

RESEARCH METHODOLOGY

The previous chapter has discussed the literature review underpinning the issue of this study exploring the nature and pattern of teacher-student interaction in teaching and learning process and revealing the factors that can inhibit EFL teachers to promote communicative interaction with students in EFL classes adopting CLT. Chapter three tries to overview several important aspects related to research methodology including the research questions, research design, participants of the study, research instruments, data collection place, time, and procedures, and data analysis procedures.

This study employed qualitative research method. Regarding the qualitative research design, rich and grounded data which were gained from various sources over a period of time would be elaborated and observed. This extensive variety of data was deeply explored through the various instruments such as questionnaire, interview, recording and videotaping (Suter, 2006). The researcher also made use the relevant points from her field note which was taken during the classroom observation.

Research Questions

In order to accomplish the objectives of the study, the following research questions are addressed:

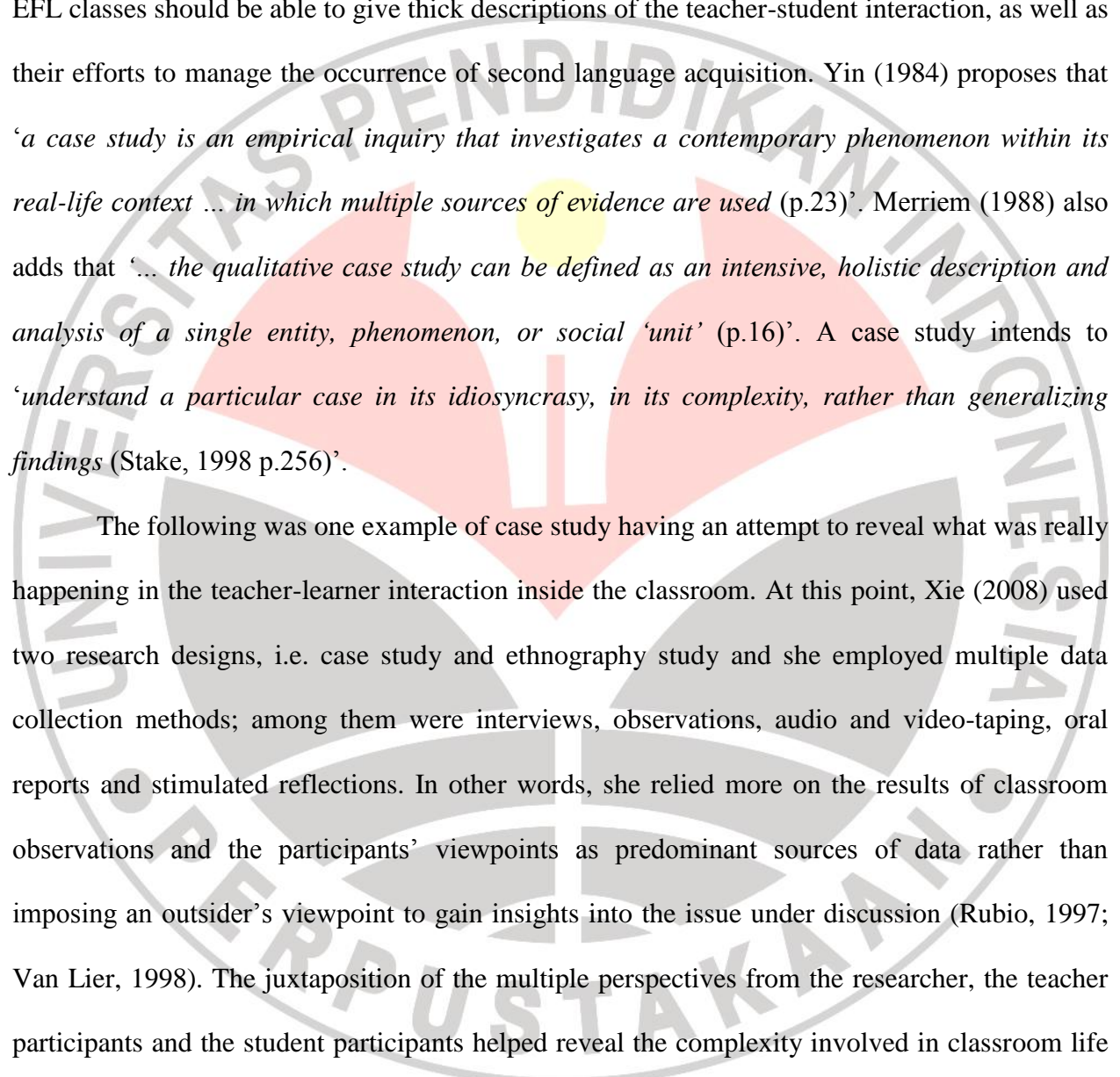
1. What is the nature and pattern of teacher-student interaction in the observed EFL classes?

2. What factors inhibit EFL teachers to promote communicative interaction with students in EFL classes adopting CLT?

Research Design

The study used Qualitative research design since it is an inquiry process of understanding a social or human problem based on building a complex, holistic picture and forms with words reporting detailed views of informant, and conducted in natural setting (Creswell, 1994). Creswell (2003) also posits the advantage of qualitative study in enabling the researcher to develop a level of detail about the individual or place and to be highly involved in actual experiences of the participants (p.181). Besides that, several aspects can emerge during the study and can make use of multiple methods that are interactive and humanistic. This method was used in the belief that it can give a broader, deeper insights and more accurate picture of the teacher-student interaction during classroom observations.

In order to address the research question, the researcher used a case study. A case study is qualitative in the nature and helps the researcher to explore in depth a program, event, activity, process or one or more individuals (Creswell, 2003 p.15). The case(s) are bounded by time and activity and researchers collect detailed information using a variety of data collection procedures over a sustained period of time (Stake,1998). Similarly, a case study is used to observe and analyze intensively on a 'single unit' or 'bounded system' (Smith, 1978 cited in Merriem, 1998 p.19, see also Fraenkel and Wallen, 2006 p.439). It could be an individual program, event, group, activity, ongoing process and developing 'as full an understanding of that case as possible' (Punch, 1998 p.50 cited in Silverman, 2005 p.126) in a bound context (Miles and Huberman, 1994 p.25). In line with this, Merriam (1998) mentions that '*a case study design is employed to*

gain an in-depth understanding of the situation and meaning for those involved (p.19). Thus, this study emphasizes more in 'the process rather than outcomes' (1989 p.19). Using this qualitative case study, the rich data gained from classroom observations conducted in 7th and 8th EFL classes should be able to give thick descriptions of the teacher-student interaction, as well as their efforts to manage the occurrence of second language acquisition. Yin (1984) proposes that *'a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context ... in which multiple sources of evidence are used* (p.23)'. Merriem (1988) also adds that *'... the qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social 'unit'* (p.16)'. A case study intends to *'understand a particular case in its idiosyncrasy, in its complexity, rather than generalizing findings* (Stake, 1998 p.256)'.

The following was one example of case study having an attempt to reveal what was really happening in the teacher-learner interaction inside the classroom. At this point, Xie (2008) used two research designs, i.e. case study and ethnography study and she employed multiple data collection methods; among them were interviews, observations, audio and video-taping, oral reports and stimulated reflections. In other words, she relied more on the results of classroom observations and the participants' viewpoints as predominant sources of data rather than imposing an outsider's viewpoint to gain insights into the issue under discussion (Rubio, 1997; Van Lier, 1998). The juxtaposition of the multiple perspectives from the researcher, the teacher participants and the student participants helped reveal the complexity involved in classroom life and teaching-learning processes. The findings obtained from the classroom observations were triangulated with the findings from other collecting methods in this study.

Since this study had an attempt to portray the nature and pattern of EFL teachers' verbal interaction, as well as revealing the teachers' factors that can limit student's active participation in communication, various ways of verbal interaction and EFL teachers' communicative competence will be observed. Seeing a fact that this study was intended merely to reveal the ongoing process that really occurred inside the classrooms investigated, generating new theories and phenomenon that emerges or refining teacher-student interaction and classroom interaction pattern subsequently are not the focus of the study.

Participants of the Study

The participants are 2 language teachers and students in 7th and 8th EFL classes in one private Junior High School adopting Cambridge program in Bandung. The researcher chose these two teacher-participants with several considerations. Firstly, both of them teach EFL in classes adopting Cambridge program that have different characteristics of those from other programs. Secondly, EFL teachers in these specific programs are seen to have more burdens since it's not easy to interact using L2 most of the time while the environment in Indonesia does not support. To make their students competent in L2 linguistic features and fluency, EFL teachers in these programs will be the only models in class so that they are expected to apply effective strategies in their interactional patterns and meaningful talk since it is the only input that students can obtain in classroom.

Thirdly, EFL teachers in these programs are expected to make students successful not only in national examination in class 9th, but also with Cambridge 'O' level examination in 10th class. Therefore, observing the way these two teacher-participants do oral interaction with their

students is assumed to be able provide grounded and fruitful information that will be beneficial for this research study.

On the other hand, 7th and 8th students were also chosen as the participants since their classes consist of only around 17 to 20 and the students' level of English is considered higher than others since they have to pass a series of English version entrance test including mathematics, science and English. The environment in these two EFL classes were seen appropriate for the study since it tries to fulfill parents' need and school's goal to prepare students to be able to cope with international challenges and improve students' fluency in English.

The Background of Teachers' Participants

In this context, participants are the EFL teachers in the classroom. Two EFL teachers were invited to participate in this study, and they were coded as Participant 1 and Participant 2. Through the answers to a designated questionnaire, the background of the EFL teachers who participate in this study will be revealed. The background differences can be the factors leading to different classroom interaction outcomes. The scope of the background in this context includes their age, educational background, and teaching experiences. Knowing their background helps the author understand the way each participant interacts with their students and helps explain the behavior in the observed classes.

Table Error! No text of specified style in document.-1 Participants' Background Data

CATEGORY	PARTICIPANT 1	PARTICIPANT 2
Age	Between 30-35	Between 35 – 40
Educational Background	S1 English	S1 English
Teaching Experience	10- 15 years	15 – 20 years

Two EFL teachers, Participant 1 and Participant 2, were observed in this study. Questions of personal data given in the questionnaire were able to show the differences and similarities of the age, educational background and teaching experiences of the participants. The table above shows that both participants graduated from S1 English department and both are considered experienced, though participant 2 has more teaching experience. Their ages are different but the gap is not significant enough to split them into 2 different generations and their age ranges are fairly considered mature age. Overall, their backgrounds are not identical but similar enough.

The Target Language Observation Scheme of the Teachers' Participants

While observing the participants' classes, the researcher completed the categories listed in the Target Language Observation Scheme (see the appendix). This Target Language Observation Scheme is effective in giving more practical overview of how the participants manage their interaction in the class towards the students. The categories include the language the participants mostly use, the amount of the teacher talk time, the features of feedback the participants mostly provide to their students, and the non-verbal interaction they commonly use.

The results then will be categorized and interpreted before they were displayed in a result table, shown in the percentage.

Table Error! No text of specified style in document.-2Target Language Observation Scheme of the Participants

The values are in percentage.

Category	Extremely low		Low		Fair		High		Extremely high	
	P1	P2	P1	P2	P1	P2	P1	P2	P1	P2
01. Use of language 1									100	100
02. Use of language 2	0	0								
03. Teacher talk time							60	80		
04. Explicit lesson structure							80	80		
05. Task orientation							100	100		
06. Clarity							100	100		
07. Initiate problem solving							80	60		
08. Personalized questions and comments				40			80			
09. Positive reinforcement							80	80		
10. Negative reinforcement				40			80			
11. Corrections							80	80		
12. Pacing					60	60				
13. Use of audio-visual aids							80	80		
14. Gestures						60	80			
15. Humor				40			80			
16. Enthusiasm							80	80		

The table above shows that both participants always employed the target language; this is

likely caused by the policy in this international classroom setting which does not allow the use of

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the first language. Since these international EFL classrooms adopt communicative approach principles (Nunan,1987), EFL teachers are more expected to create a learning environment promoting more genuine communication. This situation is beneficial for secondary language learners to acquire the target language automatically as the EFL teacher becomes a good model that contributes lots of input to the students (Krashen, 1985). Yet, very distinctive difference was found from the observation. Participant 1 made use of more interactional adjustments or corrective feedback. Despite the same percentage they achieved, i.e. 80%, it was revealed that participant 1 often provided her students with implicit negative feedback: clarifying, confirming comprehending requests that bring to recast, as well as interactional routines like elicitation and drilling, which triggered the occurrence of negotiation of meaning in her class. Participant 2, similarly, also provided the interactional feedback. However, the feedback occurred in participant 2's classes were mostly explicit feedback. Teacher talk time employed in the participants' classes was found high (60 and 80%) with a consideration that class is the most ideal place for learners to have continuous contact with their EFL teachers functioning as good models for the target language. It is obvious that successful outcomes may depend on the type of language used by the teacher and the type of interactions occurring in the classroom (Ellis, 1985, p.43) cited in Setiawati (2011), in accordance with this, participant 1 was seen to be more willing to encourage her students to get involved in the discussion or any activities. The use of audiovisual was also high since the classes have already used in-focus projector and equipped with Wi-Fi connection, thus teachers are required to use activities with IT. Gestures and jokes were more often found in participant 1's classes. Participant 1 was seen to be able to deliver the material in a more-relaxed environment, which made the students feel free in practicing the target language.

Research Site

The study was conducted in 7th and 8th EFL classes adopting Cambridge program in one Private Christian Junior High School in Bandung, West Java, Indonesia. This site was chosen for its accessibility since the researcher teaches here so it could give easier access for her to get the permission to conduct a research. Besides that, the researcher is quite familiar with the site and the students observed. Having known the researcher well made the students not feel bothered when the class was set up for the purpose of research. Besides that, it was not easy to find a site that employs L2 most of the time in EFL classes. Most EFL classes use bilingual method, the use of L1 and L2 are employed together. So, the EFL classes in these programs became the main choice, the ones the researcher believed could provide fruitful and deeper insight and the ones were relevant and appropriate to her study.

The use of qualitative case study allows the researcher to capture the nature of the data source which may be derived from various sources, among others are observation, questionnaire, and interview. Qualitative design has its own strength to describe the social phenomena that emerge naturally during the research. All in all, qualitative design helps capture process of understanding a social or human problem, based on building complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting to its subject matter (Creswell, 1994). The qualitative case study design, on the other hand, allows the researcher to explore the activities of each EFL teacher. Since the researcher positions herself as non-participant, thus her tasks are to observe, analyze, distribute questionnaire to the teachers as well as interviewing them. The questionnaire survey and interview results were expected to be able to answer the Research Questions.

The data were collected within 4 months, from November to March. December was not taken into account since there were no lessons at all.

Data Collection

Since this is a qualitative case study, the researcher will put big emphasis on the triangular data collected from the field. Data is expected to be gained from observation, interview, document analysis, questionnaire, recording and video-making.

Observations

Observation is the systematic gathering of behavioral actions and reactions through the use of specific instrument or professional impressions (Schensui, 1999). All information during classroom observations were mainly taken in a number of ways: watching, hearing, listening and documenting what was seen and heard, by asking questions, by sharing activities and noting documents, behaviors, and reactions; or a combination of these (Widiyantoro, 2009, p.74). The researcher took a role as a participant observer, so in this study, she administered each session to observe the nature, pattern of teacher-learner interaction were held, as well as exploring the features of teacher talk and students' perception.

The observations were mainly focused on the activities conducted by each EFL teacher during their classroom interaction. The researcher will sit at the back and take notes about 'what was said and done by teacher and students in the classroom (Alwasilah, 2007:220; Van Lier, 1998; Allwright, 1988; Fraenkel & Walker, 1993:384). The observation will make use of audiotapes recording, handy-cam and schemes of interaction analyses provided.

Interview

The interview will be conducted to support the data from observation. Similar to observation, interview is also one important data collecting technique since the questions in interview will probably develop (Alwasilah, 2008:192; Silverman, 2000:51). Weaknesses could reveal from the survey questionnaires, thus to mitigate the weaknesses, students and teachers' interviews followed. Eisner (1991) posits that the use of survey questionnaires for studying a problem of this nature could be enhanced with interview. Interviews are strong instruments to collect depth-information not available from the questionnaire.

In this study, the researcher herself conducted the interview. First, because she positioned herself as the participant observer so there wouldn't be any bias since she had no importance to the result of any findings. Secondly, because parties, teachers and students have known her so they could express any answers with less threaten.

Document Analysis

The analysis of document was needed to support and enrich the data gained from observation and interview. By doing the document analysis, the information can be proved objectively so that it can become the foundation to defend the finding results against the mistaken interpretation (Alwasilah: 2007)

Procedures of Collecting Data

In order to collect the data, teacher and students' questionnaires were distributed to all of the participants involved in this study. The teachers and the students as the respondents of the study were asked to answer to all the questions related to the classroom interaction and their perception towards it based on their opinions and understanding. Additionally, the researcher interviewed 2 EFL teachers and 20 students dealing with the classroom interaction. After accomplishing the process of filling out the questionnaires and interview, all the data were transcribed, calculated, and put in the table result as the fixed data.

Methods of Data Analysis

To analyze the data from the questionnaire, I followed Riduwan (2007, 2008) that made use of the Likert Scale (strongly disagree, disagree, average, agree and strongly agree) in his research. The first step on data analysis was all answers of all items on the questionnaire checked and recapitulated based on the teacher and the students' responses. The next step is calculating the score of each scale have been got, then the scores were summed up to get the total score of those items. Since the highest score is five and the lowest score is 1, thus the determination of the highest score of an item was derived from multiplication of the total respondents and the highest scale of that particular item. Then, the percentage of that item could be achieved by dividing the total score to the highest score, which then was multiplied to 100. The item percentage was then interpreted based on the criteria of scores interpretation below to identify the significances of that particular item based on the classroom interaction of each content teacher.

The results of the interview will be categorized and later displayed in the form of tables.

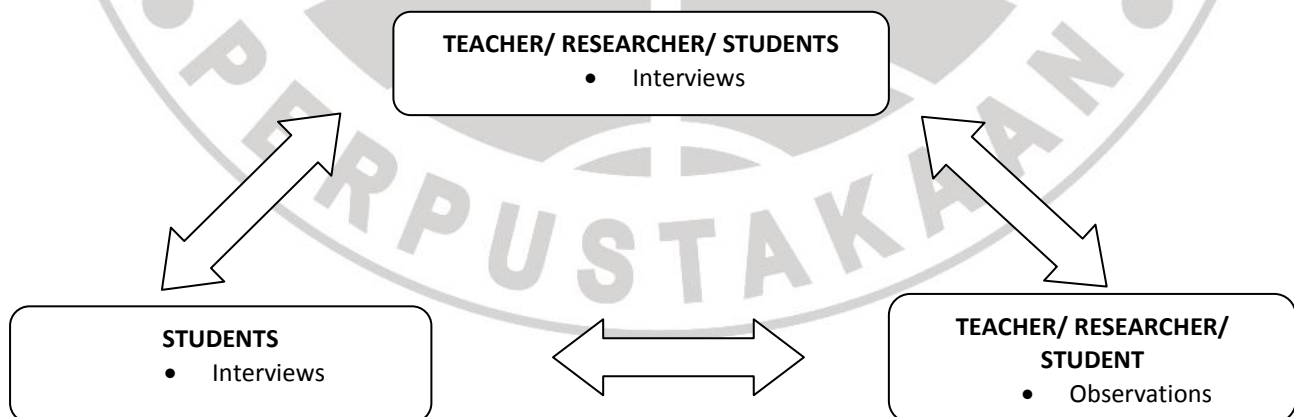
The triangulation data will be employed to make a contrast and comparison of all the data

obtained from different sources. This technique can enhance the validity of the conclusion of the study and a more comprehensive ideas to formulate the answer research questions can be carried out (Alwasilah, 2007; Setiyadi, 2006)

When data for a research project was collected, the researcher reported the findings to increase people's understanding about a phenomenon (Denzin and Lincoln, 1994). Potter (1996, p.172) mentions several ways for reporting research findings, among others are description, interpretation, and explanation. Sometimes, the approaches can be combined in various ways. Due to my study, my goal was a thick description and explanation; interpretations were merely used when trying to help answer research questions.

Since gathering data was conducted at the beginning, in the middle and at the end of classroom observations, the ongoing process analyses were used to evaluate and adjust materials and application methods of the program.

The triangulation method was used to enhance the validity of her study by combining various data sources. All data sources were analyzed and compared to validate conclusions arrived at this study.



Triangulation of Data Sources and Data Collection Technique

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