

CHAPTER 3

METHODOLOGY

This Chapter is focused on the description of steps that have been taken to conduct this study. The description below involves: (1) Method of Research, (2) Research Sites, (3) Technique of Data Collection, and (4) Data Analysis. All of them are briefly discussed, but the latest will be elaborated more in the next chapter.

3.1 Method of Research

This study is a descriptive-qualitative design (Silverman, 2002; McMillan & Schumacher, 2001; Alwasilah, 2002), specifically, in the form of a case study (Freebody, 2003; McMillan & Schumacher, 2001; Nunan, 1992). Case study is considered to be the appropriate method as *case studies examine a facet or particular aspect of the culture or subculture under investigation* (Denny, 1978 as cited in Nunan, 1992:77), particularly, this research will study *one particular instant of educational experience* (Freebody, 2003: 81). A case study has been chosen because this study was carried out in “intensive descriptions and analysis of a single unit or bounded system” (Merriam, 1998, p.19; Stake, 1985, p.278 cited in Emilia, 2005a), which is “employed to gain an in depth understanding of the situation and meaning for those involved” (Merriam, 1998, p.19).

This study also employed a naturalistic qualitative research design, which means that the researcher did not manipulate or interfere with the classroom

activities, but work with the case specifically as the design point of a qualitative research (Silverman, 2005).

Moreover, the study utilizes discourse analysis, a spoken discourse of teacher-students talk in particular. Discourse analysis is a research tradition that focuses on analyzing issues of *classroom discourse in linguistic terms* with the method that aims to *study classroom transcripts and assign utterances to predetermined categories* (Nunan, 1989, p.5; Alwright & Bailey, 1991:61).

The use of Systemic Functional Grammar (SFG) as the tool for analysis is also supporting the definition of case study stated above. This kind of research has been quite popular in educational research, especially in English education, including English as a Foreign Language (EFL), as the context of the research.

3.2 Research Sites

3.2.1 Settings

The research is conducted in a public junior high school Garut regency. The selected class is one class in grade seven. The site has been chosen purposively for several reasons. The first reason is that the school is one of the best junior high schools in the district. The second reason is that the researcher is familiar with the situation and context of this school as he often comes to the school and sharing ideas with his fellow English teachers there. Regarding this, Malinowski argued that for observers in order to make sense of the event being described in what it is attempted,

the researchers need to understand the situational and cultural context in which the language being used (cited in Eggins, 1994, p. 50; see also Emilia et al., 2005a).

3.2.2 Participants

The participants of this research were the English teacher and the students of grade seven in a junior high school in Garut regency. The participants have been chosen purposively based on the research topic. In this research the participants are the English teacher and the students of grade seven in the second semester academic year of 2008/2009. The numbers of students were 35 students and one teacher. According to Maxwell (1996), qualitative paradigm 'ignores the fact that most sampling in qualitative research is neither probability sampling nor convenience sampling but falls into the third category: purposeful sampling'.

Based on the statement above, it was concluded that in order to get closer to the process of learning activities in the classroom, it was better to choose a respondent based on the conditions involved and the local values in its process.

3.3 Technique of Data Collection

The data collection technique is in **non-participant observation** study (McMillan & Schumacher, 2001; Cresswell, 1994; Travers, 2001), . Besides being a *complete observer* in which the researcher observes without participating, the researcher also documents the teacher-students' talk in EFL class ,on the basis of IRF (teachers' *Initiate*-students' *Respond*-teachers' Feedback) structure, through audio

video-recording (Cresswell, 1994). These are aimed at capturing the discourse as complete as possible so that the observation can capture the information needed to transcribe. The observation was conducted seven times with the duration of ninety minutes long. The class observed was in an EFL class which utilizes English and Indonesian in the course, but English took more portion of the language used by the teacher in the class.

3.3.1 Observation

To capture what the teacher and student talk to constitute in classroom interactions, this study requires observation as a research tool. The observation type used is the *non-participant observer* that belongs to what Allwright & Bailey (1991) calls as *direct observation* in which the observer sits in the classroom and takes notes. Observation was conducted in 5 meetings, based on the information needed for the analysis, which were conducted in EFL class in grade seven (VII D) of SMPN 1 Garut.

The researcher was sitting behind the students without manipulating the teaching and learning process. The class was observed around the English teaching and learning process. These activities were intended to identify the teacher's role and communicative functions in teaching and learning activities between teacher and students in the classroom. The researcher observed the class activities by taking notes as well as recording of what was said and what both the teacher and the students did in the interaction setting process. The researcher also wrote observation notes

immediately after each session, in order to keep "the memory of the observation is still fresh" (van Lier, 1988: 241).

3.3.2 The Audio-videtape Recording

Nunan (1992) supports the use of recorded data that allows for the preservation of the primary data, for example in the form of audio, video, or audio-video recordings. This study used audio-videtaping as a technique for capturing natural interaction used in detail. The observer recorded the English teaching-learning activity to gather information about what teacher's talk with students in the classroom. "For more complicated enquiries,....., you may prefer to audio record or even video-record...., so that you can go back in detail to what was said, by whom, in what tone of voice, and so on." Allwright and Bailey (1991, p.3). There are *three records* chosen to be analyzed for the reason that those records represent the naturalness of the data needed for the study.

3.4 Data Analysis

In this research, the researcher applied inductive analytical approach (Alwasilah, 2002). It means that the data analysis began while data were being gathered. As the characteristic of qualitative research, the analyses were tentative and provisional throughout the study and only become comprehensive once when the data were completely collected (Travers, 2002). Ongoing data analysis and interpretation were based on data mainly from observation. There are two main data from

observation: the result from field note and spoken language transcript. The spoken transcript from the observation results only into three meetings because the transcripts from the first and the fourth observation were failed and it could not be transcribed at all.

Data from observation of spoken language transcript were analyzed using the mood type analysis (statement, question, offer, and command) under SFL system from Halliday (Halliday, 1994; Halliday & Matthiessen, 2004; Eggins, 1994; Butt et al., 2000). It is utilized to find out the teacher's roles that were proposed mainly by Harmer (2001) and Brown (2001) and speech functions of the teacher and the students' responses in EFL Classroom, particularly how the teacher and the students use the language in interacting among them during the classroom interaction.

Therefore, in this research, the researcher begins by presenting the facts or general statements from the obtained data to the conclusion. The steps in analyzing the data were analyzing the clauses of the discourses based on the systemic functional grammar (SFG) under the "systemic functional linguistics" by Halliday (Eggins, 1994, p, 149, 156; Gerot & Wignell, 1994, p.25). The Analysis was categorized into mood type's analysis, as what have been discussed briefly in theoretical framework of this study.

Categorization:

The data were categorized into three categories and their sub-categories. Those are:

Category 1: Teacher's role in EFL classroom

- Sub-categories: - **Controller**
- **Prompter/ Director**
- **Tutor/ Manager**
- **Facilitator/Participant**
- **Resource**

Category 2: Teacher's communicative/speech functions in EFL classroom

Sub-categories:

- ✓ Statement
- ✓ Question
- ✓ Command
- ✓ Offer

3.7 Concluding Remark

The purpose of this study was to portray the role and communicative functions of the teacher in EFL classroom. It is a qualitative research under characteristic of case study which employed a naturalistic paradigm and used an analytic induction method, which also based on systemic functional linguistic analysis. To compile the data, the researcher utilized multiple techniques and tools such as video camera, tape-recording, and field note. The data obtained from instruments were presented and analyzed in the next chapter in order to answer research questions.