

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the procedures carried out in this research to figure out the answers of the research questions. This chapter consists of research design, site and participants of the research, data collection, establishing rapport, establishing reliability and validity, and data analysis.

3.1 Research Design

This research employed a qualitative design, embracing characteristics of a case study. The case study approach was chosen regarding to the aim which attempts to exam and gain in depth analysis of an event, a person, a process, an institution, or a social group (Smith, 1978 as cited in Merriam, 1988; Hancock, 1998). This statement is supported by Merriam (1988) that case study is an ideal design for understanding and interpreting observations of educational phenomena. In case study, any and all methods of gathering data including observation, interview, questionnaire, and document analysis can be used.

Moreover, case study has several advantages covering (1) it can be done by a single researcher without needing a full team; (2) it is strong on reality; (3) it gives insight into similar situations; (4) it catches specific elements and unexpected events; and (5) it has results which easily understood by the reader and and immediately

intelligible as they speak for themselves (Nisbet and Walt as cited in Cohen *et al.*, 2005:184).

In this research, the case study approach was employed to analyze classroom interaction in teaching-learning process and the categories of anomalous exchanges that occur during classroom interaction in a fifth grade of an elementary school.

3.2 Site and Participants of the Research

This research was undertaken at an elementary school in Bandung. This school was chosen since the researcher had relation with one of teachers there. The participants involved in this research were 21 students of fifth grade and an English teacher, who was a member of Project Based Learning team.

3.3 Data Collection

In qualitative study, various methods are generally employed in the process of collecting data covering interview, observation, document analysis, and survey or questionnaire (Alwasilah, 2002). In terms of data collection in qualitative study, Creswell (2008) views that it is as not simple as observing and interviewing people, but it involves identifying appropriate sites and participants, obtaining access and approval, deciding need types of data, constructing forms of data collection, and conducting the process of data collection in mannerly ways without leaving out sense of sensitivity to challenges appeared.

In this research, an instrument was used to gain the data, namely document analysis. Through this instrument, necessary information about classroom interaction and anomalous exchanges occurring along classroom interaction is expected to be obtained. The instrument is clearly elaborated in the following sections.

3.3.1 Document Analysis

The technique of data collection employed in this research was document analysis. Document analysis can be defined as transferring information from anything that was made in case site and ensuring that it was properly labeled as source so it could be treated as data item (Bassey, 1999). The document can be various types covering a written document, a painting, a monument, a map, a photograph, a statistical table, and a film or video (Bélanger, 2006). In this research, the documents analyzed were video of teaching learning processes at an elementary school in Bandung. The video were documented by Project Based Learning team for another purpose in 13th September up to 18th October, 2012. To display the language used in the classroom, the video were then transcribed.

The video comprised four sessions of English lesson in a fifth grade with various topics of lessons including Indonesian traditional food, ingredients of Indonesian traditional food, cooking set, and action form and its function. The transcript of video can be seen in **Appendix**.

Furthermore, to investigate the classroom interaction appeared between teacher and learners, this research employed FLINT (Foreign Language Interaction Analysis) framework adopted from Moskowitz (1971). While, to investigate

anomalous exchange occurred during the classroom interaction, the researcher used Suherdi's (2009) framework about anomalous exchange.

3.4 Establishing Rapport

Alwasilah (2002:144) reveals that establishing rapport term in making negotiation with research subjects is needed. He emphasizes that it is substantial to make a good relationship between the researcher and the research subject. For that reasons, the researcher asked permission to both the school and the teacher before taking the data.

3.5 Establishing Reliability and Validity

The reliability in either quantitative research or qualitative research is necessary as it can influence the validity of the research. The reliability itself refers to a technical term for consistency in the data collection and data analysis (Allwright, 1988). Meanwhile, the validity is a truth of the research in description, conclusion, interpretation, and another report (Alwasilah, 2002). In order to maintain reliability and validity in this research, the researcher employed several techniques as follow:

3.5.1 Member Checking

Member checking is proposed by Alwasilah (2002) in order to (1) prevent misunderstanding toward respondents' answer in the interview, (2) prevent misunderstanding respondents' behavior during observation, and (3) confirm respondents' perspective toward what was happening. To prevent all of

misunderstandings, the researcher asked the respondents especially the teachers to check the transcripts and interpretation of the data for the sake of the research validity.

3.5.2 Feedback

Feedback from others is necessary in this research to prevent bias of research and identify the logical weaknesses of research as stated by Alwasilah (2002). Moreover, Alwasilah emphasizes that in qualitative research, the more feedback from others, the more validity will be achieved. Therefore, the researcher asked feedback from supervisors, experts in classroom discourse, and friends who have the same focus of the research.

3.6 Data analysis

Having collected all of the data gained, the data were then analyzed by using the following steps adapted from Suherdi (2008):

Step 1. Transcribing the video

The fundamental data of this research were gained from video of a fifth class. The data obtained were transcribed to show the language used by either the teacher or the learners during the lesson. It is as suggested by Allwright (1988) to use transcripts and audio taped or video recording as database for discourse analysis.

Step 2. Coding and analyzing the data

Having transcribed all interactions in the classrooms, the transcripts were coded by using several labels as shown in chapter II mainly the categories of Teacher

Talk and Student Talk, and the categories of anomalous exchanges. This step is essential caused by several reasons: (1) it enables the researcher to identify phenomena, (2) it enables the researcher to conduct quantification of frequency, (3) the quantification of frequency shows the tendency of findings, and (4) it enables the researcher to categorize or subcategorize findings (Alwasilah, 2002). Steps conducted in this research procedure were as follow:

1. Segmenting the transcripts based on each exchange;
2. Coding and calculating the amount of each category of Teacher Talk and Student Talk using FLINT (Foreign Language Interaction Analysis) adopted from Moskowitz (1971);
3. Analyzing the amount of each category of Teacher Talk and Student Talk to seek the balance between teacher and student Talk and find out the dominant category that occurs;
4. Coding and analyzing the exchange based on classroom discourse analyses framework, especially Suherdi's (2009) framework about anomalous exchange.
5. Calculating the amount of each category of anomalous exchanges to seek the most frequent and the least category.
6. Analyzing and calculating the types of teacher's questions occurred based on Kinsella (1991) and Bloom's (1956) theory to find in what type of question anomalous exchange tend to occur.

Step 3. Interpreting the data

In this stage, the researcher attempted to answer the research questions formulated in the first chapter. The quantification of the findings was displayed into several tables, and then the phenomena occurred from the tables were described. It is in line with Alwasilah's (2002) notion which states that displays, i.e. table, flowchart, diagram, etc enable the researcher to explain the interpretation. Since this research proposed two research questions, the findings of the first research question were connected with the findings of the second research question in order to obtain the entire phenomena and present them into deep discussion.

Step 4. Finishing

The findings gained through several stages above, the transcripts, and interpretation of the data were rechecked with getting feedback from some friends who mastered classroom discourse in order to enable the researcher to achieve the research validity. At last, the findings and discussions were presented in conclusions and suggestions to illustrate the research as a whole.