CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses how the research and the analysis of this study are conducted. This chapter is divided into five sections: research design, participants of the study, data collection, data analysis and concluding remarks. Research design explains the method used in this study. Participants of the study section provide details about participants who are observed. Data collection and data analysis section describe the data, the way they are collected, and how it was analyzed. At the end, all methods are concluded in concluding remarks.

3.1 Research Design

This study employs a descriptive qualitative approach because it attempts to describe the turn taking strategy used by the students and teachers in the classroom setting. Qualitative research is interested in investigating the reasons for human behavior, e.g. why people think or do in certain things (Kothari, 2004). In addition, a qualitative descriptive approach is concerned with describing the characteristics of a particular individual, or of a group, whereas take random sampling and deals with information that more expressed in words, description, accounts, opinions, feelings rather than number (Walliman, 2011). It means that a qualitative descriptive approach focuses on social interactions that the data is expressed in the form of words or description. Furthermore, descriptive method is used not only to give the illustration of the phenomena, but also to clarify the relationship, test hypothesis, make prediction, and also extract the meaning and implication of a problem that is going to be solved (Nazir, 1988). Hence, a qualitative descriptive approachis a proper method to be applied in the study. Besides, this study employed some quantification in percentage form to simplify the reading data.

3.2 Participants of the Study

The participants of the study are among teacher of English class and students in two classes (in 7ᵗʰ grade) in SMP Labschool UPI Bandung in the academic year of 2015/2016. Each class consists of a teacher and 30 students. This study focuses on teacher-students interaction in class. The reason of choosing the participant is because the researcher wants to know the application of turn-taking pattern also the factors that influence the turn-taking pattern in English classroom.

3.3 Data Collection

In this section, the way to collect the data is discussed. The data were collected through video recording procedure. The use of video recording is to strengthen the validity and reliability of the study (Gillham, 2000). The techniques in collecting data are observation, video recording, and transcriptions.

The observation session helps the writer to identify who the speaker is. The classes' ineraction observation was conducted in two classes in a week which each class was observed one time. In order to obtain a data, the video was recorded by a standard video recorder which was put in the class thus the speaker could be seen and observed clearly. It helped the writer to validate the data and to ensure the occurrences of turn-taking patterns. As suggested by Wray et al. (1998), the purpose of applying of collecting recorded data is to listen over and over again for the detail. Therefore, in this study, the recording effectively facilitates the data prevent from the missing information.

The recording started from the beginning until the end of the classes and it was about 90 minutes in every class. During the observation, the writer did not get involved in the classes interaction in order to get the data naturally.

3.4 Data Analysis

After the data recording was acquired, the transcription of the data could be completed by repeatedly watched and listen to the conversation among teacher and students. The process of transcribing aims to make the data easier to be analyzed. In transcribing process, the writer faced difficulty that was the noise from the students in the class and outside the class. The transcription transcribed by using Jefferson's (1984) transcription conventions. In addition, the teacher will be marked by T, students by S, male student by MS, and female student by FS. The students are given number by the chair for example, FS8 for female student number 8. The researcher divides the classroom interactions into 34 parts based on their respective theme.

The transcription of teacher-students' interaction were analyzed based on turn-taking patterns proposed by Sacks et al (1974) including the (1) Current Speaker Selects The Next Speaker (CS2TNS) which is divided into two sub-categories; Selects (S) and Being Selected (BS), (2) Self-Selection (SS), and (3) Current Speaker Continuous (CSC).

Below are examples of data analysis which was taken from the video recording of teacher-students interaction in English class.

1. *T   : Nabila, are you ok?*

    FS7   : I'm ok

The teacher did CS2TNS pattern, because she Selects (S) student to be the next speaker by asking her opinion.

2. *T   : Alex? Ok, Alex said that he is not happy today, what's wrong with you, Alex?*

    MS16   : Because my leg

    T   : What's wrong with your leg? Is it broken?

MS16 : Ya

The student responded teacher's question. In other words, student was Being Selected (BS) by the teacher.

3. *T   : Okay. Good morning, students!*

    S   : Good morning

    MS21 : Wih mam kelihatan sedih

    T   : No. Of course, I'm happy. Are you happy?

The student did Self Select (SS) pattern. Thus, no one selected him to be the next speaker; he initiatively took his turn by asking question.

4. *T :   Ok, next. Coba lihat ini, 'They are study together'. Lihat coba lihat. (3.0) Let's see and check. You used 'to be' and 'verb' here.*

The teacher did Current Speaker Continuous (CSC) pattern because after pausing three seconds, no one tried to take the floor. Thus, she continued to talk by asking another question.

After categorizing and analyzing the data, this research investigated the factors that influence turn-taking patterns which occur in English classroom interactions. The data analyzed by calculating the most frequent occurrences of turn-taking patterns.

Another step was quantification. Quantification was used to discover and reveal the occurrences of patterns in turn-taking. It is also used to see the percentage of the use of turn-taking pattern by all participants. In order to determine the percentage of patterns and participants who used the patterns, the numerical data need to be computed by using a simple scaling composed by Thorsten (1992 in Salma, 2013, p. 35).

$$P = \frac{F x 100\%}{N}$$

Note: P = Percentage
        F = Frequency

N = Overall Number

3.5 Concluding Remarks

This chapter attempts to portray how the data were collected, transcribed, and analyzed on the analysis of turn-taking patterns in English class in one of Bandung Junior High School. The pattern of turn-taking and the factors that influence turn-taking patterns become the major observation to pursue the result of research questions which are described on the next chapter.