

CHAPTER III

RESEARCH METHOD

This chapter elaborates the approach, the methodology, and the instrumentations which are employed in this research to obtain the answers of the research investigation. It involves the types and the pedagogical functions of teacher's directive towards male and female students and the way teacher's directive relates to EFL classroom interaction. The chapter also presents research design, research site and participants, data collection, and data analysis. At the end, concluding remarks are also presented to provide a clear summary of the discussion.

3.1 Research Design

The research attempted to investigate directive performed by a teacher in terms of types and pedagogical functions towards male and female students and the way the teacher's directive relates to EFL classroom interactions chiming Searle's (1969), Kreidler's (1998), and Amalsalah et al.'s (2004) framework. This study was under the principle of qualitative inquiry in the field of case study with a simple calculation to calculate frequency of forms and pedagogical functions of directive used by the teacher.

In qualitative approach, complex numerical and statistical methods of data analysis were not presented in a form of complex numerical and statistical methods; nevertheless it promoted a mixture of recordings, transcription, and description documents (Dornyei, 2007). In qualitative research design, the data obtained would be in the form of written or pictorial information rather than a calculation of numbers. It is in the same vein with Hamied (2017) who proposed that qualitative design promotes researchers into critical of language subjects, in the form of narrative presentation, in presenting results of the study rather than a numerical value of presentation.

Moreover, Fraenkel et al. (2011) stated that qualitative approach functions to comprehend participants' social phenomenon based on their point of view. Then, the

data organization permit the researcher to contrast, compare, identify, categorise, analyse, and bestow patterns upon them out of multiple sources of research data (Creswell, 2009; Gay & Airasian, 2000; Miles & Huberman, in Hamied & Malik, 2016). In other words, the obtained data in the study would be coded descriptively and interpretively to make sense of the data by categorizing and thematically analyzing.

This study was also in a form of a case study since it was able to comprise the study of such cases towards one individual, classroom, or school in more detailed, holistic, critical, and in-depth understanding (Fraenkel et al., 2011; Zainal, 2017). The design of case study authorizes the implicit and explicit elicitation from the object of the research cases by chaining the main sources of data to a theoretical framework (Tellis, 1997). Going hand-in-hand, the research was employing the qualitative design in relation with case study since these designs were categorized as the most eligible mode to present the findings of the study which was unavailable to be generalized for all schools or students.

3.1.1 Research Site

The research was conducted in a senior high school in Bandung. The research was conducted in the school as the most natural setting where the participants experience the issue underlies in the study (Creswell, 2009). There were two main reasons for the selection of the school; first, the school provided feasibility of the research in which the school authorities permitted the researcher to conduct a research; second, the school provided the appropriateness of characteristics, schedule and accommodation that would bring ease to conduct a research. In terms of characteristics, the school had included the latest curriculum embraced in Indonesia: *K-13* (2013 Curriculum). The embracement of *K-13* provided the school the opportunity to explore the stages of scientific approach in which the teacher was required to give the students chances to construct their understanding of the knowledge and strengthen the students' affective attitudes (Ministry of Education and Culture, 2013). Additionally, teacher's language used in the classroom would be considered important as the medium to meet the

purpose of the lesson. Besides that, the school also served as a pilot school. The school posed as a model for other high schools in Bandung since it tested subject ground and developed curriculum and methodology. In addition, the criteria embedded in the school met the requirements as the most compatible school to conduct a research and provide feasible findings.

3.1.2 Research Participants

The research investigated a female teacher who taught an EFL classroom consisting 32 students (12 male students, 18 female students) in one public senior high school in Bandung. The participant was selected purposively since the knowledge of the participants meets the research purpose, the experience of the participants represents the research investigation, and the necessary information is possessed by the participants. As Fraenkel et al. (2011) suggested that purposive sampling concerns on personal judgment to select a sample with several consideration and criteria embedded in the participants. The nature of purposive sampling would bring beneficial tenets for this current research since the participant was available to provide the necessary information that the research required.

The selection of the participants was based on several criteria: she is a teacher who has taught for about four years, she has undergone various experiences in teaching and learning process and practicality, and she is considered as a professional English teacher since she has appropriate background of the study that she graduated from English Education Department of Universitas Pendidikan Indonesia. Besides that, a classroom where the teacher taught English was also selected based on some considerations. First, the classroom nominated consisted 32 students who were considered having same level proficiency in which the teacher could put concern on other factors of teaching and learning process. Second, the material taught was news item that concerned on both receptive and productive skill of the students. Thus, the required data could be obtained.

3.1.3 Research Instruments

The data of this research were obtained by utilizing two instruments, namely classroom observation and interview. The utilization of these instruments was based on the nature of qualitative research design that it depended on multiple sources of data in order to review all the data and make sense of it (Creswell, 2009). Furthermore, it was also intended to attain accurate data of the research. The instrument employed in the study would be briefly explained below.

3.1.3.1 Classroom Observation

Classroom observations were employed in the study as an instrument in collecting data to observe the information as it occurred naturally and truthfully within the site and notice unusual aspects of the issues (Cresswell, 2009; Hamied, 2017). It portrayed participants' behavior in the most genuine situations with conscious noticing and detailed examinations (Heigham & Crooker, 2009; Nunan & Carter, 2001). Additionally, classroom observations were utilized to obtain the information and provide a true picture where teacher performed directive speech acts in all activities occurred in the classroom towards male and female students, more specifically the way teacher taught English and employed speech acts to promote students' engagement in the EFL classroom interaction.

Classroom observations were initiated three times since it was believed to provide adequate time in eliciting the information and it related to teacher's lesson plan. Gay and Airasian (2000) propose that three or four meetings can provide a clear impression of what is going to be observed in a comprehensive manner. The classroom observation was held once a week as it followed 2013 curriculum (*K-13*) in which English was only taught once in a week for 2 x 45 minutes in each meeting. The research schedule would be presented briefly below.

Table 3.1 Research Schedule

No.	Classroom Observation	Date
1.	Classroom observation 1	July 31 st , 2018
2.	Classroom observation 2	August 7 th , 2018
3.	Classroom observation 3	August 14 th , 2018
4.	Follow-Up Interview	November 14 th , 2018

Each of the observations was audio-videotaped in order to provide the ease in transcribing the transcripts, give thorough information, and decrease the missed information. Then, during the classroom observation, the researcher had a role as a complete observer or non-participant observer in which the researcher was only observing and sitting on the sidelines without taking participation in the activities occurred during the interval time of research into account (Fraenkel et al., 2011). Besides that, field notes were also used in the recent research in order to record real-life teaching and reflecting real-life situations that were used in analyzing the content (Fraenkel et al., 2011; Patton, 1990). Therefore, a complete data presentation would be attained.

3.1.3.2 Interview

In this research, interview was also applied in order to provide information that could not be directly observed, such as feelings, thoughts, and intentions, in this case: teacher's reasons and intentions in performing certain forms and pedagogical functions of directive towards male and female students in the EFL classroom. The interview inquired into the teacher's feelings, thoughts, intentions, and behaviors at some points in time. It sought clarification regarding particular situations in the classroom interaction (Patton, 2002). Apart from that, the importance of interview was done to check accuracy or verify or refute the impression of the teachers obtained during classroom observation (Fraenkel et al., 2011).

Several questions to elicit those kinds of information were essential to address. The interview was in the form of a semi-structured interview which consisted of a series of questions to elicit teacher's specific responses. The careful way in asking relevant questions had to be developed with an ability to control the line of questioning the participant to obtain the data required. Adapting Hassakhah and Zamir (2013) framework of gendered teacher-student interaction in the EFL classroom, the questions addressed to the teacher covered several aspects, as follows:

Table 3.2 The Interview Framework

No.	Aspects	Number	Total
1.	Teacher's personal feelings, drives, and goals	1, 2, 3, 4, 5, 6	6
2.	The background or setting of teacher's directive speech acts	7, 8	2
3.	Teacher's teaching and learning experience	9, 10, 11	3
Total			11

Adapted from Hassakhah, J. & Zamir, S. R. (2013). Gendered teacher-student interactions in English language classrooms: A case of Iranian college contexts. *SAGE Journals*, 3(3).

The questions uttered to the teacher would reveal the experience and the reasons that the teacher had when realizing directive speech acts towards male and female students. Moreover, it also attempted to reveal the possible results of the treatment given by the teacher. The interview was intentionally done at the end of a classroom observation to best shape responses from the participant. Therefore, the data obtained from interview would supplement the findings gained from classroom observation since there was a possibility of missing information.

3.1.4 Data Collection

The data of this recent research was obtained through two instruments, namely classroom observation and interview. The collection of the data gained from two

instruments would be gathered in different manners. Each of the data collection techniques would be elaborated briefly in the following procedures:

- a. first, observing the teacher in the EFL classroom in which the teacher performed directive speech acts by videotaping the learning situation and activities,
- b. second, filling out field notes sheet to note the important matters occurred during the classroom observations,
- c. third, transforming the videotaped data in the form of transcription,
- d. fourth, classifying and coding the transcription based on the framework of directive speech acts,
- e. fifth, coordinating the data obtained from transcription and field notes to supplement the missed information,
- f. sixth, combining the data obtained from classroom observations and field notes into a condensed body of information,
- g. seventh, interviewing the teacher with a set of questions provided by audiotaping,
- h. eighth, transcribing the audio-taped recordings into the form of transcription,
- i. ninth, aligning the data obtained from each instrument to draw a conclusion,
- j. tenth, analyzing and synthesizing the full condensed body of information into a clear description and constructing conclusion.

3.1.5 Data Analysis

After all the data of the research obtained, the data then would be analysed based on the framework of speech acts involving the classifications and the functions proposed by Searle (1969), Kreidler (1998), and Amalsalah et al. (2004). The qualitative design was ensued in the study, thus the data obtained would be coded as a systematic process to which the data were theorized and integrated to form a relevant theory (Strauss & Corbin, 1998). The process of the data analysis would be in the form of

continual and comparative process to capture the major idea and generate the data. The analysis of each instrument would be elaborated below.

3.1.5.1 The Analysis of Classroom Observation

Classroom observations were analyzed based on the audio-videotaped recordings and the observer's field notes capturing real-life situations in the classroom. The recordings, then, were transcribed in the form of video transcriptions. It was meant to grasp the information related to teacher's experiences, in this manner, the way the teacher performed the forms and the functions of directive speech acts towards male and female students during the classroom interaction. Following Saldana (2013) and Fraenkel et al. (2011), code and categorization are major components of qualitative data to group patterns observed in the data and capture language-based or visual data into rigid content. Departing from that, the next process in analyzing the data was identifying and grouping the transcription along with coding and categorizing the process or interaction occurred in the classroom during the observation. The data would be coded according to the framework of Searle (1969), Kreidler (1998), and Amalsalah et al. (2004) in order to find the forms of directive speech acts employed by the teacher in the classroom.

After the forms of directive speech acts had been discovered, the data would be analyzed to find the functions of the directive speech acts according to the framework of Amalsalah et al. (2004). Then, interpreting and discussing are also addressed in order to attain the information to which the certain forms and functions of teacher's directive speech acts promote the EFL classroom interaction. The results of the analysis were in the form of table (*see* Appendix A). The table consisted of teacher's utterances towards male and female students occurred in the classroom. All the utterances were coded, labeled, and put into each column that suited the category of each forms of directive speech acts and each functions of directive speech acts.

After that, the data were calculated to obtain the percentage of each type and functions of directive applied by the teacher. The percentage of each type and function would be presented. There were three formulas used in the study; the first

formula utilized to calculate the total proportion of each type and function of teacher's directive against total utterances performed in the classroom, the second formula employed to compute the total proportion of each type and function of teacher's directive in each meeting, and the third formula applied to count the total proportion of each type and function of teacher's directive towards male and female students. The first formula of the calculation used was presented below:

$$\text{Percentage: } \frac{\text{Number of forms or functions directive speech acts (fo)} \times 100}{\text{Total utterances}}$$

After obtaining the percentage, the data had to be classified and labeled. The results of the identification would be in the form of data sheet. The format of the data sheet was presented below.

Table 3.3 The Data Sheet of the Type of Teacher's Directive

No.	Type of Directive Speech Acts	Meeting			Total
		1	2	3	
		F (%)	F (%)	F (%)	
1.	Question				
2.	Command				
3.	Suggestion				
Total					

Table 3.4 The Data Sheet of the Pedagogical Functions of Teacher's Directive

Types of Directive Speech Acts						
Functions of Directive Speech Acts	Question	F (%)	Command	F (%)	Suggestion	F (%)
	AC		O		SUG	
	AQ		CA		WA	
	E		WI		TH	
	CK		N			
	CC		COM			
	AFC		I			
	AFR		GR			
	CL		GU			
			ST			
			COR			
Total						

Notes:

Question

AC : Asking Confirmation
 AQ : Asking Question
 E : Elicitation
 CK : Checking Knowledge

CC : Checking Comprehension
 AFC : Asking for Clarification
 AFR : Asking for Repetition
 CL : Checking Learning

Command

O : Order
 CA : Calling Attention
 WI : Wishing
 N : Nominating
 COM : Commanding

I : Instructing
 GR : Grouping
 GU : Guiding
 ST : Stimulating
 COR : Correcting

Suggestion

SU : Suggestion
 WA : Warning
 TH : Threat

After that, the second formula of calculation would be displayed below:

Percentage:
$$\frac{\text{Number of forms/functions directive speech acts in a meeting (fo)} \times 100}{\text{Total each type/ function in one meeting}}$$

After achieving the percentage, the data had to be classified and labeled. The results of the identification would be inserted in the table 3.3.

Then, the third formulation of calculation would be presented below:

Percentage:
$$\frac{\text{Total number of each type/function towards male or female students (fo)} \times 100}{\text{Total amount of type/ function}}$$

After achieving the percentage, the data had to be classified and labeled. The results of the identification would be in the form of data sheet that presented below.

Table 3.5 The Data Sheet of the Utilization of Teacher's Directive towards the Addressee

No.	Addressee	Meeting			Total
		1	2	3	
		F (%)	F (%)	F (%)	
1.	Male				
2.	Female				
3.	All Students				
Total					

The results of calculation were in the form of percentage that would be inserted in the table mentioned above. Then, each of the type and function of directive would be totaled. Finally, conclusion was drawn based on the generated pattern obtained from interpreted data.

3.1.5.2 The Analysis of Interview

The second data to be analyzed were data from interview. The interview was conducted naturally to elicit particular information regarding the utilization of directive, verify the impression of the participation gained during the classroom observations, and require information that might be missing from classroom observations. The interview was recorded and transcribed into the form of transcription. Then, the reflection and evaluation of transcription were made to analyze relevant information, as this research was concerned. The reflection and the evaluation of transcription were coded based on sentence to assign meanings. In addition, conclusions could be drawn based on the interpreted data obtained from the previous step.

3.2 Concluding Remarks

The discussion of essential points related to the approach, design, and methods to obtain the answers of the formulated questions has been presented. Moreover, this part of discussion also arrives with data analysis involving the frameworks used in

the study as a guided procedure to analyze the teacher's performance in the EFL classroom. In the following chapter, the findings and the discussion are presented based on the methods deployed in this chapter.