

## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter, there are several descriptions of how the research is conducted to seek information to answer the research questions. The explanation discusses firstly the design of the research, secondly how the data are obtained, and lastly the way the data are analyzed.

#### 3.1 Research Design

To achieve the purposes stated beforehand, this research was designed using qualitative method embracing the characteristics of case study. According to Hood (2009, p.86) case studies are, “empirical investigations of contemporary phenomena within real-life contexts. They comprise a bounded system, including an individual or entity and the settings in which they act.”

The qualitative case study method was chosen because of several reasons. The first reason is because this study aimed to investigate the role of students talk in an EFL classroom which is natural and there was no treatment or manipulation given by the researcher to the participants. In line with what is proposed by Creswell (2009, p.175) that one of the characteristics of qualitative research is “natural settings” where “qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem under study.” Yin (2011, p.7) concurs that one of the characteristics of a qualitative research is “studying the meaning of people’s lives, under real-world conditions.” He also says that qualitative case study researcher “cannot manipulate the behavior of those involved in the study” (Baxter & Jack, 2008).

The second reason is that the result of this research is in regards with human behavior which is the interaction between the teacher and the students. This is appropriate with the characteristics mentioned by Yin (2011, p.7) which is

“contributing insights into existing or emerging concepts that may help *explain* human social behavior.”

Moreover, this research used three kinds of data collection techniques to obtain the data. Those techniques are classroom observation, field-notes as well as interview. This is also in line with Yin (2011, p.8) who stated that a qualitative research is “striving to use *multiple sources of evidence* rather than relying on a single source alone”. Similarly, Johansson (2003, p.3) believes that one of the main characteristics of a case study is it needs multi ways to reveal a case from different perspectives (Johansson, 2003, p.3)

Lastly, to quote Gibson & Brown (2009, p.49) a case study does not examine the large number of cases, because the purpose is to investigate the cases in detail. Thus, the participants in this research are both male and female students from a small-size class only which means that it did not take a large number of cases.

### 3.2 Site and Participant

The research was undertaken in an English classroom in one of English private courses in Bandung. The participants of this research are one teacher and six students in that classroom. The age of the students is in the range of 10-12 years old. The participants of the research were six students from upper primary level of the course. They were four males and two females. They were named student 1 until student 6 to make the transcription easier to analyse. The more-detailed information regarding the participants’ profiles is shown in the table 2.1 below.

**Table 3.1.** Participants’ Profiles

<b>Participants</b>	<b>Gender</b>	<b>Age</b>
Student 1	Female	12
Student 2	Male	12
Student 3	Male	12
Student 4	Male	10
Student 5	Female	11
Student 6	Male	12

The reasons for choosing the private course as the site of the research is firstly it definitely provides English course for children. Specifically, the children in this research were in the age range of 10 – 12 years old which Pinter (2006, p.2) includes into ‘older young learners’. This kind of learners have different characteristics with the younger ones in terms of the awareness of language learning. The older ones have more awareness that they are learning a language and have shown growing interest in analytical approach which may affect the role of the student talk. Secondly, the learners have been given exposure to English beforehand. Thirdly, the reasons behind the decision to take a small-size class consisting six students is that the research attempted to investigate the classroom interaction focusing on student talk role. To gain in-depth information for collecting the data, and in regards to the complexity of the analysis, the research employed the narrower number of participants. Therefore, the small-size classroom was chosen because the classes in that private course contain no more than ten students. Fourthly, the researcher and the representatives from the private course who are the teacher and the owner had agreed to conduct a research there.

### **3.3 Data Collection**

In this research, there are several instruments carried out to collect the data. Each instrument is elaborated as follows.

#### **3.3.1. Classroom Observation**

The first instrument employed to accomplish the purposes is classroom observation. Observation is the main method in qualitative research to gather the information regarding a person, group, or event in certain contexts (Furlong, Lovelace & Lovelace, 2000). It is beneficial for the validity of the research result. Additionally, it enables the researcher to recheck the data (Alwasilah, 2002, p.171). This observation was taped using the video-recorder. It took place in an

English classroom of one of English private courses in Bandung for three meetings. The observation schedule is elaborated in the table 2.2. Time allotment for each meeting is approximately 75 minutes. Since this research concerns on the students' language, the speech of the students recorded in the video-tape is transcribed to ease the analysis.

**Table 3.2** Observation Schedule

No. of meeting	Date	Time	Topic of the Lesson	Language Focus of the Lesson
1.	Friday, September 14th, 2014	18.00-19.15	Appearance and Possessions	<i>have got</i> : negative and positive
2.	Tuesday, September 17th, 2014	18.00-19.15	Pets, Body Parts	<i>have got</i> : questions and short answers
3.	Friday, September 26th, 2014	18.00-19.15	Story: Mago's Room	<i>there is / there are</i> questions and short answers; prepositions of place

In the observation scheduled in table 3.2, the researcher recorded the activities in the classroom, observed the teacher's and students' movement, as well as the writing of the teacher and the students on the whiteboard.

### 3.3.2. Note-Taking

Another instrument used in this proposed research is note-taking. This instrument was conducted when the researcher reviewed the video observation. It was taken as the instrument in order to note the things which cannot be recorded by the video-tape. As stated by Gibson and Brown (2009, p.105), notes can be used for reminding the researcher of the intriguing features that should be checked on the recording later; as the complement of the more descriptive data; and to record the aspects that cannot be taken from the camera. In other words, it is a

supplementary instrument to give details of what is happening in the classroom such as the time, date, the weather, and many more aspects which may influence the participants but cannot be recorded by camera only.

### **3.3.3. Interview**

Another instruments used in this study was interview. To quote Burgess (1984 as cited in Richards, 2009, p.183), a qualitative interview is simply described as, ‘conversation with a purpose.’

In practice, the interview was conducted with the teacher as well as the students. This instrument aims to identify the reason why the particular patterns emerged. The questions asked to the teacher were divided into three main themes. Firstly, the questions were about the teacher’s personal information including her teaching experience. Secondly, the questions were about the teacher’s perspective towards interaction in the classroom between the teacher and the students. Thirdly, the questions were about the classroom interaction that the teacher experienced in the classroom which was observed.

Besides, as this research focused on student talk, it is necessary to see the students’ perspectives as well. Thus, the researcher interviewed all of the six students separately. The questions given to the students were about their personal information, their interaction in the classroom that they experienced, and their views of classroom interaction as well. Since the students are children, the researcher told the students that their names would not be exposed, so they could tell the answer freely and honestly.

The entire of the interview was conducted on January 16<sup>th</sup> 2015. Before doing the interview, the researcher had asked the interviewees’ permission to record the interview.

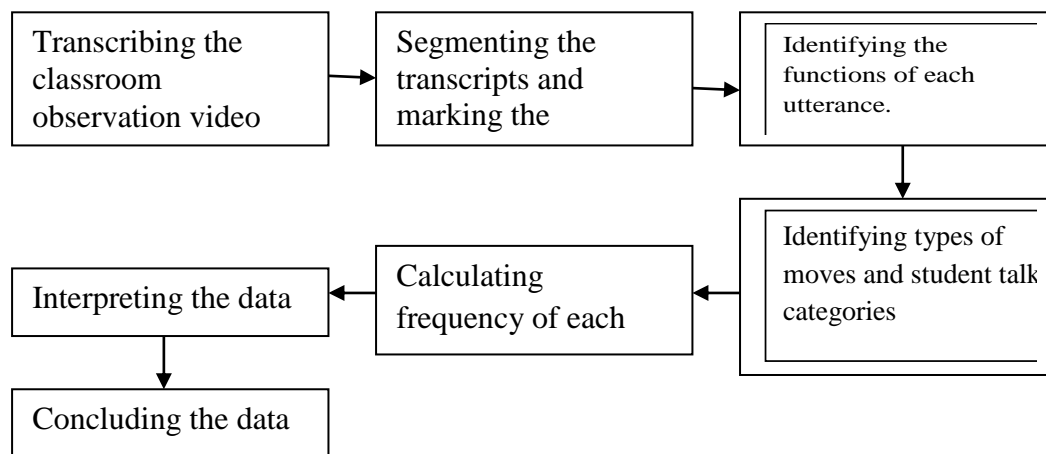
## **3.4. Data Analysis**

After all the data had been obtained, the data were then analysed. The analysis of the data was conducted through several steps as shown in figure 3.1.

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*CLASSROOM INTERACTION: A CASE STUDY OF STUDENT TALK IN AN EFL CLASSROOM*

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**Figure 3.1. The Process of Analysis**

Each step in the analysis process is elaborated in the following points.

#### Step 1. Transcribing the video-recording

The results of the video-recording of classroom observation and interview were transcribed into the form of written text. The transcription of classroom observation includes both of teacher and student talk.

#### Step 2. Segmenting the transcripts and marking the participants

In this step, the researcher segmented the conversation based on who talks what. In this research, 'T' was used for marking the teacher and 'S' for marking the students. There were six students as the participants of this research; therefore the researcher marked 'S1' up until 'S6' for each student. However, if there were two or more student talk the same utterance in the same time, the researcher marked it as 'Ss'.

#### Step 3. Identifying the functions of each utterance.

In the third step, the segmented transcripts were classified into slots. One utterance may contain more than one slot for instance when the teacher is lecturing in front of the class, there will be lots of slots.

#### Step 4. Identifying types of moves and student talk categories

The next step carried out in analysis process was identifying the types of move in the transcript. Later on, the exchanges were classified using learner language exchange aspect analysis proposed by Suherdi (2010).

#### Step 6. Calculating frequency of each category

Each category occurred in the transcription was then calculated to answer the second research questions which is the feature occurred the most in the classroom.

#### Step 7. Interpreting the data

In this part, the results of the transcription analysis were put together with the result of note-taking and interview to interpret the data. In this stage, the result was also connected with the research questions and underlying theories.

#### Step 8. Concluding the data

After interpreting the data, the conclusion were drawn to provide the general view of the research.

### **3.5. Establishing Rapport**

Establishing rapport is important in conducting the research. The function of establishing rapport is to negotiate with the research object (Alwasilah, 2002, p.144). Without gaining the permission, the study cannot be conducted. Thus, to conduct this research, the researcher asked for permission to the private course owner, the English teacher, as well as the students.

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

Validity is the truth of a description, conclusion, and any kinds of report (Alwasilah, 2002, p.169). The validation was carried out after the data has been gained and analysed. The validation and reliability was drawn from several strategies; triangulation, member checking, and feedback.

#### **3.6.1. Triangulation**

Firstly, the strategy to determine the validity is triangulation. Since the study employed qualitative case study, it is useful to avoid misinterpretation of data. Therefore, it is suggested for the researcher to conduct triangulation. In regards to its definition, Stake (1995, p.241) mentions that it is the process of using many kinds of data source. It is very useful to validate the research as asserted by Johansson (2003, p.8) that “triangulation provides an important way of ensuring the validity of a case study research.” In line with Johansson and Stake, Hood (2009, p.87) echoes that “triangulation, the analysis of data from a variety of sources, may confirm inferences or render a multifaceted of an issue”. Therefore, the researcher employed three techniques to obtain the data which were recorded classroom observation, note-taking, and interviews.

### **3.6.2. Member Checking**

Member checking is a strategy to check whether or not the results of the analysis is what the “participants feel that they are accurate (Creswell, 2009, p.191)”. Therefore, after the researcher had finished the analysis, the final report of the results was taken to the participants.

### **3.6.3. Feedback**

The last strategy to validate the result of the research, especially the analysis of the observation, the researcher asked the supervisors, the experts, and colleagues who had the similar topic of research for feedback of the analysis.

## **3.7 Concluding Remark**

In this chapter, the methodology of the research has been elucidated. It includes four subtopics which are research design, site and participants of this research, data collection, as well as the data analysis.