

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides and elaborates the methodology employed in this study. It covers research design, site and participants of the study, data collection, and data analysis techniques. The research design explains the method employed in this study. The research site and participants discuss where the study was conducted and the participants involved. The data collection presents the data type and the data collection technique. The data analysis elaborates the procedures of analyzing the data.

3.1. Research Design

Qualitative study is employed in this study to gather a clearer picture and deeper understanding of the shift of roles of serving primary knower between teacher and students. Qualitative study, as stated by Creswell (2012), refers to the study of a problem and its understanding of a central phenomenon. Moreover, the researcher intended to analyze, describe, categorize, and interpret the data (Creswell, 2012) in investigating the shift of roles between teacher and students.

In addition, descriptive case study is used in this study, Yin (2003, cited in Baxter & Jack, 2008) defines case study as a type of study used to describe a phenomenon and the occurrence of the real-life context. This study is suited with qualitative study because according to Creswell (2012) and Yin (2003, cited in Baxter & Jack, 2008), qualitative study focuses on a program or phenomenon. Moreover, according to Nisbet and Watt (1984, cited in Cohen, Manion, & Morrison, 2007) case study has several strengths as follows: 1) it can be undertaken by a single researcher; 2) it is strong on reality; 3) it is intelligible and the results are easily understood by the reader; 4) it provides insight into similar situations and cases; and 5) it catches specific elements and unanticipated events.

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3.2. Site and Participants

A public senior high school in Bandung, West Java, became the site of this study. The school has been chosen because of the accessibility and familiarity since the researcher is an alumnus of the school. Hence, the researcher has been familiar with the teacher and the environment. Then it was expected that there will occur natural performance during this study.

An English teacher and 39 students of twelfth grade were involved as the participants. Twelfth grade students were selected because the higher of proficiency level of the students, the more questions and instructions can be undertaken during the lesson (Brown, 2001). In addition, in a week, the twelfth grade students have more lessons hour on English subject than other grades in the school. Hence the teaching and learning process will be more intensive.

3.3. Data Collection

The data were collected through classroom observations and an interview. Classroom observations were done in four meetings, and were conducted to get information about the real classroom situation of the selected site which capturing the exchanges patterns in the classroom interaction during the English teaching-learning process. Then teacher's perspective towards classroom interaction was gathered through an interview to the teacher itself. Each technique of the data collection is described below.

3.3.1. Classroom Observation

Classroom observation was done in order to gain natural interaction between teacher and students in the classroom. This classroom observation is the main technique to collect the data. The observations aim to gather open-ended, direct information by observing people and places at a research site (Creswell, 2012). Two main activities

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were done in the observations; those are video-taping verbal interactions, and field noting some features of non-verbal interactions. The video was used to get through comprehension of classroom interaction. Audiovisual is good for classroom observation because it provides extensive data about real life situation as people visualize it, and it can help researchers understand the central phenomenon under the study (Creswell, 2012). The video-tapes were then transcribed with the help of field notes.

The classroom observations and videotaping itself were conducted on 22nd August 2014, 3rd September 2014, 5th September 2014, and 10th September 2014. Each lesson was recorded for two hour lessons (90 minutes). Video recorders were used to record the interaction and there were no involvements from the researcher in terms of the classroom interaction during the observation.

3.3.2. Interview

Interview was conducted in order to crosscheck the data from the classroom observation. Interview is a specific purposed conversation of two-person initiated by the interviewer (Cohen et al., 2007), it provides detail information from the participants (Creswell, 2012) in which the information contains their experience derived from their stream of consciousness (Seidman, 2006). Some questions were designed to be asked to the teacher in order to gain further information about some issues that occurred during observations which cannot be directly observed by researcher. The interview intended to obtain the data regarding teacher's way in managing classroom interaction.

The interview was conducted by interviewing the teacher face-to-face and via instant messenger. The researcher asked several questions related to the teacher's way in managing classroom interaction. The interview was conducted in English; however the interview was not recorded by any recorder. The researcher directly wrote teacher's answers; additionally teacher's answers in the instant messenger

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were copied and moved into the transcribed document. The data of the interview also analyzed in this study.

3.4. Data Analysis

The data collected from classroom observations were analyzed by using categories of exchanges theory developed by Suherdi (2009) which includes the analysis of anomalous exchanges (simple and complex exchanges) and non-anomalous exchanges (elliptical, defective, and broken) (see Figure 2.5).

The data from the videos were watched and transcribed. To find out the exchanges patterns in relation to shift or roles between teacher and students, the transcriptions were analyzed by segmenting the utterances into some exchanges. After that, each exchange is labelled and categorized based on the categories of exchanges proposed by Suherdi (2009).

The interview data was categorized and interpreted to find out the teacher's way in managing classroom interaction. Next, the researcher categorized the response from the respondents according to the interview questions. The, the data was interpreted and presented qualitatively. The result of the analysis is described comprehensively and thoroughly in Chapter IV.

3.5. Concluding Remark

This chapter has presented and elaborated the methodological aspects applied in this study covering research design, research site, participants, data collection technique, and data analysis technique.