

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology applied in this research which supports the thinking procedure in taking every decision made for the attempt to achieve the objectives of the study. It includes research design, research site and respondents, process of collecting data and process of analyzing the data.

3.1 Research Design

This study employed a descriptive case study that will be analyzed through qualitative methods with combination of a simple quantitative. Simple qualitative was used in measuring percentage of each teacher talk categories and students participation since the aim of this research is to identify the aspect of teacher talk (TT) used most in the English Foreign Language classroom, students participation that encouraged by those teacher talk, and how the students perceived to TT and their performance. Chaudron (1988) believes that interaction analysis has not pursued quantitative analysis, although measurement of the frequency of specific behaviors implied quantitative focus.

Qualitative research is the process of describing this situation using a systematic subjective method. According to Baxter & Jack (2008), this qualitative case study is a research approach that facilitates the exploration of a phenomenon within its context using a variety of data sources. This ensures that the issue is not explored through one lens, but rather a variety of lenses that allow multiple facets of the phenomenon to be revealed and understood.

The research was conducted in qualitative design as it investigated a phenomenon that Cresswell (2014) describes as an approach that frequently inquires makes claims of knowledge based primarily on actual experiences of the participants. Physically, the researcher goes to individuals, settings, sites or institutions to interview or record in their natural setting.

In addition, descriptive research is a research design to reveal the natural phenomena that occurred in classroom activities, and the result of this research is

human behavior, which is the interaction between teacher and student. Descriptive method could help the researcher discover what is actually happening during the observation. It is also appropriate to use descriptive methods to explain the types of talks used by the teacher to encourage student participation and to reveal the most dominant talks used by the teacher to encourage student participation.

Moreover, a qualitative research was chosen for two main reasons. First, this research is aimed to investigate the type of teacher talk in the EFL classroom using a natural framework drawn by Zulfah et al. (2015) and there was no treatment or manipulation given to the participants by the researcher. This is in line with Creswell's qualitative research characteristics (2014, p.234) which is "Natural Setting: where" Qualitative researcher tends to collect data in the field where participants experience the issue or problem study. The second reason was because the study used various data sources such as video-recording, field notes, and interviews.

In this research, the researcher was involved in a sustained and intensive experiences with the participants as the researcher conducted the research by observing the classroom and paying attention to the talk of the teacher and the participation of the students.

3.2 Research Site and Respondents

3.2.1 Site

This research was conducted in a 7th grade of junior high school students. The reason of choosing the class as the participants of the study was because the researcher conducted her teaching practicum program; *Program Praktik Lapangan* (PPL), in this Junior High School in Bandung and the researcher found that the participation of the students are medium-low and the English teacher's took an important role in making the students to participate more in classroom activities. The observation took place in the first semester from September to October 2018.

3.2.2 Participants

The study involved one English teacher and a seventh grade class. The teacher and the students have been chosen because of the consideration as the students involved have a medium-low participation in the classroom. Besides, the researcher only needs one teacher as the sample to see the case of encouraging the students' participation.

The process of studying conducted following English teachers' lesson plan. The focus of the observation was in the phenomenon of students' participation in connection to the talk used by the teacher to encourage them to participate.

3.3 Data Collection

Williams (2007, p. 68) 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; observations, interviews, archival records or documents, physical artifacts, and audiovisual materials or transcription (Williams, 2007). However, in this research, the data was obtained by using several methods such as video recording which was conducted in six meeting from the beginning until the end of the lesson, classroom observation which included field-note taking, and interview conducted to the teacher and the students.

To investigate how the teacher managed student participation in the complex environment of EFL, the data analyses focused on the teacher strategies of talk introduced in 2.1. 2. Framework of Teacher talk under study refers to the teacher's verbal language output in the course. Moreover, the students were asked some questions on interviews conducted after all the meetings completed. The interview addressed the students' belief and perception towards teacher talk in EFL classroom and the relation to their performance.

3.3.1 Video Recording of the Classroom Activities

Considering the naturalness of teacher-student interaction, video recording was chosen as the technique of gaining teacher-student interaction in the classroom and also seeing student participation in classroom activities. Video recording is considered as

valuable and objective data to observe teacher-student interaction in the classroom (Burns, 1999). Furthermore, Alwasilah (2000) stated that the data could not be said as valid data without video recording. In addition, Cresswell (2014, p.239) also stated that video recording provides the researcher with several advantages in gathering teacher-student natural interaction as it may be an unobtrusive method of data collection, provides an opportunity for participants to share their reality directly, and is also creative in capturing attention visually.

Video recording also provides a high level of accuracy as it clearly shows what really happened in the particular setting. This is in line with the purpose of the research that focused on the real situation of interaction in the classroom, specifically teacher talk and student participation. Through the video recording technique, it was expected that the entire classroom activity and interaction could be captured in detail.

The time allocation for each meeting of English lesson is differ from one another. Some meetings spent 45 minutes which is one hour lesson, and some meetings spent 90 minutes which is 2 hours lesson. While the video is recorded, the researcher did not involve in the classroom activities. The data collected from the video-recording were used as the primary data to answer the first and the second research questions regarding to identify the percentage of each type of talks which used by the teacher that trigger students' participation in the classroom.

3.3.2 Classroom Observation (Field Notes)

In addition to video recording, classroom observation is conducted using field notes that are also used in this research to support data in order to make data analysis more objective. Observing the classroom will help the researcher draw the conclusion and the point of view, phenomenon, event, or observed process of the respondent (Alwasilah, 2002). Furthermore, observation (field-note taking) also presents a reality check where it allows the researcher to look at behavior that might go unnoticed by the participant (Cohen et al. 2010).

Field-notes were taken as the instrument to note the things that the video-tape cannot record. As stated by Gibson & Brown (2009), notes can be used to remind the researcher of intriguing features that should be checked later on the recording as a complement to the more descriptive data; and the aspects of recording that cannot be taken from the camera. In other words, it is a supplementary tool to give details of what is happening in the classroom.

Field-noted were taken in each meeting during the session. The field notes narrated what happened during the teacher-student interaction and the activities in the classroom. Field notes were taken to ascertain the insights of the researcher on the action of the participants during the entire lesson. It also taken in interviews done with teacher and the students. Creswell (2014) suggested the field note as a preparation to the event that the recording equipment fails.

3.3.3 Interview

The interview was chosen as one way to collect the data. It was conducted to obtain information about the talk of teachers and the participation of students and the findings of which types of talk occurred most and to encourage students to participate in the EFL classroom. The interview was used to check data from classroom observation and to support the data. In addition, the interview gives the researcher some advantages, It provides useful information that cannot be provided by directly observing participants as it gives participants the opportunity to describe detailed personal information and allows the interviewer to ask specific questions to obtain the necessary information (Cresswell, 2014, Gill et al., 2008).

An individual interview is a conversation between two people with a structure and purpose. It is intended to elicit the understanding or viewpoint of the interviewee on a subject. Individual interviews, which may include main informant interviews, are helpful for exploring an issue's views, values, understandings, emotions, experiences, and views of an individual. Individual interviews also enable the researcher to ask about

a complicated problem, learning more about the contextual variables that regulate individual experiences (Longhurst, 2009).

The interview has been chosen as one of ways in collecting the data. It was conducted to obtain the information regarding teacher's talk and students' participation and the findings of which types of talk occurred the most and encourage students to participate in EFL classroom. The interview was used for crosschecking the data from classroom observation and supporting the data. Moreover, interview give 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 question to elicit the needed information (Cresswell, 2009, p.179; Alwasilah, 2002).

Kvale (1996) defines interview as "an interaction between two people, with the interviewer and the subject acting in relation to each other and influencing each other." Interview was chosen for the purpose of exploring views, experiences or beliefs and is considered to provide a profound understanding of social phenomena. As Kvale (1983, p.174) on Opdenakker (2006) Qualitative research interview is described as "an interview with the purpose of gathering descriptions of the interviewee's life-world with respect to the interpretation of the meaning of the phenomena described."

Alwasilah (2002) stated that in qualitative tradition, interview and observation are the most important methods for collecting data in addition to text analysis and transcription, which helps the validity of the data. It provides a deeper understanding of the observed phenomenon

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

Semi-structured interview was applied to the teacher as well as the students because it allowed the researcher to respond to the interaction at the moment; it means that the researcher will improve the questions planned in the interview, whether to respond, acquire new ideas on the topic. The interview was conducted with the teacher in practice. The questions that were to be asked are all about the entire teaching and learning process activities, the perceptions / perspectives of teachers and students about the classroom interactions and the activities they experienced. The interview was conducted in Bahasa Indonesia so that the interviewees could express their thoughts freely. While conducting the interview, the researcher recorded the interview via tape recorder to enable the researcher to obtain verbatim data that will be written on the researcher's note.

These are the following questions given to the students in the interview:

1. Do you like English language subject? Please give a reason whether you like it or not?
2. Do you think that being actively participate in classroom is important? Why?
3. Do you like the way the English teacher teaches you?
4. What is your opinion about the English teacher's way in teaching? Is it fun? Easy to be understood?
5. What do you think from the teacher's way of talk that could encourage to participate well? Is it explaining? Questioning? Or direction? Give a reason.
6. How would you rate your participation in classroom?
7. How would you like to participate in the classroom?
8. Do you prefer to be questioned, giving ideas or discussing?
9. What skills of English do you like the most? Reading, writing, listening, or speaking?
10. Do you like to learn in group or by yourself in the classroom?
11. What do you think about the way teacher's giving a comment on your answer? Is it affect you to participate more?

12. What do you think that affect you to become lacking of participation in the classroom?

These are the following questions given to the teacher in the interview:

1. What is teacher talk in your beliefs?
2. What is students' participation in your perspective?
3. Are silence and paying attention considered as participation from students?
4. Are students' participation is higher than teacher talk in the classroom observed? Is it hard to encourage their participation?
5. Do you think teacher talk is important and it has a great impact in encouraging students' participation?
6. What are your ways to deal with passive students in classroom?

3.4 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 researcher typically observe and interview the participants (Creswell, 2014). 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; Gill et al., 2008) 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 English teacher by meeting them personally and regularly. Moreover, a good relationship has been maintained with institution and the teacher even before the research data are taken because the researcher also taught in the same school to accomplish her teaching practice program.

3.5 Data Analysis

The collected data was analyzed through some aspects that had been discussed before. These analyses were expected to gather all the information needed for the findings of the research. In analyzing the data, the procedures of analysis conducted as follows:

3.5.1 Procedure of Analysis

The procedure of analyzing the observation data was conducted in some steps before getting the result, and those steps is elaborated below.

3.5.1.1 Classroom Activities Video recording

Video-recording method and field-note taking were used to do the observation in the classroom. At this stage, the observer collected the data by recording the classroom activities from the opening to the closing. Classroom observation was focused on teacher talk and student participation. Thus, the focus of the recording were on the time when teacher talked and how students responded to the talks.

The researcher also took some notes to remember what had happened in the classroom that the camera might not be able to capture.

3.5.1.2 Transcribing

After collecting data through video recording and taking field-notes, the first step of the analysis was transcribing video recording data. Burns (1996 in Eckstein & Lilley, 2012) believes that transcription offers the opportunity to review a "live" interaction and the luxury of being able to analyze: (1) the interaction style, (2) the interaction result, (3) the interaction relationship, (4) the purpose of the interaction and whether it was achieved, (5) the development of the interaction, (6) the strategies adopted by the interactions, (7) turn-taking and turn-type patters, and (8) the socio-cultural values that informed the interaction.

Based on the advantages of data transcription, the researcher transcribed all the data from all the meetings that were conducted and all conversations will be written

in the transcription table. In this part, all the interaction and activities was written word by word. The researcher labelled the teacher utterance as ‘T’, ‘S1’, ‘S2’, ‘S3’, et cetera for one students’ utterance, and ‘Ss’ label was for group of students’ utterances.

Interviews were also transcribed. The transcription was then translated to English.

3.5.1.3 Coding the data

After the data are transcribed, the transcribed data were coded by using some labels as shown in chapter II in numbers. Coding each type of utterances in classroom on the transcription was done in this stage.

From the whole transcription, as the data analysis was aimed to focus on teacher’s talks that can encourage students’ participation in the learning process, all the teacher’s talks were categorized into Zulfah et al. (2015) context of teacher talk in terms of instructional and management talk, while students’ participation types were categorized using student participation criteria found in the classroom. Students’ participation type was adopted from some framework, which are Turner and Patrick (2004) and Crosthwaite et al. (2015) list of students’ participation. The reason why that particular participation rubric was selected was because the indicators encompassed in it are in line with the six sets of skill that reflect the key learning principles by Cameron (2001). Moreover the participation rubrics are developed for the undergraduate students which are adult learners. Therefore, the rubric tool was modified considering that the students as the participants in this study are seven grade of junior high school students which are young learners from English as a Foreign Language country.

Coding is the process of categorically marking of referencing units like words, sentences, paragraphs, and quotations, as a way to indicate patterns and meaning. Categorizing data helps the researcher to: (1) identify the phenomenon, (2) count the frequency of the phenomenon, (3) show the relationship between the frequency of code and the inclination of findings, (4) and arrange the categorization and sub-categorization (Saldana, 2009; Gay et al., 2006)

Teacher Talk category, which is categorized from the Zulfah et al. (2015) context of teacher talk were utilized in order to see types of teacher talk occurred in classroom. Besides, the category of Student Participation is aimed at seeing what kind of participation is encouraged after the teacher produces a type talk.

In coding the data, the researcher places the types of teacher talks in a list added with the types of student participation with the characteristics of each type, so the organized number in the list will be used as the code in the transcription. The guidelines can be seen as follows

To see the complete explanation of the characteristics for guidelines in coding the data, see the table in appendix 1 (page

Guidelines in coding the data		
TT and SP types	Example of utterances	Code
Greeting	<i>Assalamu'alaikum</i>	1
Checking presence	Who is absent today?	2
Giving instruction	Attention please!	3
Giving Instructional direction	The task is number one to ten	4
Giving management direction	Write the task down on the LKS.	5
Giving announcement	Next week we will continue our lesson by creating a family tree	6
Giving advice	You have to pay attention to what is being said by the teacher	7
Giving correction	Yes, you are right.	8
Giving explanation	So, when we are talking about ourselves we also talk about our family.	9
	Family is our father, etc.	
Encouraging students	C'mon! You can do it.	10
Giving reprimanding	Why you did that? You caused a trouble!	11
Giving praise	Very good. Excellent!	12
Giving punishment	You didn't do the homework? Do it now and make it double!	13
Giving thanks	OK, thank you.	14
Making humor	Wherever you are, I will always looking for you, haha!	15
Asking instructional questions	What have we learned on the last meeting?	16
Asking management questions	What date is it today?	17
Answering instructional questions	Yes. Cousin is sepupu.	18
Answering management questions	No. You have to discuss the answer	19

Closing activity	See you.	20
Offering Ideas spontaneously	Replace the h with o and it becomes my name	21
Answering Questions When Called On	Yes miss. The answer is yes.	22
Discussion With Partners	Hey, S24 what is the meaning of <i>ulang tahun</i> ?	23
Asking Questions to Teacher	Miss, is this how the task is done?	24
Participation in class discussions	Yes. I found it on game.	25
Behavioral (Watch, Listen, Think)	(The act of paying attention, listening, confused, laughing)	26
Demonstrate on chalkboard	(sticking the cards)	27
Volunteering to Answer Questions	Miss, I want to give an answer	28
Following Instructions	(Students followed what is instructed by the teacher)	29
Taking Notes	(Students taking notes of the material given)	30
Completing written work	(Students give the task to the teacher)	31
Helping Friends	(Students help their friends who are facing difficulties)	32
Silence	(no response)	33

3.5.1.4 Calculating the data

After the transcribed data had that been coded and analyzed is done, 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 first research question which is finding the dominant talk used by a teacher in the classroom using Yanfen, L., & Yuqin, Z. (2010) framework of teacher talk. Moreover, the type of students' participation were also calculated based on the analyzed data. The type of students' participation were calculated by using students' participation rubric by Crosthwaite et al. (2015), Mustapha & Rahman (2011), Turner & Patrick (2004).

Researcher calculated all the coded data based on the coding category. After calculation, the data categorized will be added to the chart to make it easier for the researcher to draw the results of the observation.

While the characteristics students' participation as discussed in chapter two is vary in classroom activities, and as mentioned before, in page 35, that determining level of in-class participation is drawn from the adoption I made considering EFL context in particular and that using English is not enforced, the coding of students' participation is based on the characteristics below:

3.5.1.5 Interpreting the Data

After analyzing and calculating the data, interpreting the data becomes the next thing to do. The researcher interpreted the data attempted to answer the research question suggested in chapter 1. The result of the research questions answer was displayed in some tables that revealed the appearance of each teacher talk category in each meeting as well as the appearance of Students ' Participation category. By using the researcher's tables, ideas and interpretation can be clearer and more permanent because it helps to reduce the complex data into the simple ones, conclude the interpretation of the researcher towards the data, and serve the data as a whole Krueger, 1994). The researcher made the phenomenon description based on the table. This

description was considered as the findings of this research. In addition, the findings of this research are linked to each other in order to obtain phenomenon and present it in deep discussion.

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The result of the answer of research questions were displayed in some tables which revealed the appearance of each teacher talk category in each meeting and appearance of Students' Participation 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 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 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 (Saldana, 2009). Moreover, Cronbach (1951, 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. Therefore, some techniques were provided to maintain the reliability and validity of this research, such as triangulation, member checking, and feedback.

3.6.1 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 describing the risks of limited conclusion of certain method and sources, and increasing the validity of conclusion (Carter et al., 2014). 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 form each method. Thus by doing so, the researcger was able to reduce bias which can be caused by the subjectivity.

3.6.3 Feedback

The last thing to do in collecting the data in this research was feedback. Feedback prevents the invalidity, bias and researcher's assumption, and debilities of research logic of ongoing research. Feedback can be asked from some individuals that already familiar with the topic of the research or not (Smith and Noble, 2014). 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, and some friends whose research has the same focus.

3.7 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.