CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses the research methodology applied in this research. The discussion of this chapter involves purposes of the research and research questions, research design, research site and participant, data collection techniques and data analysis.

3.1 Purposes of the Research and Research Questions

The purposes of this research are to identify the patterns of classroom interaction between the teacher and the students which occur in the classroom and to find out whether the interaction is teacher dominated or student dominated. Therefore, this research is conducted to answer these two questions. "What are the patterns of English classroom interaction in seventh grade?" and "What patterns are dominant in the English classroom interaction?"

3.2 Research Design

The aim of this research is to get a clear description of classroom interaction by using Suherdi's model (2010) about patterns of exchanges. In conducting this research, the researcher employed qualitative case study method and descriptive in nature since it is focused on finding the teacher-student interaction patterns in the classroom.

A case study approach was used since the subject of this research was specific to a classroom in which interaction between the teacher and students that occur in the classroom were observed and defined. Thus, it is relevant with the characteristics of case study. As stated by Zainal (2007, p. 1) case study enables researcher to specifically examine data from a very limited number of individuals as the subject of the study.

Moreover, a qualitative research has been chosen because of two main reasons. First, this research aimed to investigate the pattern of interaction between teacher and students in EFL classroom by using Suherdi's framework (2010) which is natural and there was no treatment or manipulation given by the

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researcher to the participants. Thus, it is in line with the characteristics of qualitative research proposed by Cresswell (2009, p.175) which is "Natural settings" where "Qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem understudy".

Second, 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 another characteristic mentioned by Yin (2011, p. 7) which is "Contributing insights to existing or emerging concepts that may help explain human social behavior." Furthermore, qualitative method has more advantages in giving details certain phenomenon and issues by approaching the problems directly with high flexibility for the researcher to choose the way of doing research (Alwasilah, 2002).

3.3 Research Site and Participant

3.3.1 Site

This research was conducted in one Junior High School in Bandung. This junior high school has been chosen as the site of this research due to writer's accessibility to the school. Another reason is because the writer teaches in this school while doing one of tasks from the university named *Program Pengalaman Lapangan* (PPL).

3.3.2 Participant

This study involved one pre-service teacher and a seventh grade class. The pre-service teacher and seventh grade have been chosen because of the consideration as a new sample in this field, because in some previous researchers, they tend to use English teachers and junior high school students as their samples. Besides, the researcher only needs one pre-service teacher as the sample to see the types of patterns of exchanges which occur in the classroom interaction. The other reason is that because the pre-service teacher teaches in seventh grade classes. Meanwhile, seventh graders were chosen because they were in the age range of 11-12 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. In addition, the seventh grade was chosen because the learners have been given exposure to English beforehand.

3.4 Data Collection

Yin (2011, p. 8) stated that a qualitative research is striving to use multiple sources of evidence rather than relying on a single sources alone. Therefore, there are four commonly methods for gathering the data; observation, interviews, archival or textual analysis and transcription (Furlong, Lovelace and Lovelace, 2000). However, in this research, the data was obtained by using several methods such as video-recording which was conducted in six meetings from the beginning until the end of the lesson, classroom observation which included field note taking, and interview which conducted to the teacher.

3.4.1 Video Recording of the Classroom Activities

Considering the naturalness of interaction between teacher and students, the video-recording has been chosen as the technique of gaining the interaction between teacher and students in the classroom. Video-recording is considered as valuable and objective data to observe teacher-students interaction in the classroom (Burns, 1999). In addition, Alwasilah (2002) stated that without video-recording the data could not be said as a valid data. Moreover, Cresswell (2009, p. 180) also stated that video-recording gives several advantages for the researcher in gathering teacher-students natural interactions since it may be an unobtrusive method of collecting data, it provides an opportunity for participants to directly share their reality, and it is also creative in that it captures attention visually.

Video-recording also provides 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 and students produced. Through the video-recording technique, it was expected that the whole interaction in the classroom can be captured in detail.

The time allotment for each meeting of English lesson is approximately about 80 minutes (2-hour lesson). While the video is recorded, the researcher does not involve in the interaction. The data collected from the video-recording were used as the primary data to answer the first and second research questions regarding the types of teacher talk and students talk produced and whose talk produced were dominant.

3.4.2 Classroom Observation (Field Notes)

Besides video-recording, classroom observation (field notes) also used in this research to support the data in order to make data analysis more objective. Observing the classroom interaction will help the researcher to pull out the conclusion and respondent's point of view, phenomenon, event, or observed process (Alwasilah, 2002). In addition, observation also presents a reality check where it enables the researcher to look at behavior that might go unnoticed by the participant (Robson, Cooper & Schindler, as cited in Cohen, Manion & Morrison, 2007, p. 396). The classroom observation was conducted through field notes taking.

Field notes were taken as the instrument in order to note the things which cannot be recorded by the video-tape. As stated by Gibson & Brown (2009, p. 105), notes can be used for reminding the researcher of 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.

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

3.4.3 Interview

The interview has been chosen as one of ways of collecting the data. The interview was used for crosschecking the data from classroom observation and

supporting the data. Moreover, interview gives some advantages to the researcher, it provides useful information which cannot be provided from directly observing participants since it gives the participants opportunities to describe detailed personal information, and the interviewer can ask specific questions to elicit the needed information (Cresswell, 2009, p. 179; Alwasilah, 2002)

Additionally, Stainback (as cited in Sugiyono, 2008, p. 318) stated that interviewing provides the researcher a deeper understanding of the observed phenomenon. Moreover, Alwasilah (2002) also stated that in qualitative tradition, interview and observation are the most important methods in collecting data beside text analysis and transcription which helps the validity of the data.

There are two types of interview, they are structured interview and unstructured or semi-structured interview. The first is structured interview in which the questions are organized. The second one is unstructed or semi-structured interview, which is more like a free, casual and flexible for interviewee to express what questions asked (Nunan, 1989; Cohen &Manion, 1994)

Semi-structured interview was applied to the teacher because it allowed the researcher to respond the interaction at the moment; it means that the improvement of questions planned in interview is done by the researcher whether to respond, acquire new coming ideas on the topic. In practice, the interview was conducted with the teacher. The questions that were going to be asked are all about the whole activities of teaching learning process, teacher's perspective towards interaction in the classroom between the teacher and the students, the classroom interaction that the teacher experienced in the classroom which will be observed. The interview was conducted in Bahasa Indonesia so that the teacher can expresses her/his feelings and thought freely. While conducting the interview, the researcher recorded the interview through tape recorder to enable the researcher got verbatim data which will be written down on the researcher's note.

3.5 Data Analysis

The data was analyzed by using some steps as follow:

3.5.1 Transcribing The Video

The first step of the analysis is transcribing the data of video-recording. Burns (1996) believes that transcription provides opportunity to review a "Live" interaction and the luxury of being able to analyze: (1) the style of interaction, (2) the result of interaction, (3) the relationship of the interactants, (4) the purpose of the interaction and whether it was achieved, (5) the development of the interaction, (6) the strategies adopted by the interactants, (7) the turn taking and turn type patterns, and (8) the sociocultural values which informed the interaction.

Based on the advantages of data transcription, the researcher considered to do transcribing as the first thing to do before analyzing the data. In this part teacher talk and students talk based on the video is written down word by word. The observer labels teacher's utterances with 'T', 'S1', 'S2', 'S3', etc for students' utterance, and 'Ss' for group of students' utterances.

3.5.2 Coding And Analyzing The Data

After the data are transcribed, the transcribed data were coded by using some labels as shown in chapter II mainly the moves and exchanges. Coding and analyzing the data help the researcher in: (1) identifying a phenomenon, (2) counting the frequency of a phenomenon, (3) showing the relation of code frequency with inclination of findings, (4) arranging the categorization and sub-categorization (Alwasilah, 2002, p. 159).

The data were coded using Berry's work (1981) and underpinned by Suherdi's work (2010) for coding the exchanges and moves. The coded data were then will be analyzed using Categories of Exchange Structure proposed by Suherdi (2010) in order to see the classroom interaction patterns which occur in the seventh grade classroom. After the data were analyzed using categories of exchange structure proposed by Suherdi (2010), the data were then categorized into types of Teacher Talk and students talk using FLINT (Foreign Language Interaction Analysis) proposed by Moskowitz (1971).

3.5.3 Calculating the Frequency of Data in Percent

After the transcribed data were coded and analyzed, the next step was calculating the amount and the percentage of each category. The analyzed data of

classroom interaction patterns were calculated in order to help revealing the answer of the second research question which was finding out the dominance patterns that occur in the classroom using Categories of Exchange Structure proposed by Suherdi (2010). Moreover, the frequency of occurrence of Teacher Talk and Student Talk in the classroom were also calculated based on the analyzed data. The frequency of Teacher Talk and students talk were calculated using FLINT (Foreign Language Interaction Analysis) adopted from Moskowitz (1971). Then, it was described by some tables that described the frequency of the phenomena occured.

3.5.4 Interpreting the Data

After the data were analyzed and calculated, interpreting the data become the next thing to do. The researcher interpreted the data attempted to answer the research questions proposed in Chapter 1. The result of the answers of research questions were displayed in some tables which revealed the appearance of each teacher talk category in each meeting and the appearance of Students talk category as well. By using tables, ideas and interpretation of the researcher can be clearer and permanent because it helps in reducing the complex data into the simple ones, concluding researcher's interpretation towards the data, and serving the data as a whole (Alwasilah, 2002). The researcher made the description of phenomenon occurred based on the table. This description were considered as the findings of this research. Furthermore, the findings of this research are connected to each other in order to obtain phenomenon and present them into deep discussion.

3.6 Establishing Rapport

In conducting a research, establishing rapport is one of the important thing that cannot be neglected. This step is important since in qualitative research, the researcher needs a greater access to the site in which the researcher typically observe and interview the participants (Creswell, 2012, p. 205). Having a good relationship with the respondents help the researcher in doing the research.

Establishing rapport is needed in order to have a negotiation with the objects or respondents because without it a research cannot be conducted (Alwasilah,

2002). Therefore, before doing the research, the researcher asked permission to the school and the class where the data were taken, and also to the pre-service teacher who taught in the classroom. And while doing the research, the researcher tried to keep maintaining a good relationship with the school, the class, and the pre-service teacher by meeting them personally and regularly. Moreover, a good relationship has been maintained with institution and participants even before the research data are taken because the researcher also taught in the school as a pre-service teacher to accomplish her teaching practice program.

3.7   Establishing Reliability and Validity

The validity and reliability were needed in conducting a research since the result of the research should be consistent. Therefore, the researcher must concern on the quality control of the result of this research. Validity refers to the truth and certainty of a research findings. In addition, it also means the truth and veracity of a description, conclusion, explanation, interpretation, and all kind of reports (Alwasilah, 2002). Moreover, Cronbach (as cited in Alwasilah, 2002) stated that the way a conclusion is stated and communicated are also giving the validity beside data collection and analysis. Meanwhile, reliability refers to how far the findings of the research can be replicated (Alwasilah, 2002). Therefore, some techniques were provided to maintain the reliability and validity of this research, such as triangulation, member checking, and feedback.

3.7.1 Triangulation

Triangulation refers to the use of two or more method in a study in order to check the results. It also helps the researcher in decreasing the risks of limited conclusion of certain method and sources, and increasing the validity of conclusion (Alwasilah, 2002). In gathering the data this research used some methods, which were video-recording, field-notes, and interview. Those three methods were, triangulated by comparing and contrasting the findings from each method. Thus by doing so the researcher was able to reduce bias which can be caused by the subjectivity.

3.7.2 Member Checking

After the triangulation, the next one is member checking. This technique is the most important to do in establishing validity of the research data which is given by the respondents of the research (Alwasilah, 2002). In addition, Alwasilah (2002) also mention some of the benefits of using this technique, such as:

(1) Preventing misinterpretation of respondents' answer from the interview

(2) Preventing misinterpretation of respondents' behavior in the observation

(3) Confirming respondents' perspectives of ongoing process

In this research, the researcher asked the pre-service teacher as the respondent of this research, to check the data transcription, and also the interpretation as the way to achieve validity of the research.

3.7.3 Feedback

The last thing to do in collecting the data in this research was feedback. Feedback prevents the invalidity, bias and researchers' assumption, and debilities of research logic of ongoing research (Alwasilah, 2002). Feedback can be asked from some individuals that already familiar with the topic of the research or not (Alwasilah, 2002). Thus, in order to maintain the validity of the data collected, while doing the research the researcher asked for feedback from some people such as, the supervisor, an expert in classroom discourse (who actually becomes as one of the supervisors), and also some friends whose research has the same focus.

3.8   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. The whole research findings and interpretation will be depicted in the next chapter.