

CHAPTER III

RESEARCH METHODOLOGY

This sections explains the methodology used in the study. Research design, data collection, and data analysis procedure are what will be explained further.

3.1 Research Design

Aiming at examining the types and frequency of formulaic expressions used by both teacher and students as well as problems encountering them in the production of formulaic expressions; this study will be conducted under a qualitative design. Qualitative research design is chosen since the focus of the study will be the participants' behaviour during their engagement in the activities in a single classroom or school setting. Moreover, the study is carried out to gain in-depth description (Heigham & Croker, 2009) of a single case with a "bounded system" (Liamputtong, 2009) which referred to one Primary School in a city in Indonesia. Another consideration is that the study is not going to make any generalization beyond the case (Hood, 2009). According to McMillan (1992) and Rossman and Ralis (1998) in Creswell (2003); there are some characteristics of qualitative research; (1) it is conducted in natural setting that behaviour is studied as it naturally occurred without manipulating the data given by the participants, (2) it provides rich narrative description of the study, (3) it focuses on process in which behaviors take place, and (4) participants' items of view are essential, therefore, the objective of qualitative research is to understand participants from their items of views. However one of the most important characteristic is actually that qualitative research is aimed at conducting research in natural setting which needs an

involvement of the participants actively. This study, then, since it will be conducted in the natural setting that there will be no intervention or manipulation of data done by the researcher, belongs to qualitative research design. The participants of the research are involved actively since their behaviour during the activities will be observed thoroughly. The data collected grow when the research is taken place. The data will be interpreted and presented further in narrative description.

Although, one research question tries to investigate the frequency of formulaic expressions used by students in their interaction which means that the data will be counted but it still belongs to what so called as qualitative research design since there will be no formula or statistical procedures applied. The data will be analysed in expository for deeper understanding based on Biber et al (2004), Celce-Murcia (2008), and other related sources to help finding out all research questions proposed.

In addition, since the researcher accepts the data without any attempt to do manipulation and develops good rapport with the participants, case study as one method in qualitative research design well-represents the method of the study. Looking at the third research question of the study, it is aimed at answering the question “how” which becomes one other consideration or characteristic of case study as supported by Yin (2003) in Baxter and Jack (2008) who claims that a case should be considered when; (1) the focus of the study is to answer ‘how and ‘why’ questions, (2) the behaviour of those involved in the study cannot be manipulated, (3) the researcher wants to cover contextual; conditions because the researcher believes they are relevant to the phenomenon under study, and (4) the boundaries are not clear between the phenomenon and context.

3.2 Site and Respondents

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The school chosen is one semi-immersion primary school in a city in Indonesia. This semi-Immersion school is chosen since the students of semi-immersion school are really demanded to use English to communicate and that they have to realize and be able to appropriately use the language to convey meaning. In English as Foreign Language (EFL) context, as stated by Lambert (1975), immersion school also tries to enrich students' linguistic repertoire (number of languages) without negatively affecting the first language, here is Indonesian. The school, however, has adopted an early immersion program starting from pre-school years until primary school years.

Twenty fourth-grades of primary school students and a teacher are then chosen as the participant or respondent of the study. Young learners were chosen since it is the age when learning new language plays significant part in the stages of development. Both teacher and students' production of speech will be analysed in order to know the type and frequency of formulaic expressions which are produced. Analysing the teacher's production of speech (teacher's talk) is considered as important since it is the input of the expressions that the students acquire in the classroom setting. By analysing the input, such comparison will be made between the input (teacher's talk) and the output (students' talk) to examine whether formulaic expressions are successfully acquired and produced by the students or not.

Besides the analysis on the production of formulaic expressions, interview is given to investigate the situation and condition of the classroom as well as students' ability and problems in using formulaic expressions. The instrument is meant to answer the second research problem. .

3.3 Data Collection Instruments

Employing qualitative research design, the study uses two types of instruments; observation field note and interview. The chosen types of instruments are in line with what Creswell (2014) said in which he distinguishes the types of instrument between qualitative and quantitative research design. He further stated that in quantitative research, the data are collected quantitatively in a form of numerical data, while in qualitative research design the data are collected through observation in a form of qualitative audio and visual materials.

The data of this study, then, are mostly taken in a form of videotapes of the whole English session at class which, in sum, consists of 490 minutes. Interview is given to teacher in order to support the videotaped data as well as the field notes data. It is given in order to know the situation and condition in the classroom, the students' involvement, and most importantly, the problems regarding the teaching of formulaic expressions as well as the strategies and techniques that the teacher uses.

3.4 Data Collection Technique

The data collection in this study involves four stages as suggested by Creswell (2014). The first thing to do is purposively selecting the site and participants as the sample of the study. In order to do that, general questions are proposed to some people in the area, especially primary school teachers allowing them to provide their views. Preliminary research is done by having a kind of informal interview prior to the observation. Having been done the preliminary research, fourth grade of primary school students along with the teacher of one primary school in a city in Indonesia are selected to be the site and participants of the study.

Next step is doing the observation. Conducting observation, here, is meant to build a picture of the life worlds of the participating teacher and students and better understand the ways they ordinarily go about their everyday activities (Stringer, 2007). Before conducting the research, consent from the participating parties had been asked to participate in the study. The whole sessions are video- and audio-recorded and supplemented with field notes for further analysis regarding the types of formulaic expression produced by both teacher and students. No manipulation and intervention are given since the researcher will only be an observer videotaping the classroom teaching and learning process. The observation will last for 490 minutes which consists of 7 meetings in sum. At last, interview is given to the teacher in order to know the situation and condition of the classroom, the students' involvement, and most importantly, the problems regarding the teaching of formulaic expressions as well as the strategies and techniques that the teacher uses. The interview was held at the end of the class session and was recorded to make it easier to analyse. Indonesian language was used in the interview in order to make it clear for the teacher to understand and answer the interview question, besides it also prevented misunderstanding to occur.

All data obtained from the observation and interview will be transcribed and are used in the process of investigating the research questions in order to find the answer.

3.5 Data Analysis

The data collected through interview and observation will be analysed by following Creswell's step (2007) which covers data managing, reading/memoing, describing, classifying, interpreting, representing, and visualizing. The interview will be transcribed as well as the teacher-students interaction at class. The transcription technique followed the

system proposed by Jefferson which is well-known as Jeffersonian Transcription System. The system was chosen since it used familiar forms of literary notation which make it straightforward to transcribe. The notations are those such as underlining for emphasis, arrows for pitch movement, capital letter for volume and so on. The symbols used in transcribing the teacher-student interaction were as follows:

Symbol	Name	Use
[text]	Brackets	Indicates the start and end points of overlapping speech.
=	Equal Sign	Indicates the break and subsequent continuation of a single interrupted utterance.
(# of seconds)	Timed Pause	A number in parentheses indicates the time, in seconds, of a pause in speech.
(.)	Micropause	A brief pause, usually less than 0.2 seconds.
. or ↓	Period or Down Arrow	Indicates falling pitch.
? or ↑	Question Mark or Up Arrow	Indicates rising pitch.
,	Comma	Indicates a temporary rise or fall in intonation.
-	Hyphen	Indicates an abrupt halt or interruption in utterance.
>text<	Greater than / Less than symbols	Indicates that the enclosed speech was delivered more rapidly than usual for the speaker.
<text>	Less than / Greater than symbols	Indicates that the enclosed speech was delivered more slowly than usual for the speaker.
°	Degree symbol	Indicates whisper or reduced volume speech.
ALL CAPS	Capitalized text	Indicates shouted or increased volume speech.
underline	Underlined text	Indicates the speaker is emphasizing or stressing the speech.
:::	Colon(s)	Indicates prolongation of an utterance.
(hhh)		Audible exhalation

? or (.hhh)	High Dot	Audible inhalation
(text)	Parentheses	Speech which is unclear or in doubt in the transcript.
((italic text))	Double Parentheses	Annotation of non-verbal activity.

Jeffersonian Transcription Notation is described in G. Jefferson, "Transcription Notation," in J. Atkinson and J. Heritage (eds), *Structures of Social Interaction*, New York: Cambridge University Press, 1984.

Meanwhile, in analysing the transcription of the teacher and students' conversation, the unit of analysis used follows what Biber et al (1999) proposed which consists of analysing the Multi Word Units (MWUs), collocations, idiomatic phrases, binomial expressions, inserts, and lexical bundles. The units of analysis regarding multi word units are the single semantic units that the meaning cannot be derived from the individual words. They can be in a form of phrasal verbs, prepositional verbs, phrasal-prepositional verbs, or collocation. However, the collocations categorized as the MWUs have the idiomacity by means that the meaning cannot be predicted from the individual words. Collocations, further, are identified based on eight contructions deduced from Lewis, and McCharthy's et al in Mounya (2008); Adj + Noun, Noun + Verb, Verb + Noun, Noun + Noun, Adv + Adj, Verb + Adv, Verb, Prep + Noun, and Adj + Noun. Collocations also can be identified from the nouns used based on Biber et al (2002:61). Idioms, as the third type, are identified based on several types. They are phrasal verbs, prepositional verbs, prepositional phrases, and verb + noun phrases based on corpus linguistics from Biber et al (1999). Binomial expressions, then, are identified from a combination of word₁ and word₂ linked with *and*, and *or*. They were classified from four construction; Verb + Verb, Noun + Noun, Adv + Adv, and Adj + Adj. Inserts, on the other hand, has many forms that will be the unit of analysis of this type of formulaic expressions.

They are greetings and farewells (e.g. *hello, morning, bye, see you, good bye, see you later*),

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discourse markers (e.g. *well, right, now*), vocatives (e.g. *darling, God, mate*), attention signals (e.g. *hey look*), response elicitors (e.g. *you know who Stan is, **right?***), response forms (e.g. *okay, right, yes, no*), polite formulae (e.g. *yes please, thank you, thanks, pardon me, beg your pardon*), apologies (e.g. *excuse me, pardon me*), and expletives (e.g. *God, damn, shit, my gosh, gee, heck. At last*, lexical bundle, are classified based on Biber et al (1999); (1) personal pronoun + lexical verb phrase, (2) pronoun/noun phrase + *be* +, (3) verb phrase with active verb, (4) *yes-no* question fragments, (5) *wh*-question fragments, (6) lexical bundles with *wh*-clause, (7) *to*-clause fragments, (8) verb + *that*-clause fragments, (9) adverbial clause fragments, (10) noun phrase expressions, (11) prepositional phrase expressions, (12) quantifier expressions.

After classifying the types of Formulaic expressions used by students in the interaction based on Biber et al (1999), the frequency was then identified. Knowing how frequent were each type of formulaic expression produced, helped answering the second and third research questions. The interview was transcribed and described to further answer the other research questions. By analysing the interview, the students' problems in using formulaic expressions for example the use of tense, L1 transfer, lack of vocabulary, and so forth are then identified. The last thing is then describing the findings based on the research problems and discuss it further by presenting relevant theories which either conform or contrast the. Moreover, others' research findings in the area will be presented in an attempt to enrich the study by comparing the findings.