

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents steps to answer the issues of (a) conversation between Indonesian learners of English is natural, and (b) if they realize that appropriate turn-taking may affect spoken interaction. In particular this chapter starts with an elaboration of research design, research site and participants. This chapter also describes the data collection and analysis.

3.1 Research Design

This study employed qualitative research method. There are many experts and researchers define about the definition of qualitative research. Auerbach & Silverstein (2003: 3) states that qualitative research is research that deals with analyzing and interpreting texts and interviews which is done to discover meaningful patterns descriptive of a particular phenomenon. On the other hand, Stake (2010: 57) states that qualitative research usually are efforts to generate descriptions and situational phenomena's that the researcher can offer colleagues, students, and others for modifying their own understandings of phenomena. Furthermore, Stake (2010: 57) further mentioned:

“A qualitative researcher tries to report a few, usually not a vast number of, situational experiences—not necessarily the most influential ones. He or she selects activities and contexts that provide opportunity to understand an interesting part of how the thing works. The range and completeness of experience studied is not as important as picking experiences that can be said to be insightful revelations, a good contribution to personal understanding.”

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In line with the explanation above, the analysis is carried out by conclusion, based on the definition about qualitative research above, this study will take the data based on the research questions and the aims of the research which had been mentioned in chapter one, as the case in this study. That is about learners' conversation ability in several types of situations. The data will be analyzed and described based on some theoretical foundation related to the terms of this study as a product of this study.

3.2 Sites and Participant

The participants of this research were Indonesian English Education students in a State University in Bandung. Participants includes: two (2) men and two (2) women who are in their twenties. Their English proficiency level is in early advance as indicated by their TOEFL score of around 500.

3.3 Data Collection Method and Analysis

By considering the context of situation, there are three types of data that has been gathered. First, role-plays performed by two men. Second, role-plays performed by two women. Finally, role-plays performed by a man and a woman. In each of the role-play, each group has been given several possible situations representing the formality of the context of situation, namely formal and informal situations. This is done to see the naturalness of the turn-taking in the conversation. The data collecting has been done by using a recorder to record the conversations.

3.3.1 Instruments

After the learners are given several possible situations representing formal and informal settings they are asked to perform a conversation (doing a role-play). Their conversation was then transcript for analysis.

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The data which have been collected from the transcription are expected to show the naturalness of turn-taking also their ratings towards the conversation. The form of the data for this process would be answering five questions as the following (to answer the first Research Question):

1. Does the learner initiate turns properly?
2. Does the learner respond to initiation appropriately?
3. Does the learner notice turn-relevant points in the other speaker's discourse?
4. Does the learner 'take the floor' smoothly, and/or interrupt politely?
5. Does the learner speak too much or too little?

To answer the second research question in which the study needs to find out the rating of the conversation according to the learners, after each conversation they are asked to provide their opinions of its successfulness on a scale of 1-5 (1 = unsuccessful; 5 = successful). This questioning does not need explanation, Hughes (2000: 145).

3.3.2 Data Analysis

In this section, the collected data will be analyzed. Transcription of the conversations will be shown as it is; it won't be tampered with so that the result of the analysis could be as accurate as possible. The appearance of the analysis would probably be like this:

To answer the first research question which is: *How natural is the turn taking in the learners' conversation?* There are five questions that would be used and then further analyzed.

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1. Proper Turn Initiation

Yes, they do initiate turns properly. This could be seen in the transcription that the first learner used an appropriate line to open the conversation “*Hey, M2. Long time no see*”. This also occurs for the rest of the conversation, whenever a topic has been done talked about the next learner then initiate his turn accordingly, whether it’s to hold on to the current topic:

M1: [yeah] and I have to be single parent now. And I have to take care of them every day and you know my salary of teaching is not really, is not really, yeah, is not really enough to fulfill my daily needs. Our daily needs.

M2: **OK, be a good dad, man. Uh, it doesn’t matter if your salary [is still]**

M1: [yeah]

M2: **what is it? Limit for your children but you have to be survive.**

M1: yeah, yeah I know.

Or, to start a new topic:

M2: oh, yeah in Dompu of course. I came here to visit my, what is that? Uh.. colleagues and my wife’s [family].

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M1: [oh, OK I see]

M1: **actually I really miss the moment when we were still young and in college together. We are playing, we are ah yes hanging out together.**

M2: yeah, it is, it is very good moment, man.

Initiating turns properly is vital for a conversation. If not done correctly, there could be a chance of a phase to surface that are sometimes referred as the “awkward moment”, where a conversation is either on a long pause or ends completely.

2. Appropriately Responding to Initiation

Yes, they do respond appropriately. After one learner initiates, the other learner responds by answering the question (if the learner before gives one) or giving a comment for the current topic that is being talked about.

Answering a question:

M2: so, what kind of restaurant?

M1: **uh, actually, actually Javanese, Javanese restaurant. Yeah, it provides some food of traditional Javanese food actually.**

Giving a comment:

M1: to face your life, yeah you know how hard this life is but when you have children, when you see them you will, you will get new spirit. It's like magic, man.

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M2: yeah, I, I love child. I, I, I, I'm, yeah, I like child. And then, they give me strength when I play with my children, it's very good, very nice.

Same as the previous question, responding in a conversation is also vital. Again, if not done correctly the awkward moment *phase* could resurface. Not responding could not only mean having a possibility of a long pause or ending a conversation (not in a right way) but also it could be considered impolite if we do not respond in any kind of way.

3. Noticing Turn-Relevant Points in the Other Speaker's Discourse

Yes, they do notice turn-relevant points. It means that both learners know when to initiate and respond within the conversation that they are having. This could be seen by the fact that the conversation ran smoothly without any long pauses surfacing.

4. Taking the Floor Smoothly and or Interrupting Politely

Both learners took the floor smoothly whenever it was their turn to initiate. They knew what was to be talked about therefore making the conversation to continue rolling. There were no interruptions within the conversation.

5. Speaking Too Much or Too Little

One of the learners was more dominant than the other; most of the topic was initiated by him. Even so, the conversation was still a success because both learners were communicating with each other. As we know, it is not called a conversation, but a speech, if only one party is doing all the talking.

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Therefore, from the answers of the questions above, the turn-taking in the conversation was natural. Both learners knew what has to be said to keep the conversation going. This is the answer of the first research question.

To answer the second research question which is: *How high does the learners rate their conversation?* The learners who were participating in the conversation, from a scale of one (1) to five (5), said that their conversation was a four (4) (1 = unsuccessful; 5 = successful). This means that for early advanced Indonesian students who are studying English Education, when being told to do a spontaneous conversation in an informal situation they feel that they are able to cope with the situation and do a successful conversation.

3.4 Closing Remark

This chapter has presented steps to answer the issues of (a) conversation between Indonesian learners of English is natural, and (b) if they realize that appropriate turn-taking may affect spoken interaction. In particular this chapter started with an elaboration of research design, research site and participants. This chapter has also described the data collection and analysis. In the next chapter the researcher is going to discuss and analyze the data from the research data collection.

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