

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the methodology of the present research to respond to the two research questions previously stated in Chapter I. It covers research design, research site and respondents, data collection technique, and data analysis technique.

#### **3.1. Research Design**

This research employs case study approach, as the aims of the study is to reveal the phenomena beyond the process of language teaching and learning. Nisbet and Walt's (1984, cited in Cohen *et al.*, 2005:184) point out that case study: (1) can be done by a single researcher without needing a full team; (2) is strong on reality; (3) gives insight into similar situations; (4) catches specific elements and unexpected events; and (5) has results which are easily understood by the reader and immediately intelligible as they speak for themselves. Therefore, case study approach is appropriate for the present research as it is investigating the dynamics moves that occur in the classroom interaction and how the teacher's question and instructions affect the variation of the dynamic moves.

#### **3.2. Site and Respondents**

This research was conducted at one senior high school in Bandung. This school has been chosen for at least two reasons. First, this school provided the researcher with access to undertake the research. Second, the researcher has ever become a pre-service teacher at that school, so it was accessible. These facts could enhance the feasibility of this research.

The participants involved in this research were an English teacher and 38 students of eleventh grade. The English teacher selected was a teacher who has many experiences in teaching English. The teacher has become an English teacher for 34 years. Meanwhile, eleventh grade students have been selected because Brown (2001)

stated that the higher of the proficiency level that the teacher teaches, the more questions and instructions that the teacher can venture. It is related with the second question of this research stated in the first chapter.

### **3.3. Data Collection**

The data were collected through classroom observations and an interview. Classroom observation was conducted to get information about the real classroom situation of the selected site which capturing the dynamic moves in the classroom interaction during the English teaching-learning process. Then clarification and elaboration were gathered through an interview to the teacher. Each technique of the data collection technique is described thoroughly below.

#### **3.3.1. Classroom Observation**

In gaining the natural interaction between students and teacher in the classroom, classroom observations have been conducted as the focal technique to collect the data. Video as a tool of classroom observation technique has been used to get through comprehension of classroom interaction. The video-tapes were then transcribed to find respective categories of utterances with the help of field notes. The type of classroom observation used in the present research is non-participant observation in which the researcher does not participate in the activity being observed, but rather sits on the sideline and watched (Fraenkel and Wallen, 1990).

The videotaping itself was conducted, on 29<sup>th</sup> January 2013, 30<sup>th</sup> January 2013, 12<sup>th</sup> February 2013, and 13<sup>th</sup> February 2013. Each lesson was recorded for 2-hour lessons (90minutes). The researcher used a video-recorder and recorded the lesson without any involvement in the interaction.

#### **3.3.2. Interview**

Beside the classroom observation, the researcher also conducted an interview to crosscheck the data from classroom observation. Semi-structured interview has been

applied. Some questions were designed to be asked to the teacher in order to gain the objectives of the research and issues that occurred during observation. Tape recorder was used to record the interview, the result of interview then was transcribed. The interview session has been conducted once.

These are the following questions of the interview in *Bahasa Indonesia*:

1. *Menurut pendapat anda, apakah dalam mengawali PBM harus selalu dengan “mengajukan pertanyaan”?)*

(Should a teacher/an instruction begin with a question?)

2. *Setelah mengamati beberapa pertemuan di kelas, saya melihat kalau anda banyak mengajukan pertanyaan untuk mengecek pengetahuan awal siswa atau “display question”. Kenapa anda banyak mengajukan “display question” kepada siswa? Kenapa demikian?*

(Having observed several meetings, I saw you ask a lot of display questions.

Why do you ask many display questions to the students? Why?

3. *Menurut anda, apakah guru perlu memberikan waktu jeda untuk menunggu jawaban/respon siswa?*

(Should a teacher employ/use a wait-time for student's response?)

4. *Menurut anda, factor apa saja yang membuat siswa tidak menjawab pertanyaan atau tidak mengikuti instruksi yang anda berikan?*

What are the factors that make students do not answer/respond to your questions or the instructions you give?)

5. *Menurut anda, bagaimana cara untuk membuat siswa berpartisipasi di kelas?*

(How do you make your students participate in a class?)

### **3.4. Data Analysis**

The data collected from classroom observation were analyzed by using dynamic move theory developed by Martin (1985), Ventola (1987) and Suherdi and Love (1996 cited in Suherdi, 2009). In addition, the data were also analyzed based on types of questions proposed by Kinsella(1991) and Bloom (1956 cited in Brown, 2001) and types of instructions included in FLINT theory proposed by Moskowitz (1971 cited in Brown, 2001).

The data from the videos were watched and transcribed. During the process of reading the transcriptions, coding was employed by matching the data with research questions (see Chapter One session 1.2). To find out the dynamic moves occurred in the classroom interaction, the transcriptions were analyzed by segmenting the utterances into exchanges. After that, each move is labeled and categorized based on the dynamic move theory. In addition, to analyze the questions and instructions used by the teacher, the questions and instruction were categorized. After that, the categorization were connected to dynamic moves occurred in the interaction. The result of the analysis is described comprehensively and thoroughly in chapter 4.

### **3.5. Concluding Remark**

This chapter has presented research design, research site, participant, data collection technique, and data analysis technique. This research is aimed to find out types of dynamic moves that occur in the classroom interaction and to show how teacher's questions and instruction affect the variation of the dynamic moves.