CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses some aspects of research methodology that is applied in this study. It presents formulation of problem, research design, participants, data collection, and data analysis. It also describes reliability and validity of this study.

3.1 Research Methodology

The research was designed using qualitative approach and descriptive method. The goals of this study were to get description of how the verbal interaction between teacher and students conducted and the way teacher influences student talk in classroom interaction. As Creswell (1994) states, qualitative research is descriptive in that the researcher is interested in process, meaning and understanding gained through words or pictures. This method was used since this study did not search for something or make prediction. It only describes the situations or phenomenon. In line with this, Stainback and Stainback (1988) make clear that this method is the best approach to describe and examine the characteristic, events, procedures, and a philosophy occurring in natural settings is often needed to make accurate situational decisions.

3.2 Site and Participants of the Study

Gaining entry into the site is really crucial (Alwasilah, 2002). One of state senior high schools in Bandung was chosen as the site of the study. The location of the school is in the north of Bandung. There were nine classes of the tenth grade, only one class was chosen as the sample. The participants of this study were 40 students from a class of the classes of tenth grade who took an English class. It was selected purposively based on the availability of time and the teacher's suggestion.

3.3 Data Collection Techniques

Data collection techniques, employed in this study, were videotaping and interview. Each technique of data collection will be described below.

3.3.1 Videotaping

To describe what the teacher and students talks constitute in classroom interactions, this study required videotaping as one of the research tools. This study used videotaping to capture natural interaction in detail. As Allwright and Bailey (1991) state the appropriate way to gather more complicated enquiries or more details data is audio record or even video record, so that we can get what was said, by whom, in what tone of voice. In addition, Burns (1999) argues that videotaping provides data of the classroom interaction both in verbal and in non-verbal behavior.

Videotaping of the whole proceeding was made to acquire more complete data about the classroom process. It was started on October 29 and was done on December 2, 2011. The 540-minutes-long class was to be all videotaped (six meetings), each

lesson is about 90 minutes long, but it started five minutes late because of the morning assembly. Consequently, the actual each lesson hour is about 85 minutes long.

However, with the presence of investigator, students behaved naturally and were not interrupted during the classroom learning. Teacher and students were not disturbed by the presence of researcher during recording process.

3.3.2 Interviews

The interviews were conducted after the whole observation were done. It was done to know students' perception about the interaction in speaking English in the classroom. Alwasilah (2008:154) argues that interview can be used to get "in-depth information". This study was aimed at gaining deep understanding about students' classroom participation quality and its influencing factors. In addition through interview, it could get additional information, which could not be gained through observation.

As suggested by Stake (2010:95), the purposes of interview for qualitative researcher are: (1) to obtain unique information held by the person interviewed, (2) to collect a numerical unit of information from many persons, and (3) to find out about a thing that the researchers were unable to observe themselves.

There are two kinds of interview techniques (Cohen and Manion, 1994). The first is structured interview in which the questions are organized. The questions for teacher and students were constructed around the teaching methodology, the

percentages of teacher talk and student talk in the classroom, teacher's question, the teacher's strategies to encouraging students' talk and teacher's reward. The second one is unstructured interview, which is a more casual and flexible for interviewee to express what questions asked. They were recorded in video-taped and constructed an interview note. Furthermore, Creswell (1994) asserts that:

> … researchers record information from interview by using note taking or audiotapes. I recommend that one audiotape each interview and then transcribe the interview later. Also during the interview, the researcher should take notes in the event that the recording equipments fail (p.152).

From the explanation above, the interviews were useful to clarify information that gained from videotaping. Therefore, the interview results completed the data from videotaping.

3.4 Data Analysis

The excerpts of six meetings were analyzed using Flanders Interaction Analysis Categories (FIAC), Bloom's taxonomy for categorizing type of teacher's questions, while the teacher's questioning strategies were analyzed by considering the patterns of interaction. There were some following steps adapted from Suherdi (2008:46):

Step 1. Transcribing the video recording

The results of recording were transcribed down in form of written transcript. The transcripts have been main data sources, while data from the interviews were

additional data. Then each utterance was labeled with 'T' represents teacher, 'S1', 'S2', 'S3' etc indicate students, while 'Ss' stands for the voice of students.

Step 2. Coding and analyzing data

After completing all transcriptions, the transcription were coded using some labels as shown in chapter II. Coding assists to ease the identification of the phenomena occurred, the calculation of the phenomena, and the tendency of the findings as well as to determine the categorization and sub-categorization (Alwasilah, 2002: 159). Therefore, there were the following procedures:

1. Segmenting the transcript based on each exchange.

2. Coding and analyzing based on FIAC (Flander's Interaction Analysis Categories).

3. Calculating the number of each type of code, the number of teacher and student talk and type of questions occurred.

4. Calculating the amount of teacher and students talk and analyzing them to seek the balance between teacher and student talk using FIAC (Flander's Interaction Analysis Categories).

5. Analyzing the type of questions used by the teacher based on Kinsella (1991) and Bloom's (1956) theory of categories of questions to find what type of interaction tend to occur.

Step 3. Interpreting data

In this step, research questions are attempted to be answered as formulated in chapter I. The quantification of frequency was displayed into some tables, and then described the phenomena occurred from tables. Alwasilah (2002: 164) states that

display, i.e. table, flowchart, diagram, etc. enables in explaining the interpretation. The findings were connected one to another research question in order to obtain phenomena and presented them into deep discussions.

Step 4. Finishing

The findings were taken into conclusion and suggestion which refer to the objectives of the research.

3.5 Establishing Reliability and Validity

This research investigated a class and counted linguistic structures in transcripts and code. The result of the study must be consistent for the next. The researcher has to concern for quality control for the result of study. Thus, this study used some techniques, which are reliability and validity.

The technical term for this consistency is reliability. Allwright and Bailey (1991) recommend, reliability is a technical term for consistency in the data collection and data analysis. Meanwhile, Alwasilah (2002) claims validity is a truth of the research in description, conclusion, interpretation, and another report. In order to maintain reliability and validity in this present research, there were some techniques as follows:

3.5.1 Member checking

A member checking method was applied in this research to validate the findings. The member checking is a way to receive feedback from informants (Creswell, 1994) to know how far the data gained in the findings is appropriate with

the data from informants (Sugiyono, 2011). Alwasilah (2002) proposes this technique that is member checking in order to (1) prevent misunderstanding toward respondent' answer in interview, (2) prevent misunderstanding toward respondents' behavior during observation, and (3) confirm respondent's perspectives toward what was happening. To prevent all misunderstandings, the videotaping and the interview were confirmed to respondents in order to enable achieving validity of the research.

3.5.2 Rich data

To get the rich data, a complete transcription of the interviews were made in this study. It was useful to enrich and reinforce the interpretation of the data. Maxwell (1966 as cited in Alwasilah 2008:178) states that the purpose of rich data not only as evidences resources of supporting conclusion but also a test for theories being developed.