CHAPTER III

RESEARCH METHODOLOGY

This chapter is devoted to the description and account of the steps that have been taken to conduct this study. The description and account below involve: Research Problem, Research Design, Data Collection, and Data Analysis.

3.1. Research Problems

This research is conducted to answer the following questions:

1. What types of teacher talk occur in classroom interactions?

2. What types of learner talk occur in classroom interactions?

3. What are the advantages and disadvantages of teacher talk and learner talk in classroom interaction?

3.2. Research Design

Descriptive research provides an answer to the questions of how something happened and who was involved, but not to answer the question why something happened or why someone was involved (explanatory research). Descriptive research provides a detailed profile of an event, condition or situation using either quantitative, qualitative or a combination of methods. Data gathering techniques such as field research and case studies are for qualitative descriptive research (Strider: 2001).

Qualitative method in the form of descriptive design was employed in this study. The design was used to describe the characteristics of object-study (Alwasilah, 2002). In this case to describe, what types of teacher talk and learner talk occur in classroom interaction, and to find the advantages and disadvantages of teacher talk and learner talk in the classroom interactions. In order to achieve these goals, the research was conducted in some stages: transcribing, coding, categorizing, comparing and analyzing.

3.3.   Participants of the Research

There are eleven classes of the first grade of senior high school. The researcher chose only one class as participant, namely X-8. When the research began, the class was on the first semester in the academic year 2012-2013.

3.4.   Data Collection Method

This research method made interaction analysis technique. In the interaction analysis, the researcher adopted Flanders' Interaction Analysis Categories (FIAC). This system involves the identification of talk analysis in the classroom in terms of the coding and categorizing the utterances into nine pre-arranged categories as state in chapter 2. It enables the researcher to characterizing kinds of communicative events in the classroom.

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3.4.1. Instruments

The data for this research was gathered through several instruments. They were:

3.4.1.1. Video recording

In gaining the natural interaction between teacher and learners in the classroom, the researcher used video recording as a technique. The researcher considered this technique as a valuable source of accurate information on patterns of turn-taking, in this case, teacher-student interaction. The reason of using this technique is in line with Burns (1999) who says that recording can be valuable in furnishing researchers with objective first-hand data for analyzing data of teacher and students behavior in the classroom.

Videotaping was conducted three times, on 09 October 2012, 10 October 2012, and 17 October 2012. Each lesson was recorded for 2-hour lessons (90 minutes).

Nunan (1992) supports the use of recorded data that allows for the preservation of the primary data, for example in the form of audio or video recordings. This study used video recording as a technique for capturing natural interaction used in classroom in detail. The researcher recorded the process of teaching and learning English in gathering accurate information about what the teacher's talk and learner's talk constitutes in the classroom. The presence of the observer in the class did

not bother the students. They naturally talked to each other although they noticed that the observer was recording their activities.

3.4.1.2. Interviews

Besides collecting data through recording and observing the classroom interaction, the researcher used interview to support both. Alwasilah (2002) states that by interviewing the respondent, a researcher can get in-depth information because of the following reasons:

1. The researcher can explain and paraphrase the questions which cannot be understood by respondent.
2. The researcher can give follow-up of questions.
3. Respondents tend to answer the questions when they are asked.
4. Respondents can tell something in the past and the future.

According to Nunan (1989), interview can be relatively structured and unstructured. A structured interview is orchestrated around a set of predetermined questions, while an unstructured interview is more like a free following conversation between the interviewer and interviewee.

The researcher prepared ten questions for interview about teaching and learning process in classroom interaction. From the reason above, the researcher used structure interview.

In this research, the researcher applied an interview to the teacher. The interview posed some questions concerning the following reasons:

1. The classroom activities

2. The teaching methods

3. The teacher talk in classroom (how to accepts feeling, praises or encourages, ask question, lecturing, giving directions, and criticizing students)

4. The learner talk in the classroom (how the students response and ask question)

5. The teacher's efforts encouraging students' communicative competence

In addition, the researcher also conducted an interview to the five low achiever students and five high achiever students. The researcher chose those ten students, because they have different comprehension to what the teacher conveyed in the classroom and have different comprehension in learning and understanding of the lesson.

The interview posed some questions concerning with the following reasons:

1. The classroom activities

2. The teacher talk in classroom

3. The learner talk in classroom

4. Their comments about their teacher performance, and the used

    data methodology

5. Their difficulties in doing the interaction

3.5. Data Analysis

This research focuses on what teacher and learner talks occur in the classroom and also the advantages and disadvantages of teacher talk and learner talk. In order to answer these questions, the researcher used some steps as follows:

3.5.1. Transcribing

One way of handling data collected through recording is to transcribe the result of recorded classroom interaction. This was done as pre-analysis. The researcher used the transcriptions since those were the main written source to be analyzed.

In transcribing the data, the researcher used some strategies from Burns (1999), such as keeping the transcription as simple as possible, labeling the speakers using the letters, numbering the lines or clauses, inserting contextual information to explain essential aspects, e.g. non-verbal interaction and using ordinary orthographic transcription, with conventional punctuation when appropriate. Moreover, the researcher labeled each utterance with 'T', 'S', and 'Ss'. T refers to utterance expressed by teacher; S refers to those from individual learner, and Ss refer to a group of learners.

3.5.2. Coding

Interaction analysis system involves the identification of analysis of talk in the classroom in terms of the coding and categorization of utterances according to nine pre-arranged categories. After completing the transcription the observer coded each number of utterances into the category based on Flanders' Interaction Analysis Categories (FIAC). As mentioned before, the coding process involved two coders besides the observer. Each coder then independently coded the transcripts based on the following procedures.

Table 3.2
Coding Procedure Flanders Interaction Analysis Categories (FIAC)

Category	
G: General	• Whenever there is an elements of doubt code to the prevailing balance of teacher • Initiation and response • Rare events should be coded whenever possible • Categories 1, 2, 3 & 9 are expected much less than 5, 6, 7 & 8.
1: Accept Feelings	This is a rare event the teacher must actually label the feeling to obtain this code.
2: Praises or Encourages	• Avoid using the code habitually routine superficial exclamations of praise • Code more than once if extended praise is given

3: Accepts or Uses Idea of Student	• Teacher can respond to pupil's ideas in a number of ways:
	  - Acknowledge-creating a number of ways
	  - Modify, rephrase
	  - Apply it to solve a problem or make inference
	  - Compare it with other ideas
	  - Summarize what is said
	• Code 3 more than once if extended responses given
	• Restrained use in coding 3 appears to enhance its diagnostic utility
	• Beware of teacher making too bigger abstraction from pupils statement (code 5)
	• Beware of teacher ignoring pupils suggestion and asking for another (code 4)

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4: Asks Question	• Teacher must act as if expects an answer (not rhetorical question) • If teacher talk bring others into discussion
5: Lecture	• Lecturing, expressing opinion, giving facts, interjecting thoughts and off handed comments included • In traditional teaching approaches category 5 will be most common catchall category and incorrect tally for this category unlikely to distort teacher's profile
6&7: Gives direction & Criticized or Justifying Authority	• Used to indicate close supervision and direction by the teacher • Used for statements intended to produce compliance. To recognize during coding ask whether compliance will be result of statement • Avoid confusion with announcements (code 5) • Questions during teacher directed drill can be coded 6
8&9: Student Response & Student Initiated	• Making a choice between code 8 & 9 should related to the teachers preceding question • Pupil response to a closed teacher question • Pupil response to open teacher question • Students response 8 can turn into 9 if the students embellishes or adds voluntary information or made and independent judgment • Used 8 in all cases where there is doubt about 9 • Category 9 also used for students making target remarks (resistance to compliance)
10: Silence or Confusion	• Pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the researcher.

Taken from: (http://www.hebes.mdx.ac.uk/teaching/Research/PEBL/methpap6.pdf)

3.4.2. Analyzing

Finally, the results of coding or categorization were analyzed based on the research questions. The coding was divided into main data, while data from interviews was used as additional data.