CHAPTER III

RESEARCH METHODOLOGY

This chapter presents methodology information employed in the undertaking of the study. It includes the research design of the study which discussess the approach and the method of the study. There are also site and respondents in which the setting and participant are discussed in this part and also data collection. In data collection, some instruments utilized of the research are described. Data analysis and procedure of the research are then presented. All of them are briefly discussed, but the latest one is going to be elaborated more in the next chapter.

1.1 Method of The Study

The study used a qualitative research design embracing characteristic of a case study. The qualitative approach itself focuses on certain phenomenon that is neither generalization nor comparison, but it has an internal validity and contextual understanding (Alwasilah 2002). It is in line with Creswell (2008) who asserts that qualitative research design aims to understand a central and specific phenomenon as the key concept of the research.

In this study, the qualitative study was employed to understand and to investigate how a teacher conducts English for young learners' classroom interaction as well as types of teacher tak and student talk that appear in interaction. In this qualitative study, information from participant, developed a form of questions, are collected to be then used to collect data in form of images

and words (Creswell, 2008). The data were then coded and broken down into several categories. Finally, they were analyzed and interpreted using some relevant theories in order to reach findings before finally come into conclusions.

In addition, case study was employed since the study is aimed at evaluating data to be more accessibly public form (Adelman, 1980, as cited in Bassey, 1999). A case study approach was chosen since it focuses on quality of specific phenomenon and case of individual, a group of people or real life contexts (Alwasilah, 2008; Creswell, 2003). In line with the view, this study was devoted to the investigation of classroom interaction in teaching English to young learners in one primary school and involved an EYL teacher and 15 four grader students as the participants of the study before conclusively coming to a final conclusion of the study.

1.2   Site and Participant

This study used purposeful sites and participants. It was because the study was intended to gain in depth exploration and detailed understanding of a specific phenomenon (Creswell, 2008). This qualitative study was then conducted in one primary school in Bandung. The school was selected since English is used as classroom language from first up to sixth grade of the school.

1.3   Data Collection Methods

In qualitative study, various methods were generally applied in the process of collecting data. As stated by Alwasilah (2002), some of them are interview,

observation, document analysis and survey or questionnaire. In this light, this study perceived interview and observation to collect the data.

Specifically on case study, Bassey (1999) writes that there are three main methods of data collection of case study: posing questions to listen to the answers, observing events to notice carefully what happens and reading documents.

Departing from the aims of this study, the process of data collection needed was devoted to classroom observation and interview. The more in-depth explanation about two data collection is going to be explained in further sub-chapters.

1.3.1 Observation

In conducting qualitative study, the first method to collect the data was classroom observation. To understand deeply and to obtain general description of how the teacher conduct classroom interaction, observation using video tapping technique was used in order to capture verbal and physical communication of the teacher and students in comprehensive picture for the purpose of data collection efficiency (Myhill et.al., 2006). The observation was held for nine sessions of teaching learning process starting on September 2th, 3th, 4th, 9th, 10th, and 11th, 16th, 17th, and $18^{th\ in}$ 2012. Observations are commonly utilized form of data collection which enable the reseachers to get deep assumption (Spradley, 1980a, as cited in Creswell, 2008). According to Creswell (2008), observation is a process to collect general information coming directly from the observed participants and cites of the research.

Furthermore, to investigate the characteristic of verbal classroom interaction conducted by the teacher, the study employed the Flander's Interaction Analysis Categories (FIAC) framework proposed by Flanders (1970, as cited in Richards, 2003). Flander's interaction analysis system was designed to classify the verbal behavior of teacher and students as they interacted in the classroom without any considerations to non-verbal one. As stated by Flanders (1970, as cited in Richards, 2003) verbal communication is more predominant in natural classroom setting, verbal communication is adequate to potray the total behavior realization in classroom.

1.3.2 Interview

The second instrument utilized in this study was inteview. According to Creswell (2008), interview permits researchers to ask participants about general and open-ended questions, to record their answer, to be then transcribed into form of word for analysis. Besides, it allows researchers to sharpen and to confirm what they capture on classroom observation if unclear and ambigous actions or activities emerge. Lastly, it enables reseachers to broaden questions and elicit information when necessarry.

Nevertheless, interview has some negative sides since information by participants may be deceptive as they try to meet the writer's expectation (Alwasilah, 2002). Alwasilah (2002) says that the minor point of interview is the participant can give impure answers in order to seek safety. This can be avoided by using another method to balance the data gained. The interviewer's presence also may be the cause of paticipant's inconvenience in delivering answers

(Cresswell, 2008). It is also in line with The interview process itself was conducted and recorded in November 14th.

1.4   Data Analysis Methods

The collected data were categorized into two types of data, quantitative data and qualitative data. The first type of data, which was quantitative data, was collected through the number of codes obtained from video transcripts. The former was analyzed by using Microsoft Excel analysis to get some percentages of certain phenomenon and categories.

The second type of data, which was qualitative data, was obtained by the interview. The data were analyzed and synthesized. As Fraenkel and Wallen (2006) proposed that analyzing and synthesizing the data collected of a study are essential in qualitative data.

1.4.1   Analysis of Video Recorded Data

The data collected from video recording was simplified in the process of analyzing data by implementing six steps. First of all was by reviewing the video recorded in order to gain general description about the practice of EYL classroom interaction. Secondly, the video recorded data were transcribed into words which consisted of verbal communication between teacher and students. Transcription is the process to convert audiotape recordings or fieldnotes into text data (Creswell, 2008).

The third step was exploring the transcription of video reording of observation and interview to gain the general sense of data and to seek answers

for each research question. Then, the fourth is coding the transcriptions. Coding is distingushing and labelling text to make descriptions and broader themes from the data (Creswell, 2008). Meanwhile, as stated by Alwasilah (2002), coding encourages researchers: (1) to identify the phenomenon, (2) to count the number of existing phenomenon and (3) to help researchers in arranging the inventions of categories and sub-categories. Besides, coding also facilitates researchers to get comparison of data within and between these categories (Maxwell, 1996). In coding the data, the writer followed non-rating scale coding proposed by Richards (2003) which includes interval sampling in every five seconds. Related to or the main code occured in five seconds was placed in the table, at which the column represents interval of every five seconds and the rows represents the minutes of the observation (see appendix B). The example of non-rating scale coding proposed by Richards (2003) can be seen in the following extract.

Table 3.1 Four Minutes of Coding on a 10-category System (Adapted from Richards, 2003)

Minutes/ Seconds	5	10	15	20	25	30	35	40	45	50	55	60
1	2	2	2	6	6	2	2	6	6	6	6	5
2	2	2	10	2	2	6	2	2	2	10	5	5
3	5	3	3	5	3	3	6	6	4	4	4	6
4	2	2	6	6	6	6	6	5	3	6	6	9

Based on the research questions of the study, coding was conducted based on the type of teacher and student talk from FIAC categories. The main research question is how the realization of verbal classroom interaction in young learner's classroom is conducted, which is broken down into two sub-questions: (1) types of teacher talk in the classroom (2) types of student talk in the classroom. They were identified by analyzing the videotapping transcriptions. The video transcripts were coded according to FIAC categories developed by Flanders (1970) as follows.
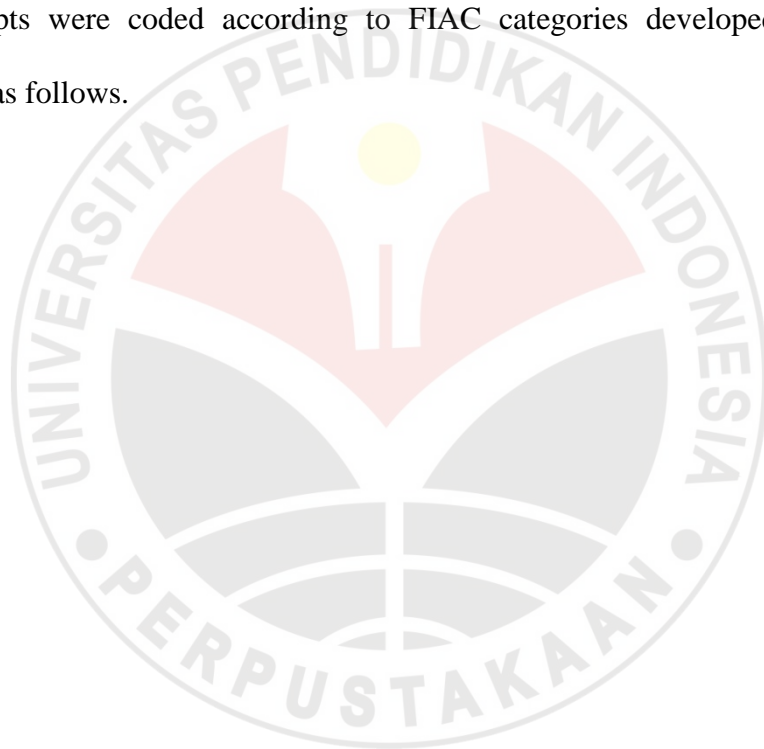
Table 3.2 Flander's Interaction Analysis Categories (FIAC)

	Direct/ Indirect Influences	Category number	Activity
Teacher Talk	**Indirect influence**	1.	**Accepts feeling:** Accepts and clarifies an attitude or the feeling tone of a pupil in a non-threatening manner. Feeling may be positive or negative. Predicting and recalling feelings are included.
		2.	**Praises or encourages:** Praises or encourages pupil action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, or saying "Um hm?" or "go on" and included.
		3.	**Accepts or uses ideas of pupils:** Clarifying or building or developing ideas suggested by a pupil. Teacher extensions of pupil ideas are included but as the teacher brings more of his own ideas into play, shift to category five.
		4.	**Asks questions:** Asking question about content to procedure, based on teacher ideas, with the intent that a pupil will answer.
	Direct influence	5.	**Lecturing:** Giving facts or opinions about content or procedures; expressing his own ideas, giving his own explanation, or citing an authority other than a pupil.
		6.	**Giving directions:** Directions, commands or orders to which a pupil is expected to comply.
		7.	**Criticising or justifying authority:** Statements intended to change pupil behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is during; extreme self-reliance.
Student Talk	**Response**	8.	**Pupil-talk response:** Talk by pupils in response to teacher. Teacher initiates the contact or solicits pupil statement or structures the situation. Freedom to express own ideas is limited.
	Initiation	9.	**Pupil-talk Initiation:** Talk by pupils, which they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, kike asking thoughtful questions; going beyond the existing structure.
Silence		10.	**Silence or confusion:** Pauses, short periods of confusion in which communication cannot be understood by the observer.

As an attempt to get clear result of investigation, the last process of data analysis was interpreting the data in form of percentage. The data obtained from interview were then categorized into clarification towards the previous data collected from video obsevation. The data were aimed at coming to a final conclusion on the practice of classroom interaction.

Table 3.3 Video Transcripts Codes I

Teacher Talk Categories	Categorization
Accepting Feelings	C1
Praising or Encouraging	C2
Using or accepting ideas of students	C3
Asking questions	C4
Lecturing	C5
Directions	C6
Criticizing or justifying authority	C7

Table 3.4 Video Transcripts Codes II

Student Talk Categories	Categorization
Response	C8
Initiation	C9
Silence or Confusion	C10

Furthermore, in order to answer the third research question which is about the type of role that the teacher mostly adopts, framework by Harmer (2003) was utilized in this study. The teacher's role can be decided reading the type of teacher talk and activities in occured classroom. The framework of teacher's talk adapted from Harmer (2003) can be seen in the following table:

Table 3.5 Framework of Teacher's Roles adapted from Harmer (2003)

No	Teacher Talk/Activities	Teacher's role
1.	Teachers are in charge of the class and the activity taking place for example taking roll, telling students things, organising drills, reading aloud and other teacher-fronted classroom, telling announcements, criticizing misbehaviour, giving explanation, leading a question and answer question.	controller
2.	Giving information, telling students on how to do activity, grouping students, getting students involved and engaged and ready through instructions.	organiser
3.	Giving feedback, praises or correction towards students' work, telling the objectives of the lesson,	assessor
4.	Paraphrasing student's answer, giving clue when students "lost of word" in supportive way, suggesting and encouraging students to say or write something.	Prompter
5.	Taking part in discussion, game or role play,	Participant
6.	Giving explanation about language or materials,	Resource
8.	observing student's performance,	Observer

1.5   Reliability and Validity of The Study

The urgency of data validation came up in order to ensure that the findings and interpretations were acceptably reasonable. Validity is one of the most important considerations of the quality of measures (McMillan & Schumacher, 2001). Parallel with it, Creswell (2008) suggests that data validation is considered as the most important part that should be conducted by the writer using some strategies to obtain the credibility or accuracy of the findings. Creswell (2008) then proposes three strategies typically employed in qualitative study as follows.

The first strategy was to do triangulation. Qualitative researchers need to take triangulation into consideration to improve the credibility of the study by strenghtening evidence from different individuals, types of data or methods of data collection (Creswell, 2008). The data gathered from classroom obervation and interview were triangulated to gain evidence of consistency of respondent's behavior. It was carried out by comparing and checking respondent's answer through interview and their behaviors recorded from videotapping and transcripts.

The next strategy was member checking which the reseachers check their findings with the participants in order to arrive at the accurate findings. The last one was conducting external audit by which the writer asked knowledgeable person outside of the project to review the study. The strenghts and weaknesses of the study are then reported in written form.

Though, to arrive at the reliability and validity of the study, the writer only conducted two strategies among the aforementioned strategies namely triangulation and external audit. In addition, external audit was also employed by asking for comments and feedback from supevisors and knowledgeable proofreaders.

1.6   Concluding Remark

This chapter has focused on a detailed methodological description in conducting the study containing site and participants, data collection techniques and analysis of the data. The whole research findings and interpretation will be delineated in the next chapter.