

CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates the methodology used to conduct the research. It covers the research design, site and participants, techniques of the data collection, research procedures and discussion for analyzing the data.

3.1 Research Design

This research was aimed at investigating interaction in EFL classrooms; to see the type of teacher talk used by the teacher in helping young learning to understand the lesson. Relevant to the research question, a descriptive qualitative study was conducted because it provides comprehensive and integrated data from sources to get a broad understanding of individual participants, including their opinions, perspectives, and attitudes (Nassaji, 2015).

In particular, the case study approach was employed in this research as the appropriate method to get a comprehensive and in-depth understanding of a phenomenon, in this case the teacher talk used by the teacher in class interaction to support young learners in the learning process that was being collected, analyzed, and interpreted. In this approach, the interaction between participants and researchers became important regarding the adjustment of the researcher in the field (Cresswell, 2013). It was in line with this study that focused on identifying the interaction patterns between teacher and students occurring in the EFL classroom interactions and figured out the type of teacher talk during the lesson.

3.2 Site and Participants

This research was conducted at one of the Private Elementary schools in Bandung. The school was determined the place of this study was because it is a has developed various concepts and practices in education and learning process. This school was chosen because the curriculum applied was intermediate level that was hoped to have communicative skill in teaching the young English learners. This was

in line with the academic characteristic in this research to obtain the research purpose that expected to discover the type of teacher talk occurred in the language learning activity.

To obtain the objectives, the research involved an English teacher and one classroom at 3rd grade which consisted of 25 students as the participants and as purposive sampling that was selected intentionally. The teacher was selected based on the availability of his English interaction in class and he used various teacher talk categories in teaching and learning process. As mentioned previously, the academic characteristic of the school was in line with the capability of the teachers to use the teacher language in the classroom to talk with students, especially the young learners who have been familiarized with English since the beginning they registered to this school. It enabled the researcher to establish the criteria, bases, or standards necessary for units to be included in the (Palinkas et al., 2015). The teacher was also selected because the characteristic was in line with this research focus; to see the types of teacher talk that was used by him and how it affected to the language development and interaction of young English learners. Furthermore, the easy of accessibility and availability of the participants were considered. As supported by De la Cuesta Benjumea (2014) that setting information and access to the participants are important things in qualitative research because getting consent is essential in order to locate, get in touch with, and establish the kind of relationship that allows data collection. The authorization given is revocable, and this also applies to the study location where daily access is required for the researcher to come multiple times. Since qualitative research cannot be undertaken with minimum quality data, access needs to be achieved, maintained, and deepened.

3.3 Data Collection

The data was collected through observation and video recording. First, the classroom observation was conducted then it was recorded for obtaining the data in this research. Furtherly, the data collection technique is explained in as follows.

3.3.1 Observation

The three times observations in this research were conducted to find out how the teacher conducted teacher talk. Also, it was the tool to investigate the interaction between teacher and students in teaching and learning process to talk about the content as the primary data. Hamied & Malik (2017) stated that observation is a way of collecting data by observing behaviors, actions, or communication patterns. The observations were conducted in four meeting during four weeks which were consisted of one meeting for preliminary research and three meetings of teaching and learning process. In observing the classroom, the researcher was attending the class synchronously as the observer and using an observation sheet. The use of field notes to support the primary data was also conducted. The field notes were aimed to enrich the result of the observation as the researcher attending the class synchronously. It was also worthwhile to mark the necessary things during the observation.

According to Cohen et al. (2002) observation can be a very useful research tool. Observation is a powerful tool for gaining insight into situations. As with other data-collection techniques, observation engages issues of validity and reliability. Even low inference observation, perhaps the safest form of observation, is itself selective, just as perception is selective. Higher forms of inference, whilst moving towards establishing causality, rely on greater levels of interpretation by the observer, with the observer making judgements about intentionality and motivation. It is also supported by research conducted by Lasagabaster & Sierra (2011) that classroom observation was also considered to be fairly or very important by 84.8% of the survey. Far more (87%) considered the benefits of observation important than those who highlighted the disadvantages (12%). Becoming more aware of and reflecting on their teaching and failings, together with being able to compare and contrast ideas with colleagues, were the main reasons given of the benefits of observation: 'it aids reflection and the researcher become aware of positive and negative aspects'. There were some who went even further, giving observation a

fundamental role: ‘only with observation can teaching (not just an L2) be addressed’.

The observation sheet that was used for each classroom meeting was adapted Foreign Language Interaction (FLINT) by Moskowitz (1971) and then it is shown in the Figure 4.1 below.

Figure 3.1 Observation Sheet

(Adapted from FLINT system developed by Moskowitz (1971))

Observation day:						
Meeting:						
Date:						
Topic:						
Duration:						
No.	Teacher Talk	Availability		Total		Notes
		Yes	No	Frequency	Percentage	
1.	Dealing with feelings		✓			During evaluation
2.	Praising	✓				7 students
3.	Using students' ideas	✓				Elaborate
4.	Asking question	✓				Mush frequent
5.	Lecturing	✓				Jobs
6.	Giving direction	✓				Some of them are imperative
7.	Criticizing	✓				Make sure
<p>Concluding remarks:</p> <p>1st meeting: introduction to job and occupations. All forms are mostly made as question.</p>						

During the learning process, the researcher observed and took note in observation sheet of interaction occurred in the classroom related to the categories of teacher talk. Each meeting conducted for 100 minutes so that the total for three meetings is 300 minutes recording. At the same time the researcher was sitting next

to video recorder and was positioned and non-participant observer to observe classroom interactions by using that observation sheets.

3.3.2 Video Recording

The video recorder was also used to record the classroom interactions to catch the teachers' performance as well as his/her availability in conducting the teacher talk. It was done for the reason that video enables rich evidence with its capacity to capture the teacher talk of the process (Flewitt, 2006). Then the transcripts of video recording of observation were analyzed after the classroom interactions were recorded by using video recorder at one of the back corners of the classroom.

Video recording can overcome the partialness of the observer's view of a single event (a video can be shared by several researchers) and can overcome the tendency towards only recording the frequently occurring events. Video recording can offer a more 'unfiltered' observational record of 'natural' human behaviour in real time, and it maintains the sequence of the event (Blikstad-Balas, 2016; Jewitt, 2012; Simpson & Tuson, 2003). The video record can be viewed several times; it is not a 'once-and-for-all' observation. Video data have the capacity for completeness of analysis and comprehensiveness of material, reducing the dependence on prior interpretations by the researcher and enabling the researcher to scrutinize data. To aid reliability in the research, it is also important for the observer to write up notes as soon after the event as possible (writing may stimulate more thought), to write quickly yet to expect to take a long time to write notes, to use computer software (for subsequent data processing) and to make two copies: one of the original data and another for manipulation and analysis (e.g. cutting and pasting data).

Information gleaned from observations can be used to pinpoint instructional issues and strengths, which can then be used to improve teaching and more efficient learning. With the use of observation tools, observers may be able to identify certain

parts of education and provide teachers feedback for development and introspection (Cohen et al., 2002).

Since case study research is a comprehensive method that incorporate a source of data to provide detailed accounts of complex research phenomena in real-life contexts, observation and video recording have the potential to reach beyond other methods that rely largely or solely on self-report (Morgan, 2017). To investigate the classroom interaction, in particular teacher talk, and to obtain specific description including the context, this study collected the data through participant observation. Accordingly, systematically observing people in naturally occurring contexts was revealing much more information than individuals might recall, be aware of, choose to report, or decide is relevant than with other self-report data collection methods (Morgan, 2017). Thus, in this study, teacher talk was drawn by observation and the categorize of teacher talk was identified through video recording to obtain the data.

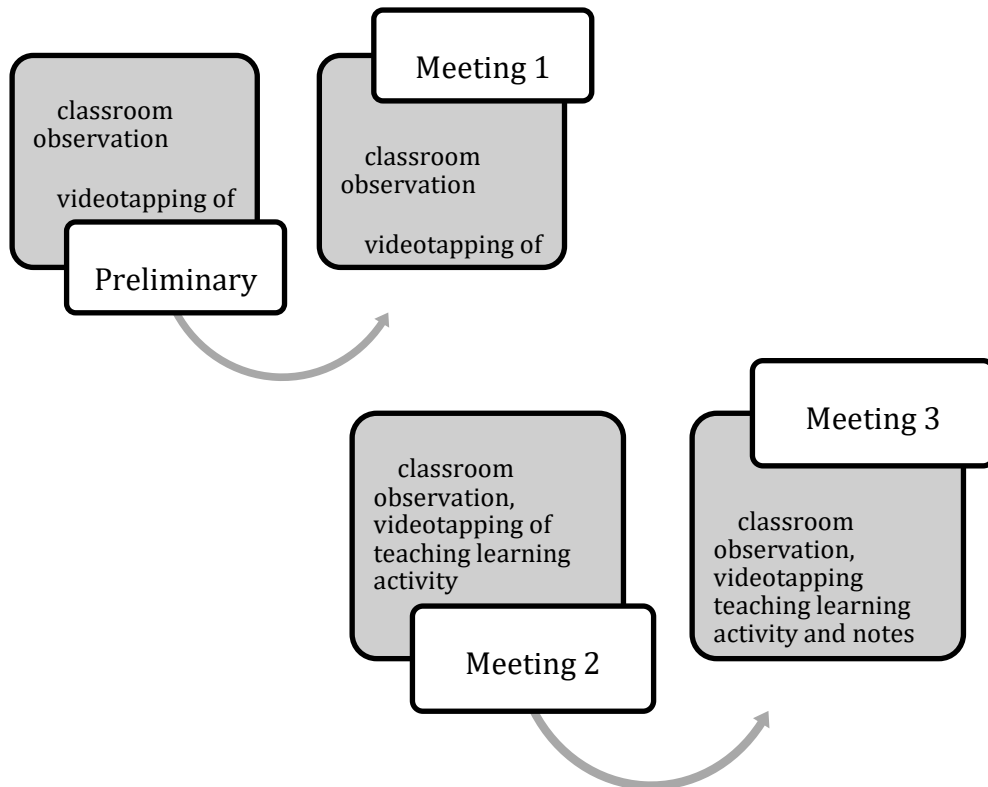
Since all classroom interactions made by teachers and students throughout their interactions during the teaching and learning process were recorded in the observation notes or sheets, the recordings were also made available to cover every discussion that was made. Thus, the goal of observation sheets and recordings is the same. After that, the footages of recorded meetings were transcribed for analysis. As Nasir (2019) stated that when transcribing these data, like making the transcription as straightforward as possible, numbering the lines or clauses, labeling the speakers with letters and numbers, adding contextual information to clarify important details like non-verbal interaction, and using standard orthographic transcription with conventional punctuation when needed. In addition to this, the transcription data are labelling with colors to clarify interactions and categorize the type of talk used by teacher in the following section.

3.4 Research Procedure

This research was gained information about what types of teacher talk used by an English teacher for teaching English to young learners, after that, the data

was collected and interpreted accordingly. To know a brief description of the research procedures, each stage is illustrated as follows.

Figure 3.3
Research procedures



3.5 Data Analysis

This research aimed to identify the interaction patterns occurred in EFL classroom based in Foreign Language Interaction System by Moskowitz (1971) and

Initiative Response Feedback by Sinclair & Coulthard (1975). To gain more comprehensible results, the data was analyzed qualitatively, which means the data was observed and recorded to avoid loss of information, summarized and interpreted accordingly. Then, the videos were transcribed by the researcher using some artificial intelligent apps and corrected manually. The teacher talk obtained from classroom observation was categorized in foreign language interaction. There were indirect and direct influence categories. Meanwhile, the interaction patterns occurred in each category was analyzed by using initiative-response-feedback that consist of initiative by the teacher, response by the students and feedback given by the teacher.

According to Alwasilah (2002) coding and data analysis assist the researcher in the following ways: (1) recognizing a phenomena; (2) quantifying its frequency; (3) demonstrating the relationship between code frequencies and the direction of the findings; and (4) organizing the classification and subcategorization. In relation to that, in order to categorize the types of teacher talk accurately, this research applied the coding guidance of FLINTS.

Table 3.1

Coding guidance of teacher talk in FLINT (adopted from Nasir et al., 2019)

Teacher Talk – Indirect Influence

Accepts Feelings

- The teacher accepts the feeling of the students.
- He feels that the students should not be punished for exhibiting his feelings.
- Feelings may be positive or negative.

Praise or Encouragement

- The teacher praises or encourages student action or behavior.
- When a student gives an answer to the question asked by the teacher, the teacher gives positive reinforcement by saying words like ‘good,’ ‘very good,’ ‘better,’ ‘correct,’ ‘excellent,’ ‘carry on,’ etc.

Accepts or Uses ideas of Students

- It is similar to the 1st category. But in this category, the students' ideas are accepted only and not his feelings.
- If a student passes on some suggestions, then the teacher may repeat in a nutshell in his own style or words.
- The teacher can say, ‘I understand what you mean’ etc. or the teacher clarifies, builds or develops ideas or suggestions given by a student.

Asking Questions

- Asking a question about content or procedures, based on the teacher ideas and expecting an answer from the students.
 - Sometimes, the teacher asks the question, but he carries on his lecture without receiving any answer.
- Such questions are not included in this category.

Teacher Talk – Direct Influence

Lecturing /Lecture

- Giving facts or opinions about content or procedure expression of his own ideas, giving his own explanation, citing an authority other than students, or asking rhetorical questions

Giving Directions

- The teacher gives directions, commands or orders or initiation with which a student is expected to comply with. For example, ‘Open your books! Solve the 4th sum of Exercise 5.3!’
-

Criticizing or Justifying Authority

- When the teacher asks the students not to interrupt with foolish questions, then this behavior is included in this category.
 - Teachers ask ‘what’ and ‘why’ to the students also come under this category.
 - Statements intended to change student behavior from unexpected to acceptable pattern
 - Bawling someone out
 - Stating why the teacher is doing what he is doing
-

According to Alwasilah (2002), coding and data analysis assist the researcher in the following ways: (1) recognizing a phenomena; (2) quantifying its frequency; (3) demonstrating the relationship between code frequencies and the direction of the findings; and (4) organizing the classification and subcategorization. In relation to that, in order to categorize the types of teacher talk accurately, this research applied the coding guidance of FLINTS. Then, the elaborations of data analysis are elaborated on the following section.

Table 3.2

The result of transcription process after coding

Deal with feeling	0
Praise	9
Use student’s idea	19
Ask question	62
Give information	18
Give direction	20
Criticize/response	9

Additionally, to analyze the type of teacher talk in the EFL classroom, a Foreign Language Interaction (FLINT) system was deemed as an appropriate framework to be applied in this study. It was officially developed by Moskowitz in 1971 with more categories from new dimensions as a further elaboration of the previous framework namely Flanders Interaction Analysis Category System (FIACS) proposed by Flanders (1970). Therefore, it was systematically employed in this study to help the researchers in analyzing the teacher's verbal behavior in using talk in the EFL classroom. The teacher talk types in the FLINT system are elaborated in the table below:

Table 3.3
Example of Teacher talk in Classroom Interaction

Asking Questions	
Teacher	What is your father's job? *pointed a student*
S1	<i>Astgafirullah, apa yah...</i>
Teacher	An entrepreneur? What does your father do?
S1	<i>Ah, iya! Sell the things.</i>
Teacher	Okay, great.
S2	<i>Mr, kalau yang kerja di big ship apa?</i>
Teacher	In big ship? Hm.. is it deck officer?
S2	Oh, okay.

That excerpt was an example of the teacher talk in classroom interaction. It can be seen the word choice used by the teacher in asking a question to talk about occupation in class. The teacher made the student sure by throwing the question and not directly answering the exact answer. This type of talk was trying to develop student to explaining in English by using a structured-vocabulary and delivering it in a whole sentence.

In the data analysis, three components of IRF were employed, which were initiative by the teacher, response by the students and feedback by the teacher.

Initiative Response Feedback (IRF) by Sinclair & Coulthard (1975) was employed to be a framework in investigating the interaction pattern of teacher talk conducted in the classroom. This framework was selected since this framework took the action of the speaking patterns discoveries in the classrooms were highly structured and describing the speech acts could categorize them into distinctive functions which was appropriate to be used to analyze the process of engaging and structuring particular activities in the classroom.

Table 3.4

Example of IRF Analysis

	Asking Questions	IRF
Teacher	What is your father's job? *pointed a student*	I
S1	<i>Astgafirullah, apa yah...</i>	R
Teacher	An entrepreneur? What does your father do?	F
S1	<i>Ah, iya! Sell the things.</i>	R
Teacher	Okay, great.	F

The table above showed the way a teacher talk was analyzed. After transcribing the dialogue, the move of the interaction pattern was decided, whether it was an initiative, response or feedback. For IRF patterns, three types were found, which are: complete pattern (IRF), semi-complete pattern (IR), and incomplete pattern (IF).

The final stage of data analysis was data interpretation, when the results were explained to address the study's research question. According to the researcher's theories and points of view, the interpretation included categorization analysis, conclusions drawn from the findings, and a description of what had been discovered.