

CHAPTER III

RESEARCH METHODOLOGY

This chapter depicts the overall approach, techniques, and instruments used in the research. Not only does this chapter elaborate the related theory, it also gives the description and example on how the methods applied in the research.

3.1. Research Design

The research employed qualitative approach as the research design. The consideration of using qualitative approach was related to the objectives of the research which were aimed to find out the quality of teacher talk produced by a pre-service teacher during her interaction with students in EFL classroom. Qualitative research allows the researcher to go directly to particular settings to observe and attain data (Cresswell, 2009:175). It goes hand in hand with the research which was conducted in one classroom of a junior high school in Bandung.

The qualitative approach of the research was applied in the form of a case study design. For the research only focused on one single case happened in particular classroom, the design was classified as an intrinsic case study (Fraenkel et.al, 2012, p.434-435). The research did not merely aim to find out what happened in the classroom; what kinds of teacher talk produced by the participant. It also determined to get some insights related to the reason why the produced teacher talk occurred during the interaction in the classroom.

The research was employed through some steps: first, classroom observation which included field note taking and teacher talk checklist; second, video-taping which was conducted in each meeting from the beginning until the end of the lesson. The following steps after the classroom observation and video-taping done were transcribing, analyzing, coding, categorizing, and interpreting.

3.2. Research Site and Participant

The research took place in one public junior high school in Bandung. This public junior high school was chosen due to several reasons: first, the school was where the participant became a pre-service teacher of English; second, the school authorities gave permission to the researcher to conduct the research there; third, the location of the school and the availability of the classroom made the research become practically easy to be conducted without having any schedule or accommodation issues.

The participant of the research was a student of English Education Department, Faculty of Language and Arts Education, Indonesia University of Education. The participant was assigned to become an EFL teacher in the chosen school as the fulfillment of teaching practicum program.

3.3. Data Collection

This section elaborates instrumentation and procedure employed in collecting the data of the research. The instrumentation explains in detail about the research instruments used during the research conducted, while the procedure gives more detail descriptions on how the instruments applied during the research conducted and the research schedule.

3.3.1. Instrumentation

The data of the research were collected through video-taping and classroom observation. Following sub-sections are detail explanation of each instrument employed.

3.3.1.1. Video-taping

Video tape is considered as valuable and objective data to observe teacher-students interaction in the classroom (Burns, 1999). Video tape also provides the high level of accuracy as it clearly points out what really happened in the particular setting. This goes in line with the purpose of the research which focused on the real situation of interaction in the classroom, specifically the language that the teacher produced in conducting a lesson for the students.

Through the video-taping technique, it was expected that the whole interaction in the classroom can be captured in detail. The video-taping session was conducted in the first grade of EFL classroom in one public junior high school in Bandung. The session was consecutively video-taped during five meetings in one month period. Each session was video-taped from the beginning of the lesson as the teacher came in to the class up until it was finished. The duration of each video tape was approximately 80 minutes, however the duration in each video tape collected was vary due to materials delivered and activities done in each session.

The data collected from the video-taping were used as the primary data to answer the first research question regarding the types of teacher talk produced. The video tapes were transcribed, and the transcriptions were analyzed by focusing on the teacher talk. Thus, the types of teacher talk which had been analyzed became the data for elaborating the findings and discussions of the research.

3.3.1.2. Classroom Observation

Observation has one distinctive feature in the research process: it provides the opportunity to gather ‘live’ data from naturally occurring social situations (Cohen, Manion, and Morrison 2007:396). In addition to that, observation also presents a reality check where it enables the researcher to look at behavior that might go unnoticed by the participant (Robson 2002:310; Cooper and Schindler 2001:374 as cited in Cohen, Manion, and Morrison 2007:396). In line with the research design which employed a qualitative research methodology in the form of case study, classroom observation is considered suitable to collect the data of the research. The classroom observation was conducted through field notes taking and teacher talk checklist.

Field notes were taken during the session conducted in each meeting. The field notes narrated what happened during the interaction between teacher and students occurred in the classroom. Field notes were taken to ascertain the researcher’s insight about the participant’s actions during the whole lesson. Apart

from that, teacher talk checklist (see Appendix C) had been prepared to provide more valid data for the analysis. Teacher talk checklist was formulated based on the classification of teacher talk from Walsh (2002). This teacher talk checklist was made to strengthen the data coming from the video tapes. The result of teacher talk checklist became the additional data to elaborate the analysis of teacher talk coming from the video tapes transcriptions.

The data from field notes were intended to answer the second research questions regarding the influence of teacher talk produced towards students' learning opportunities. Through field notes, it was possible to have a deepening analysis on how the teacher talk produced influenced the flow of the classroom specifically related to the students' learning opportunities. The result of teacher talk checklist was used to strengthen the analysis of teacher talk from the transcriptions. Thus, the findings and discussion to answer the second research question could be presented.

3.3.2. Procedure

The data of the research were gathered from five meetings of an EFL classroom in one public junior high school in Bandung. The more detailed description of the schedule of collecting the data was described in the table below.

Table 3.1. Research Schedule

Date	Data Collection		
October 21 st 2014	Video-taping 1	Field Notes 1	Teacher Talk Checklist 1
October 28 th 2014	Video-taping 2	Field Notes 2	Teacher Talk Checklist 2
November 4 th 2014	Video-taping 3	Field Notes 3	Teacher Talk Checklist 3
November 12 th 2014	Video-taping 4	Field Notes 4	Teacher Talk Checklist 4
November 18 th 2014	Video-taping 5	Field Notes 5	Teacher Talk Checklist 5

The research schedule above was arranged based on the availability of the participant of the research. As it can be seen, the data were collected from five different meetings of EFL classroom conducted in a first grade class of the junior high school chosen as the research site. The first and the third meeting were conducted in the afternoon class session, while the second, fourth and fifth meeting were in the morning class session. The morning class session was started at 7 am while the afternoon class session was started at 1 pm.

Having arranged the data collection schedule, the procedure of collecting the data was also managed as follows:

- 1) Preparing the video recorder, notes and teacher talk checklist. Each of the instruments should be ready before the observant coming to the classroom.
- 2) Finding a suitable place to put the recorder so the whole classroom interaction can be captured and making sure the voice of the teacher and student can be recorded clearly.
- 3) Taking field notes and filling in the teacher talk checklist simultaneously while the session was being conducted.

By applying the steps above, all data of the research were collected. The procedure was followed by transcribing the results of video-taping. Thus, all the

transcriptions, field notes, and teacher talk checklist became the data for the research conducted.

3.4. Data Analysis

Having obtained the complete data from each instrument, the researcher started to conduct data analysis. The data of the research were gained from classroom observation and video-taping. The very first stage of the data analysis was transcribing the videotapes. Once the transcripts had been finished, the more in-depth analysis started to be conducted. Following are the detail descriptions of data analysis based on each instruments.

3.4.1. Transcribing

Transcribing was the first step taken after the data of the research had been collected. The transcriptions were used as the primary data to analyze the teacher talk produced in the classroom. The whole interaction captured was presented in the transcription in detail: the verbal and non-verbal interaction between teacher and students were described in words. There were total five video tapes gathered so there were also five transcriptions of video tapes developed.

The transcriptions were presented in the form of table with several columns. The columns were made to distinguish the turn, sayers, sayings, codes, and notes. The turn consisted of numbering order in which the talk took place. The sayers were whether the teacher or the students. Due to the avoidance of mentioning any names of the students, the students were labeled by number, such as student 1. Next, the sayings were the column where the talk of teacher and students depicted. The codes column were made for the analysis of teacher talk; the codes differentiated the types of teacher talk occurred. The notes were intentionally made as a space for any necessary comments during the process of analyzing the teacher talk. Having transcribed all the video tapes, the following step of analysis was classifying the teacher talk produced. The description of classification of teacher talk was elaborated in the next sub-section.

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3.4.2. Classification of Teacher Talk

Through employing the CA (Conversation Analysis) methodology which adopted from Walsh (2002), the classification of teacher talk was developed. CA methodology is considered as the most appropriate methodology to deal with teacher talk analysis. It is based on the fact that CA methodology allows the researcher to describe how people involve in an ordinary conversation where there should be negotiate overlaps or interruptions and also how people open and end a conversation (Heritage as cited in Silverman, 2001).

Those characteristics were suitable with the aim of the research which focused on classroom interaction between teacher and students. After transcribing the video tapes consisted of the interaction, the classification of teacher talk was started. The categories of teacher talk occurred were classified as follows:

- 1) Scaffolding
- 2) Content feedback
- 3) Direct error correction
- 4) Checking for confirmation
- 5) Extended wait time
- 6) Teacher echo
- 7) Teacher interruptions
- 8) Turn completion

The eight categories of teacher talk occurred belonged to two different types of teacher talk: construction and obstruction. Scaffolding, content feedback, direct error correction, checking for confirmation, and extended wait time were classified as construction. The obstruction types were teacher echo, teacher interruption, and turn completion. The classification of teacher talk used the transcriptions as the primary data, but for the more elaborative findings the results of teacher talk checklist were taken into account. Thus, through combining the transcription analysis and teacher talk checklist (see Appendix A and C), the answer for the first research question regarding the types of teacher talk produced were able to be discovered and elaborated in the next chapter.

3.4.3. Interpretation of Field Notes

As what had been mentioned in the first chapter, there were two research questions which had been formulated in the conducted research. The first research question was regarding the types of teacher talk which were answered through the classification of teacher talk. The second research question was about the influence had by the produced teacher talk towards students' learning opportunities. In order to answer the second research question, the data had been collected through field notes.

The field notes were expected to discover the genuine interaction happened in the classroom. The field notes taking focused on how certain acts of teacher had particular influence towards students, specifically regarding the students' learning opportunities. The field notes revealed how the students perceived the interaction coming from the teacher. Furthermore, the teacher talk checklist adopted from Walsh (2002) had become additional data to conduct the analysis of influence of teacher talk towards students' learning opportunities. Hence, the analysis was done by narrowing the influence from two different perspectives: classroom management and teacher-students relationship. From the two perspectives of analysis, the influence of teacher talk towards students' learning opportunities was able to be drawn to answer the second research question.

3.5. Concluding Remark

Through the elaboration of research design, research site and participant, data collection, and data analysis, this chapter has depicted the methodology used in the conducted research. Having narrated the research methodology, the following chapter will present the findings and discussions of the research.