

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the elaboration of the procedures which were administered in this research as the means to answer the problems presented in the research questions. This chapter covers the research method, the participant involved, clarification of the terms, the data collection techniques, and data analysis.

1.1 Research Design

In order to meet the purposes of the research, the qualitative method is utilized to collect the data needed. The qualitative method is considered as an appropriate method used in this research, as this research is favoring the descriptive data instead of numeric one (Fraenkel & Wallen, 2009)

Furthermore the data gained in this research was collected from the conducted observation for several times to find out how things are going and whether or not one phenomenon happens during the class without any intervention from the researcher, in this case is the occurrence of shifting roles. It is in line with Fraenkel and Wallen (2009) asserted that qualitative research is valuing the product as well as the process, that is why the possible approach is usually done by observing how things occur, observing manner, behavior, etc. The definition of qualitative approach by Fraenkel and Wallen (2009), which is similar to the research's purpose and the mean used in the research, justifies the use of qualitative method in this research.

The study was conducted through several series of observation in classroom, thus this study can be categorized into case study. The justification is in line with Merriam (1998) argued that case study is an ideal design to comprehend and

Nur Aprianti, 2015

A case study : students-teacher shifting roles in the classroom and its impact vis a vis changing classroom climate

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

interpret observation of educational phenomena. It is considered appropriate for this study due to the focus of the study which is interpreting the data based on the observed event or behavior (Creswell, 2009).

Discourse analysis is used as a mean to analyze the collected data, due to the topic of the research which includes the pattern of interaction. This decision is supported by Suherdi (2010) that proposes that classroom discourse analysis provides analytical tools to examine how the interaction between students and teacher is carried out inside the classroom.

1.2 Research Site

1.2.1 Setting

This study was conducted at a public senior high school in Bandung, West Java. The site of the study was chosen randomly. As this research concerns on the occurrence of behavior or events without any intervention. So, the special requirements are not needed.

1.2.2 Participant

The participant of this study is a class of EFL, which includes an English teacher and approximately thirty-nine students of high school. The students of high school are chosen due to the experience that they have in learning English. It means as senior high school students they have learned English for more than five years. So, it is expected that the familiarity with English lesson will result in more participation during the classroom activities.

1.3 Data Collection

Several techniques were administered to obtain the data, they are observation (video recording in the classroom), interview and document analysis. Each technique will be elaborated as follows.

Nur Aprianti, 2015

A case study : students-teacher shifting roles in the classroom and its impact vis a vis changing classroom climate

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

1.3.1 Observation (video recording)

The data for the research are obtained through video recording, due to several advantages in obtaining data for analyzing classroom interaction between students and teacher. This decision is in line with the argument from Fraenkel and Wallen (1990) who stated that video recording will give several benefits that are: (a) the video can be played for several times, this gives the researcher opportunity to gain valid information through several times playing; (b) experts or other people might be able to see and hear the data that are being analyzed by the researcher, thus they can offer the opinion towards the matter accordingly, again, this is particularly useful to gain the valid data; and (c) it provides the validity of the analysis or transcription.

The observation or video recording is taken with the duration more or less 360 minutes within four meetings, in EFL classroom that consists around thirty-nine students and one teacher. The observation is recorded through video recording, note-taking, and checklist.

During the observation the researcher recorded the classroom activities using a video recorder. Aside from the video recorder, the researcher also observes and takes notes on the situation during the teaching learning activities, covering students' behavior towards the activities, the teacher's classroom management, teacher's support and the students' response towards the given information. Additionally, to ensure the validity of the research, the researcher developed checklist that comprise fifteen statement related to the classroom situation covering students-teacher relationship, classroom management, teacher's support and students' participation. The following is the schedule of the classroom observation:

Nur Aprianti, 2015

A case study : students-teacher shifting roles in the classroom and its impact vis a vis changing classroom climate

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

Table. 3.1. Classroom Observation Schedule

Observation	Date	Time	Focus Activity	Students' Activity
Observation I	August 22 nd , 2014	12.45-14.15	Discussing concept of narrative text and its types and categories	Arranging given pictures
Observation II	Sept 3 rd , 2014	06.45-08.15	Discussing the generic structure of narrative text	Identifying the generic structure from the given narrative text
Observation III	Sept 5 th , 2014	12.45-14.15	Discussing the language features of narrative text	<ul style="list-style-type: none">- Identifying language features from the given narrative text- Editing given narrative text
Observation IV	Sept 10 th , 2014	06.45-08.15	Language features of narrative text	<ul style="list-style-type: none">- Identifying grammar mistakes- Correcting grammar mistakes- Correcting grammar mistakes from the given text in group

1.3.2 Checklist

During the video recording, the researcher observed the situation and the condition during the class through the prepared checklist. The checklist is several statements that reflect the condition inside the classroom generated from CES (Classroom Environment Scale) that was developed by Moos (1979). The checklist itself comprises about fifteen statements to describe the situation inside

Nur Aprianti, 2015

A case study : students-teacher shifting roles in the classroom and its impact vis a vis changing classroom climate

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

the classroom which cover the teacher-students' relationship, classroom management, teacher's support and students' participation. The result of the observation checklist can be seen in APPENDIX A.

1.3.3 Field Note-Taking

The field note is used as the supplementary source to gain the information. Field note-taking takes place at the same time as video recording. It is considered necessary to make the written record form from the classroom situation as it will help in the process of transcribing the video recording. The researcher observed the situation of the class, and took some notes regarding the activities happened during the class. This source also will help the process of making descriptive analysis about the classroom based on the checklist. In other words, the checklist can be said as the big picture of the situation and the detailed information is recorded in the form of notes. Researcher's field-note during the observation can be seen in APPENDIX B.

1.3.4 Interview

The interview was undertaken at the end of the fourth observation in order to gain a clearer picture on what has happened during the class from the teacher's perspective. The researcher composed seven questions related to the teaching learning activity during the class. However as the interview is being carried out, the researcher adds more questions as the follow up towards the teacher's answer in order to gain a clearer and in-depth information.

The interview also serves as the confirmation towards the data that has been gained through field note taking through the perspective of researcher. Stainback (cited in Sugiyono, 2009) stated that interview will provide the researcher with deeper understanding in how the participants interpret the

Nur Aprianti, 2015

A case study : students-teacher shifting roles in the classroom and its impact vis a vis changing classroom climate

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

phenomenon. The employed interview used the structured interview which the researcher prepared the list of question beforehand (Mahsun, 2005). The transcript of the interview can be seen in APPENDIX C.

1.3.5 Document Identification

The document (lesson plan) is analyzed in order to give supplementary information on how the interaction occurs in the classroom based on the topic or material delivered in the meeting. This document analysis also gives the researcher some sort of confirmation from the note-taking that has been conducted beforehand. The lesson plan analysis also helps the researcher match the steps that the teacher did inside the classroom with the planned activities. Further the document helps the researcher to give a clearer view in the process of staging the activities.

1.4 Data Analysis

The research is conducted in several steps, as means to provide the needed data. The following are the process of analyzing the data in order to find the solution or the answer to the aforementioned problems that are stated in research question. The process of analyzing the obtained data will be elaborated as follow:

Step 1. Transcribing the Recorded Video

In this step the researcher transcribed the video of the spoken interaction happens inside the classroom both for teacher and students gained from four times class observation and video recording.

Step 2. Coding and Analyzing the Data

Nur Aprianti, 2015

A case study : students-teacher shifting roles in the classroom and its impact vis a vis changing classroom climate

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

After transcribing the interaction of students and teacher during classroom activities, the transcripts are then coded using some labels based on the system analysis of discourse developed by Berry (1981) and Ventola (1988). This research focuses on analyzing the exchange, that is segmented based on the categories of exchange as shown in Figure 2.2. In coding and analyzing the transcribed data several steps are undertaken as follows:

1. Identifying the Exchanges

Identifying the categories of exchange and the move that happen during the class (synoptic or dynamic moves) based on the Systemiotic rules.

2. Identifying Dominant Interactant

After transcribing and identifying the exchange, the next step that need to be done is identifying the dominant interactant. The purpose of this step is to find out the dominant interactant in every stage of the teaching learning process, not as a whole session. Therefore, the researcher needs to break down the classroom session into several teaching activities based on the lesson plan. In identifying the dominant interactant, the activities in which the teacher acts as primary knower labeled “Teacher” and the activities in which the students act as primary knower labeled “Students”.

Dominant interactant can be described as the interactant or the person that holds the knowledge (K1). The identification of the domination in the class during the classroom conversation or exchanges will identify the occurrence of shifting role within the exchanges.

3. Distributing the Exchange in Teaching Stage

In order to gain clearer data regarding the interaction happened during the class, the researcher divided the teaching activities into three stages based on the lesson plan, namely pre-activity, main-activity and post-activity. The

Nur Aprianti, 2015

A case study : students-teacher shifting roles in the classroom and its impact vis a vis changing classroom climate

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

segmentation is presented in the form of table that will present the number and the percentage of every categories of exchanges that happened during the class.

Step 3. Interpreting the Data

At this point, the researcher analyzes the phenomenon happened inside the classroom based on the transcribed video and the analysis of distribution of the occurrence of the exchanges during the classroom activities as an attempt to answer the research questions.

Step 4. Considering and Analyzing the Checklist and Data Interview

At this point the researcher analyzes and interprets the checklist from in class observation and followed by analyzing and comparing the result of the interview regarding the classroom activity with the checklist. The data will then interpreted and presented qualitatively (Creswell, 2009).

Step 5. Finishing

The finding as well as the discussion regarding the result of analysis were put into conclusion and suggestion to give the whole picture of the study.

1.5 Establishing Reliability and Validity

Reliability is described as the consistency of the data collection and data analysis, meanwhile validity refers to the truth or the fact. Alwasilah (2002:169) stated that validity means the truth regarding the research in data description, interpretation and any other aspects of research. Further Creswell (2009) argued that validity is one of the strength of the qualitative research. The previous argument reflects the necessity of establishing the validity and reliability of this study. The following are the means that the researcher employed to ensure the validity and reliability of this study.

Nur Aprianti, 2015

A case study : students-teacher shifting roles in the classroom and its impact vis a vis changing classroom climate

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

1.5.1 Triangulation

Triangulation refers to the variation of data collecting techniques, Satrainback (as cited in Sugiyono, 2009) stated that triangulation assesses the sufficiency of the data through multiple data collecting techniques. In this study the researcher utilized several data collection to gain the validity through classroom observation, document analysis and in-person interview. The observation is conducted by video-taping the interaction due to the nature of data as spoken discourse with many utterances. The second method is used to confirm the interaction and the observed classroom activity with the lesson plan planned beforehand. The third method is utilized to gain the different perspective of classroom situation as well as deeper understanding on the interaction happened.

1.5.2 Member Checking

The member checking is used to determine the accuracy of the finding of the study Creswell (2009). In this study the researcher presents the interpreted data to participant of the study in this case the teacher to gain the validity of the study and data interpretation.

1.5.3 Feedback

Alwasilah (2002) dictates that in qualitative study, the more feedback from others the more validity it will gain. In order to achieve it, the researcher asked feedback from the supervisor, Prof. Didi Suherdi as the expert in classroom discourse analysis as well as feedback from the fellow researchers with the same focus of study. They are Ery Adam Primaskara, Debi Karmila and Doni Ramdhani Suwandi.

Nur Aprianti, 2015

A case study : students-teacher shifting roles in the classroom and its impact vis a vis changing classroom climate

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

1.6 Concluding Remark

This chapter has discussed the methodological aspects employed in this study which cover research design, research site and participants, data collection, data analysis and how the researcher establishes the reliability and validity in this study.

Nur Aprianti, 2015

A case study : students-teacher shifting roles in the classroom and its impact vis a vis changing classroom climate

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu