative, interrogative and imperative statements
4.	Discourse	Framing moves	Using learners' understanding of a known experience or situation to assist in the comprehension of something new.
		Self- repetition	Repetition of an utterance (either unchanged or rephrased).