CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates the methodology of the research. This chapter consists of the research design, research question, research instruments and data collection methods which consist of observation and interview. This chapter also elaborates data analysis methods.

3.1. Research Question

The study attempted to provide an answer toward the needs of various interaction patterns in EFL classroom. It was delineated further into the following research questions.

1. What are the patterns of EFL classroom interaction that appear in Team Teaching model?

2. To what category of team teaching model do the classroom interaction patterns appear?

3.2. Research Design

In relevant with the research questions, this study was guided by pedagogical microscope in systemiotic approach. Since this study was aimed to reveal the patterns of classroom interaction, pedagogical microscope instrument was an ideal guiding framework as it was defined as 'systemiotic approach toward classroom discourse analysis' (Suherdi, 2009:5).

As one of traditions in interaction analysis, Discourse Analysis tradition makes use of qualitative method whereas it studies classroom transcripts and

assign utterance to predetermined categories (Ellis, 197:566). One of qualitative method characters is exploring people's life histories or everyday behavior (Silverman, 2005:6) which suited with the nature of this study. Allwright and Bailey (1991:2) stated that the only object worthy of investigation inside the classroom is classroom interaction.

3.3.   Site and Participants

The participants of this study were the second graders of Ar-Rafi Islamic Elementary School and two classroom teachers, teacher number one had diploma one degree from UHAMKA majoring kindergarten education and teacher number two had S1 degree from UNINUS majoring math. The second grade was chosen based on the policy of the school official after hearing brief information on the research's purposes. Moreover, after trying to propose in conducting the same study in other several schools, Ar-Rafi was the one and only institution that willing to participate at that time. This institution have implemented team teaching model in regard to the institution policy in grouping their students for each fourteen students guided by a teacher whereas a class consists of twenty four students and also a teacher to take care of the multimedia equipments. Thus, the school was chosen due to it was the only one that has been consistently implementing team teaching and the only one which was willing to be observed.

3.4.   Data Collection Method

In order to gain the necessary data in answering the research questions, the present research was done with the help of the following data collection

techniques, they were observation, which consist of video recording and classroom observation, and guided interview. While the guideline for analyzing the patterns of classroom was pedagogical microscope instrument (Suherdi, 2009) and the guideline in finding out the team teaching model were the categories of team teaching by Goetz (2000)

3.4.1. Observation

Observation is an action derives based on one's understanding on theories related to the research (Syamsuddin & Damaianti, 2007:237). Classroom observation research could be simply understood as the study of investigating what was happening inside the classroom (Allwright and Bailey 1991:2). Allwright and Bailey (1991) also stated that "classroom interaction was the only object that worthy of investigation".

The importance of doing observation in this research is due to observe tacit understanding, theory in use and participant view point of which is not reveal during interview (Al Wasilah, 2006:155). Since the researcher acts as a direct observer, his job is just watching rather than taking part.

Observation was conducted in the two different second graders classrooms to observe the patterns of classroom interaction and Team Teaching model. The data gained through video recording. Video recording is a type of data collection method in qualitative research. Although in this research video data was very attractive, it was very complex since both transcription and analysis were difficult than was the case of audio data (Silverman 2005:60). The reason of difficulties on

analyzing video came from the nature of video recorded data which was taking the researcher into accessing so many cues (Silverman 2005:57).

However, as the main focus of the video recording in this research was to find out the patterns of classroom interaction in team teaching model and the type of team teaching model used by the teachers, the cues was narrowed to it. Thus, video recording was the instrument to answer both research questions in this research which was finding out what patterns of classroom interaction occurred in the team teaching classroom and also to find out which team teaching model which was adapted by the classroom's teachers.

The recording was done two times, the first recording was done on 13th March 2010 and the second recording was done on 29th April 2010. There wasn't any time limitation in the recording; it was mainly on the basis of complete recording from the beginning of the activity until the end. This observation was done to answer both research questions

3.4.2. Interview

Interview was done in gaining the necessary data dealing with the research (Alwasilah, 2006:191). Alwasilah (2006:154) also stated that interview was done to gain in-depth information that couldn't be accessed through observation. Indeed in this research, interview was the research instrument that convincing the researcher on the validity of classroom observation.

Interview used in this study did not only gain information but also to verify the impressions the researcher gained in observation. The interview was needed also to answer both of research questions namely to verify the finding of

classroom interaction patterns from observation and to find out the category of team teaching model that appear in particular the classroom interaction patterns.

In answering the first research question, the interview was guided by the principle of classroom interaction patterns provided by Ellis (1997) and Rahayu (2007) (see chapter II) added with the categories of interaction analysis provided by Flanders cited in Inamullah (2005) while in answering the second research question, The questions were designed based on the characters of team teaching provided by Goets (2000) . The interview was tape recorded and transcribed. It was done to make ease the process of data analysis. The interview was done two times, the first was done on the 29th April 2010 and the second was done on the 8th of June 2010. The first and the second interview were done in form audio tape format.

3.5.   Data Analysis Method

The data analysis was conducted to get the answers of the research questions. It is in the form of research finding. In this study, all the gained data from the three data collection instruments were analyzed gradually by using pedagogical microscopic as the analysis instrument.

3.5.1. Data from observation

Data from observation is in form of recorded activity. The recorded data was gained through filming the teaching and learning process from preparation phase until the evaluation phase by using Sony handy cam. After gaining the

recorded data, it was transcribed in form of transcription to make ease the next analysis.

The transcription was analyzed in pedagogical microscope analysis (Suherdi, 2009) through categorizing the exchanges and counting the percentage of the emergence of every category. The instruments used in the process of analyzing the patterns of classroom interaction were the categories of exchanges from Suherdi (2009) as follow;

1. Knowledge discourse

2. Action Discourse

3. Skill Discourse

All of the categories followed by at least six more sub categories as shown in the following table.

	No	New Code	Meaning
Knowledge Exchange	1	JL	Teacher gives explaination/student answer the teacher actual question
	2	TB	T gives actual question
	3	TU	T gives display question
	4	KaJ	Teacher/student comments on JL
	5	Kak	Teacher/student comments on KaJ
Action Exchange	6	TA	Teacher gives action example/student do an action based on teacher instruction.

	7	MA	Teacher asks students do a non scored action/student do action based on teacher instruction/student asks teacher to give example of an action
Action Exchange	8	SA	Teacher asks student to do an action
	9	KaA	Teacher/student comment on TA
	10	KaKa	Coments on action comment
Skill Exchange	11	TK	Teacher gives example of language communication/student do language communication based in teacher's request.
	12	MK	Teacher asks student do non scored language communication/student do language communication on teacher instruction/student asks teacher to give an example of language communication
	13	SK	Teacher asks student to do action
	14	KaTk	Teacher/students comment on TK
	15	KaKtk	Commnet on comment on KaTK

Figure 3.1
The categories of utterance in classroom interaction analysis
(from Suherdi, 2009 : 35 - 75)

All of the categories above are used to symbolize the utterances or exchanges from the video transcription. The symbols were counted and percentage to find out the tendency of particular exchanges. It was done due to find out the teachers' belief to the classroom in relevance with the implementation of certain patterns of classroom interaction. After gaining the percentage, the final conclusion of what were the patterns of classroom interaction was drawn based on theories provided in chapter II.

The recorded classroom activity also answered the second research question. The recorded data was observed again and matched it with the field note done by the researcher during the observation. Both the recorded data and the note

lead to the conclusion of what model of team teaching used in the classroom. The instruments in finding out the team teaching model are provided by Goetz (2000) in two categories, the first category of team teaching model which involve more than one teacher in the classroom are ;

- Traditional Team Teaching,

- Collaborative Teaching

- Complimentary / Supportive Team Teaching

- Parallel Instruction

- Differentiated Split Class

- Monitoring Teacher

While for the second category of team teaching in which the instructors work together but do not necessarily neither teach the same groups of students nor necessarily teach at the same time consist of five different forms, according to Goetz (2000) they are;

- The team members meet to share ideas and resources but they function independently.

- The teams of teachers sharing a common resource center. In this form, teachers instruct classes independently, but share resource materials such as lesson plans, supplementary textbooks and exercise problems.

- The team in which members share a common group of students and plans for instruction but teach different sub-groups within the whole group.

- One individual plans the instructional activities for the entire team.

- The team members share planning, but each instructor teaches his/her own specialized skills area to the whole group of students.

3.5.2. Data from interview

Interview used to gain information on the patterns of classroom interaction and team teaching model. Interview was done through voice recording by using hand phone as the media. After gaining the recorded data, it was then transcribed into written form and then categorized them by using pedagogical microscope analysis in finding out the classroom interaction patterns and team teaching categories in finding the team teaching model.

3.6. Summary of Chapter III

This chapter discussed how the researcher conducted the research in order to answer the research questions which consist of research design that explain on what method that appropriate with the research and on what basis, the site and the participants involving in the research and how the data was collected and analyzed.