

## **CHAPTER III**

### **RESEACRH METHODOLOGY**

This chapter deals with the methodology that is used in this research and the description of the research procedures in order to answer the research questions stated in Chapter I. This chapter provides the statement of problem, aims of the study, research design, the data collection, and finally the data analysis.

#### **3.1 Statement of the Problem**

This study is intended to describe the categories of teacher talk that are mostly used by the teacher, and its influence on learners talk. This research attempt to answer these several questions:

1. What are the categories of teacher talk used in the classroom?
2. What is the implication of teacher talk on learner talk, as a part of students' participation?

#### **3.2 Aims of the Study**

The problems stated above bring this research into several purposes. The main purpose is to describe the teacher talk categories that are found in classroom activities. Moreover, this research is also intended to discover the implication of teacher talk to learner talk, as a part of the classroom contribution and participation. It means that the findings give information about which type of teacher talk is typically responded by particular type of learner talk. Furthermore, it is also expected that this research could present beneficial information for teachers in regard with how they should gain students' participation and effective

classroom interaction by providing particular categories of teacher talk in order to make the learning process meaningful.

### **3.3. Research Design**

This research is carried out by descriptive qualitative case study research design, through which the researcher focuses on in depth study of smaller samples. According to Dougherty (as cited in Baum, 2002) qualitative methodology is a method in which the researchers do not involve measurements or statistic but focused on is people's own thought, feelings, opinion, beliefs and perception. The purpose of this method is to describe some important qualities of complex social phenomenon. As stated in Chapter 1, this study is aimed to describe teacher talk categories that are found in classroom based on Flanders Interaction Analysis Categories System (FIACS), and its implication on learner talk. Based on the purpose, to analyze classroom interaction, qualitative research method is considered as the appropriate one to use in this study, since qualitative research is based on the principle that social life is inherently complex. This is in line with the characteristics of qualitative research, which are situational, interpretive, and its contexts are described in detail (Stake, 2010, p. 15). Moreover, according to Baxter and Jack (2008), qualitative case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources. They also argued that it ensures that the issue is not explored through one lens, but rather a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood. It becomes a valuable method to develop theory, evaluate programs, and develop interventions (Baxter & Jack, 2008).

### **3.4 Research Procedures**

This part is divided into two sections, the first one is the section in which the data collection techniques will be elaborated, and the second one explains the data analysis.

### **3.4.1 Data Collection Techniques**

As a descriptive qualitative research, a depth description and explanation of the object of the study are the most important that is needed, because this type of case study is used to describe an intervention or phenomenon and the real-life context in which it occurred (Yin, as cited in Baxter, 2008). Therefore, the data collection techniques conducted in this study is observation and interview.

#### **3.4.1.1 Video-taping**

This study is purposed to analyze and describe the influence of teacher talk categories that is mostly used in classroom, on learner talk, as a part of classroom interaction. Regarding qualitative research design, it is suitable to use video record, since qualitative methods focus primarily on the evidences, such as what people tell you or what people do, so they can lead to the understanding of what is going on (Gillham, 2000, p. 10). Additionally, the researcher uses this technique because through observation data the researcher could see, hear or feel about who, what, when, where and why particular phenomenon happen, and relate them to the research questions (Stake, 2010, p. 90). The primary intent of this observation is to investigate how actually teacher delivers the lessons through her language, and which categories of teacher talk it is included. In this case, observation is conducted in order to know every single part of the learning process, particularly when the teacher interacts with the students in the learning activities. Furthermore, it is also expected that every activity, especially classroom interaction and students' participation can be captured by this techniques.

The observation itself was conducted in a class of second grade students in a senior high school in Cimahi. The class was observed in four meetings of English lesson, started on April 21<sup>th</sup>, 2014. The reason why this observation was conducted in only one class is because in case study the researcher deliberately trying to isolate a small study group, one individual case or one particular population (Shuttleworth, 2008). Each meeting of English lesson is approximately about 90 minutes long, except the last record that only 15 minutes long because of the test that should be done by the class. The first and the second meeting of the record focused on direct and indirect sentences, in which grammar was the main concern of the lesson. In addition, continuing the previous meetings, the third one still focused on direct and indirect sentences, and conditional sentences. Meanwhile, in the last meeting the students learned about error recognition. Over all, the students' behavior in classroom, however, did not disturbed by the presence of the observer during the learning process.

#### **3.4.1.2 Interview**

In order to gather more information related to teacher talk in classroom, the researcher conducted an interview with the teacher who is being observed, as the respondent. The researcher uses interview as a tool of data collection in this study because qualitative research it provides the personal detail information from the respondent. In doing interview, the researcher has a better control over the types of information received by asking specific questions (Creswell, 2012, p. 218). Moreover, Jensen and Jankowski support the idea that interview can lead the study to further research using other methodologies, such as observation and experiments (Jensen & Jankowski, as cited in Oatey, 1999). It is also mentioned a number of the purpose of interview for qualitative researcher are:

- a. To obtain unique information held by the person interviewed.
- b. To collect a numerical unit of information from many persons

- c. To find out about a thing that the researchers were unable to observe themselves. (Stake, 2010, p. 95)

In this study, the questions of the interview were mainly related to the teacher's perspective of the role of teacher talk in classroom and how it impacts the learner talk, based on her experience in teaching. Besides, the interview attempts to provide information about the respondent's opinion related to the importance of learner talk as a part of students' participation in creating an effective classroom interaction.

### **3.4.2 Data Analysis Technique**

#### **3.4.2.1 Transcribing**

The data gathered will be transcribed first, and then interpreted and analyzed descriptively further. The first step of the analysis is transcribing the data of video-taping. Burns (1996) believes that transcription provides opportunity to review a "live" interaction and the luxury of being able to analyze: (1) the style of interaction, (2) the result of interaction, (3) the relationship of the interactants, (3) the purpose of the interaction and whether it was achieved, (4) the development of the interaction, (5) the strategies adopted by the interactants, (6) the turn taking and turn type patterns, and (7) the sociocultural values which informed the interaction.

Based on the advantages of data transcription, the researcher considered to do transcribing as the first thing to do before analyzing the data. In this part teacher talk and learner talk based on the video is written down word by word. The teacher talk is labeled as "T", and the learners' is "Ss", and individual learner's is "S1", "S2", "S3" and so on. The transcribing process is done to analyze the classroom interaction by looking at the language used in classroom by both, the teacher and the students.

### 3.4.2.2 Coding and Analyzing the Data

After the data of video-taping is completely transcribed, it was encoded into the categories of teacher talk and learner talk based on FIACS that has been elaborated in chapter II. Coding and analyzing the data help the researcher in: (1) identifying a phenomenon, (2) counting the frequency of a phenomenon, (3) showing the relation of code frequency with inclination of findings, (4) arranging the categorization and sub-categorization (Alwasilah, 2002, p. 159). Every statement of teacher and students, then, should be classified based on the number of the teacher talk and learner talk characteristics as follows:

- a. Accept feelings
- b. Praises or encourages
- c. Accept or uses idea of students
- d. Ask question
- e. Lecture
- f. Gives direction
- g. Criticizes or justifies authority
- h. Learner talk response
- i. Learner talk initiation
- j. Silence or confusion

### 3.4.2.3 Calculating

After the data was transcribed and coded into several categories, the next step is calculating the amount and the percentage of each category. Although this research uses qualitative research design, a quantitative analysis is also needed in order to help revealing the answer of the first research question. As Chaudron (1988) believes that interaction analysis has not pursued quantitative analysis, although measurement of the frequency of specific behaviors implied a quantitative focus. It means that in qualitative research, quantitative analysis is also needed, in this case, to calculate the percentage of teacher talk and learner

talk categories based on Flanders Interaction Analysis Categories System (FIACS). Then, it will be described by some tables that describe the frequency of the phenomena occurred. This step of analysis attempts to answer the first research question which is related to the amount of teacher talk categories that are used in class. The result of quantitative analysis will also lead to the information about the amount of learner talk, which category appears as the response to particular category of teacher talk, and also which one dominates another.

#### **3.4.2.4 Interpreting the Data**

The last step of data analysis process is interpreting the data, in which the researcher describes what have been found in the analysis. This step attempts to answer the research questions proposed in Chapter I. In this part, the researcher helped by some tables, reveal the appearance of each teacher talk category in each meeting of English class descriptively, and the appearance the learner talk category as well. Then, a deep discussion of the findings is also presented, which cover all the phenomenon appear in the findings and the factor that might give influence on it. The interpretation includes the description of what have been found, an analysis of the themes or categories, and the conclusions of those interpretations based on personal points of view and theories underlying it. Additionally, the researcher also compares the result of the video-taping and the interview data, whether the teacher's perspective of some points are suitable with the data shown by the transcription. This is in line with what Baxter said, that in case study, data from multiple sources are then converged in the analysis process, rather than handled individually. Each data source is one piece of the puzzle, with each piece contributing to the researcher's understanding of the whole phenomenon (Baxter & Jack, 2008).

### **3.5 Establishing Rapport**

One of the important things that should be considered in conducting a research is establishing rapport, by which the researchers have negotiation with the objects or participants that are being researched. This step is important since in qualitative research, the researcher needs a greater access to the site in which the researcher will typically observe and interview the participants (Creswell, 2012, p. 205). Having a good relationship with the institution and the teacher in which the researcher take the data is important even before the data is gathered. This could be done by asking for permission formally by using letter to the school, to the class as well as the teacher that is going to be observed. The letter consists of the information related to study, such as the title of the research, the time that is required by the researcher to gather the data, and how the researcher involve the participant in the research. Furthermore, the researcher can maintain the relationship with the participants by meeting them and talking personally.

### **3.6 Establishing Validity and Reliability**

In conducting a research, establishing validity and reliability can not be neglected. Consequently, the result of the study should be consistent. Therefore, the researcher must concern on the quality control of the result of this study. Validity refers to the truth and certainty of a research findings. In addition, it also means a truth of a research in description, conclusion, explanation, interpretation, and all kind of reports (Alwasilah, 2002). Meanwhile, reliability is a technical term for consistency in the data collection and data analysis. In order to maintain validity and reliability in this present study, some techniques are used as follows:

#### **3.6.1 Triangulation**

Triangulation refers to the use of two or more methods in a study in order to check the results. It also helps the researcher in decreasing the risks of limited conclusion of certain method and sources, and increasing the validity of conclusion (Alwasilah, 2002). In gathering the data this research uses some



methods, which are video-taping in four meetings of English class, and interview. Those methods are, then, triangulated in the way of drawing the results of the research, by interpreting the analysis of video-taping data, and comparing the result of the video-taping findings with the interview data.

### **3.6.2 Member Checking**

This technique is important to do in establishing validity of the research data which is given by the respondents of the research. In addition, Alwasilah (2002) also mention some of the benefits of using this technique, such as:

- (1) Preventing misinterpretation of respondents' answer from the interview.
- (2) Preventing misinterpretation of respondents' behavior in the observation.
- (3) Confirming respondents' perspectives of ongoing process.

In this research, the researcher asks the teacher that is also the respondent of this research, to check the data transcription and also the interpretation, as the way to achieve validity of the research.

### **3.6.3 Feedback**

The last thing to do in collecting the data is feedback. Feedback prevents the invalidity, bias dan researcher's assumption, and debilities of research logic of ongoing research. It can be asked from some individuals that already familiar with the topic of the research or not (Alwasilah, 2002). In order to maintain the validity of the data collected, while doing the research the researcher asked for feedback from the supervisor and also some friends whose research has the same focus.