

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents an overview of the methodologies of the research. It contains the research design, research participants and site, data collection, and data analysis.

3.1 Research design

This research aims to examine the teaching strategies employed by a high school English language teacher to increase students' participation as well as the social factors which influence students' engagement with the class. A descriptive qualitative method is utilized to describe the teaching strategies employed by the English language teacher and how it helps in increasing students' engagement in an online-based English language classroom.

This study was conducted online using an online-based communication tool (Google Meet) as per COVID-19 prevention program that restricts face-to-face interactions between teachers and students.

3.2 Research participants and site

The participant of this study was a 10th grade English language class teacher that is teaching at an "A" level accreditation state high school in West Java. The reasons behind the selection are due to: (1) the teacher's experience as a high school English teacher for 28 years, (2) the teacher has close contact with the researcher, therefore communicating purposes would be far easier.

This specific school was chosen as the site for the study because of several reasons: (1) the school encourages the students to be adept at public speaking using English and offered two-hours English class each day for students who wanted to join, (2) based on personal experience and observation, the students rarely gets to talk inside of a normal classroom setting, (3) Average UN (national exam) grade of English subject is the second lowest among other subjects in the school (Sekolah Kita, 2018), (4) Personal reasons (the researcher is familiar with the teachers in school, the researcher is given permission by the school and the teachers to conduct research and

interview, and the researcher was authorized to join in the online classroom/meetings conducted by the teacher).

3.3 Data collection

The data in this paper were the classroom discourse transcripts of the teacher's and students' utterances, which were obtained from a class of 36 students led by one teacher. As stated in Permendikbud No. 17 Year 2017, the average number of students in an Indonesian high school's class is between 20 (twenty) and 36 (thirty-six); the classroom that were observed fit the code, so the study hopefully would be able to provide future research related to Indonesian high school classroom discourse analysis with the focus of students' verbal engagement in an online-based classroom.

Additionally, the researcher recorded two whole online classroom sessions (2x60 minutes) in the span of two weeks in a single classroom, and also an interview with the related teacher after the recordings were made. The interview was conducted over the phone and is recorded. The researcher had sent the questions to the teacher ahead of time, as well as made an agreement to use English throughout the interview.

3.4 Data Analysis

The first step of analyzing the data was to transcribe the spoken discourse inside the classroom and dividing the transcript by segments based on the participants, as per the first step of making a transcription of a classroom discourse using CDA (Suherdi, 2009).

After the transcription was finished, the researcher analyzed the segmented transcription of the classroom verbal interaction between the teacher and the students using Classroom Discourse Analysis/CDA using a mix of Berry's (Berry, 1981) and Suherdi's (Suherdi, 2009) framework of analysis. This is due to the fact that the data that the researcher obtained from the recording of the lessons is that of spoken discourse in nature, as well as the goal of the research itself of finding out the teacher's role in the classroom; hence why an analysis of the identity and roles in teacher's and students' text in the classroom is needed, which will be explained by discourse analysis (Martin & Rose, 2007).

Moreover, the researcher focused on the verbal exchange, the non-verbal interactions written in the data served as to create context on what happened during the class (ex. raising hand) whenever necessary.

In order to add more context to the main data that had been gathered, the researcher also conducted an interview with the related teacher, the questions revolved around the teachers' own perspective on the outcome of the classes.

The result of this data would determine the degree of success of the teaching strategies the teacher employed in the lesson and its effect in promoting the students' spoken activities inside of the classroom.