

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the description of steps to conduct this research. The description involves: research design, research sites which include setting and participants, methods of collecting data and data analysis.

3.1 Research Design

This study employs a descriptive-qualitative design (Silverman, 2002; McMillan & Schumacher, 2001; Alwasilah, 2002), specifically a case study is chosen because this research is carried out on one single matter. In this case, there's only one teacher to be analyzed to gain an in-depth of understanding of the whole situation of classroom interaction. This is in line with Merriam (1998) that states that 'case study is employed to gain an in depth understanding of the situation and meaning for those involved'.

This study attempts to investigate and analyze classroom interaction in the functional grammar framework. It was designed to describe naturally the process of interaction in EFL classroom. As in the process of answering two research questions needs to describe one particular topic with in-depth discussion, this study employs a naturalistic qualitative research design; it means that the researcher did not manipulate or interfere with the classroom activities, but work with the case specifically as the design point of a qualitative research (Silverman, 2005).

Moreover, the study utilizes discourse analysis, a spoken discourse of classroom interaction in particular. Discourse analysis is a research tradition that focuses on analyzing issues of classroom discourse in linguistic terms with the method that aims to study classroom transcripts using utterances to predetermined categories (Nunan, 1989, p.5; Alwright & Bailey, 1991: 61).

The use of Systemic Functional Grammar as the tool for analysis is also supporting the definition of case study stated above. This kind of study has been quite

popular in educational research, especially in English education, including English as a Foreign Language (EFL), as the context of the research.

3.2 Research sites

3.2.1 Setting

The research is conducted in an English course in Bandung. The selected class is one class in the level of ET (elementary for Teenagers). The site has been chosen purposively for several reasons. First, the setting is similar to the teaching-learning in formal school, as this course has the objectives in each session to be achieved by the students, the teacher has to make the form of lesson plan and also teacher has certain limited time to conduct his/her teaching.

Second, the writer understands the condition in the site and also has access to conduct this study effectively, since she works there. Regarding this, Malinowski argued that for observers in order to make sense of the event being described in what it is attempted, the researchers need to understand the situational and cultural context in which the language being used (cited in Eggins, 1994, p.50; see also Emilia et al., 2005a).

3.2.2 Participants

Since the study portrays the natural interaction between teacher and students, the data from these two elements are the core of the study. The participants of this study were the English teacher and the students of elementary level in one of English course in Bandung. The level is chosen for several reasons: this level is lower level in the institution; but this class is not the beginners, so the students are able to handle several learning techniques such as discussion, group as well as individual work which contain a large number of conversation or interaction whether with other students or teacher.

According to that reason, it is also stated by Maxwell (1996) ‘qualitative paradigm ignores the fact that most sampling in qualitative research is neither

probability sampling nor convenience sampling but falls into the third category: purposeful sampling’.

Based on the statement above, it was concluded that in order to get closer to the process of learning activities in the classroom, it was better to choose a respondent based on the conditions involved and the local values in its process.

The teacher is 24 year-old female who has finished her bachelor degree in English education program. She has also accomplished her training of TEFL-A (Teaching English as Foreign language- for Adult) from the institution she’s working for. She has been teaching in the institution for about one and a half years. She deals with different kinds of levels, from children, teenagers to adult.

The class is a teenager elementary class, consists of 12 students with 8 female students and 4 male students. The average age of the students are from 13-15 years old ranging from first to third junior high school students.

The time allotment for each session is 2x60 minutes. They have 2 meetings in a week. In the session, they discuss the material provided by the book. The materials in the book are divided by communication skills; listening, speaking, reading and writing. Thus the teacher can easily set up the objectives for each session.

3.3 Data collection methods

The data collection method is in non-participant observation study (McMillan & Schumacher, 2001; Creswell, 1994; Travers, 2001), besides being a complete observer in which the writer observes without participating, the writer also documents the teacher-students’ interaction in EFL class, on the basis of IRF (teachers’ Initiate-students’ Respond-teachers’ Feedback) structure, through audio video-recording (Creswell, 1994). These are aimed at capturing the discourse as complete as possible so that the observation can capture the information needed to transcribe.

The observation was conducted 3 times, with the duration 2 hours or 120 minutes long each. The class observed was an EFL class which uses English as the main language. Teacher always encourages students to speak in English to minimize the use of Indonesian in the classroom.

In order to gain the validity of the data, *triangulation* (Yin, 1984, 1993, 2003) is applied in this study. Since this study deals with several methods of collecting data which later on the data gained can be drawn as the integrated conclusion of in-depth understanding, it is in line with Sydenstricker-Neto (1997) as stated in Emilia (2008):

Triangulation is a qualitative process that tests the consistency of findings gathered through different methods and sources of data, including field notes, artifacts, and transcripts.

There is more than one method of collecting data applied in this research: observation which includes the note taking in, the audio-videotape recording, and the transcript of the classroom interaction.

Observation

To capture the real situation of interaction between teacher and students in the classroom, this study employs observation as its main tool to collect the data. The observation type used is the non-participant observer that belongs to Allwright & Bailey (1991) calls as direct observation in which the observer sits in the classroom and takes notes. Observation was conducted in 3 meetings, based on the information needed for the analysis, which were conducted in EFL class in elementary level of an English Course in Bandung.

The researcher was sitting behind the students without manipulating the teaching and learning process. The class was observed around the English teaching and learning process. These activities were intended to identify the teacher's role and communicative functions in teaching and learning activities between teacher and students in the classroom. The researcher observed the class activities by taking notes as well as recording of what was said and what both teacher and students did in the interaction setting process. The researcher also wrote observation notes immediately after each session, in order to keep "*the memory of the observation is still fresh*" (van Lier, 1988: 241).

The audio-videotape Recording

Rizki Widiastuti, 2016

**MOOD REALIZATION IN EFL CLASSROOM INTERACTION:
A FUNCTIONAL GRAMMAR APPROACH**

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

Audio-videotaping is applied as a technique for capturing natural interaction used in detail, this is in line with Nunan (1992) that the use of recorded data allows for the preservation of the primary data, for example in the form of audio, video, or audio-video recording. The observer recorded the English teaching-learning activity to gather information about what teacher's talk with students in classroom. There are two records chosen to be analyzed for this research. It is supported by Allwright and Bailey (1991, p.3)

“For more complicated enquiries... you may prefer to audio record or even video-record ..., so that you can go back in detail to what was said, by whom, in what tone of voice, and so on.” Allwright and Bailey (1991, p.3).

3.4 Data Analysis

In this study, the writer applied inductive analytical approach (Alwasilah, 2002). It means that the data analysis began while data were being gathered. As the characteristic of qualitative research, the analyses were tentative and provisional throughout the study and only become comprehensive once when the data were completely collected (Travers, 2002). Ongoing data analysis and interpretation were based on data mainly from observation. There are two main data from observation: the field note and spoken language transcript.

Data from observation of spoken language transcript were analyzed using the mood type analysis (statement, question, offer, and command) under SFL system from Halliday (Halliday, 1994; Halliday & Matthiensen, 2004; Eggins, 1994; Butt et al., 2000). It is used to find out speech functions of the teacher and the students, initiations and responses in the classroom, particularly the interaction among them.

The data are categorized into two categories, based on the research questions; communicative/speech functions in EFL classroom with its sub-categories: statement, question, command, and offer then the data were categorized into mood type's analysis, as what have been discussed briefly in chapter II of this research, whether it is categorized in typical or non-typical mood types. The result is displayed in the shape of tables and to make it clearer to read and interpret, the result is described in

diagrams. Next, the data gained from the categorization is analyzed to answer the first research question, related to mood realization in classroom interactions.

The next step is analyzing and interpreting the typicality of mood types. It is aimed to find out the congruence of speech function realizations and the mood choice chosen and meaning of mood types chosen. The examples of spoken language between the teacher and the students are displayed as textual evidence of analyzing and interpreting meaning of mood types chosen. The result of the analysis is used to answer second research question deals with meaning of the teacher's mood realization in the classroom interaction.

3.5 Validity Issues

One of important points in conducting qualitative research is validity issue; there are some strategies that can be applied to meet the validity of qualitative research, such as, triangulation, member checks, long-term observation, peer examination, participatory or collaborative modes of research, and research's biases, thick description, typicality or modal category, and multisite designs (Merriam, 1998; Alwasilah, 1998).

For this research, validation of data was achieved by triangulation of methods. Therefore, the study employed triangulation of data collection methods by gathering data from variety of resources (classroom observation, including note taking, video-audio recording, and transcript of spoken language).

Triangulation deals with collecting information from a diverse range of individuals and setting, using a variety of methods (Maxwell, 1996; Alwasilah, 2006). In this research, note taking while observing learning process is used to give clearer and additional explanation for incompleteness of video-audio recording which turns to be transcripts of spoken language. The audio-video recording enables us to repeat unclear utterances, for it can be played over and over, so we can get exact utterances from the teacher and the students.

Rizki Widiastuti, 2016

*MOOD REALIZATION IN EFL CLASSROOM INTERACTION:
A FUNCTIONAL GRAMMAR APPROACH*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu