

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the research methodology and data collection strategy. It consists of taking observation of classroom interactions, interviewing the teachers and taking notes.

#### **3.1 Research Methodology**

The goal of this research was to get a clear description of young-learner classroom interaction by using Suherdi's model (2006) about anomalous exchanges. Since the classroom interaction is a process which involved human behavior in the natural setting, qualitative approach is used in this research. As Nunan (1989) suggests, qualitative methods concern with the understanding of human behavior from the exploratory, descriptive and process-oriented.

#### **3.2 Site of the Study**

One of English courses in Bandung was chosen as the site of the study. The location of the English course is in the north of Bandung. There are three programs in the course; they are general program, conversation program and private program. General program is a program that builds student's knowledge through listening,

reading, speaking and writing activities. The classes in this program are about 10 – 20 student's that are categorized in three kinds of level ranges from under-achiever classroom to higher achiever classroom; they are pre-school, pre-beginner and pre-introduction. On the other hand, conversation program is a program that emphasizes the program in speaking activity than the other activity. The program itself has 4 - 6 students in each class. The categories range from conversation 1 to conversation 3. The last program is a private program. This program similar to general program; however, it is conducted in students' houses. This program provides English for school, English for general conversation and English for specific purposes.

The first program was chosen as the site of the study because the program was available when the observation began.

### **3.3 Participants of the Study**

Two English teachers and 40 students from two different classrooms participated in this study. Teacher A taught 20 students of the under-achiever classroom (pre-school classroom) and teacher B taught 20 students of the higher-achiever classroom (pre-introduction classroom). Topic for the pre-school classroom was animals & fruits and topic for the pre-intro classroom was daily activities.

### **3.4 Data Collection Techniques**

To describe the classroom interaction during teaching and learning process, some techniques are used as follow.

#### **3.4.1 Observation**

Observation is the act of collecting data about the performance of a subject through the five senses; sight, smelling, hearing, touching and taste. (Arikunto, 2002). The observation was conducted through videotaping. Each observation lasted sixty minutes. It was done on October 4, October 5 and October 6 2010; the observation was from 2 pm to 3 pm. This technique is used in order to capture natural interaction in the classroom in detail. As Burns (1999) states that videotaping provides data of the classroom interaction both in verbal behavior and in non-verbal behavior. The researcher observed the classroom without any involvement in the interactions.

#### **3.4.2 Interview**

The last technique conducted in the present research was interview. According to Nasution (1987) interview is a kind of verbal communication, which is aimed to get information from the interviewees. In addition through interview, it could get additional information, which could not be gained through observation.

There are two kinds of interview techniques (Nasution, 1987). The first is structured interview in which the questions have been prepared before doing the interview. The second one is unstructured interview, which is conducted without

preparing the questions, and the interviewer only asks the problem in general. This present research used the structured interview in which ten questions were asked to the teachers in order to get the objectives of the research and issues that occurred during observations.

### **3.4.3 Note-Taking**

Note-taking is established as the technique to collect the data in order to capture the missing stages in the classroom interaction when the interpretation of videotaping began. This kind of technique helped the interpretation in non-verbal behavior that happened in the record of videotaping.

### **3.5 Establishing Rapport**

Alwasilah (2002) reveals establishing rapport term in making negotiation with respondents or research subjects. He emphasizes that it is necessary to make a good relationship between the researcher and the research subjects. Therefore, the researcher asked permission to the school authority and the teachers as well before entering the classrooms and taking the data so that this research was conducted legally.

### **3.6 Establishing Reliability and Validity**

Allwright (1988) claim reliability is a technical term for consistency in the data collection and data analysis. Meanwhile, validity is a truth of the research in description, conclusion, interpretation, and another report (Alwasilah, 2002). In order to maintain reliability and validity in this present research, there are some techniques as follows:

#### **3.6.1 Triangulation**

Triangulation refers to variation methods of data collection (Alwasilah, 2002). This research used some methods of data collecting consists of classroom observation, interview and note-taking. The researcher triangulated the data collected from the classroom observations and the interview's responses from the teachers with note-taking to reduce bias by the subjectivities.

#### **3.6.2 Member Checking**

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 researcher asked the respondents (teachers and 40 students) especially the teachers, to check the transcripts and interpretation of the data in order to enable the researcher to achieve validity of the research.

### **3.6.3 Feedback**

Feedback from others was needed in this research to prevent bias of research and identify the logical weaknesses of the research (Alwasilah, 2002). Alwasilah declares that in qualitative research, the more feedback from others, the more validity will achieve. Therefore, the researcher asked feedback from her supervisors, experts in classroom discourse, and also some friends who interested in classroom discourse analysis.

### **3.7 Data Analysis**

After collecting all the data from videotaping, observations and interviews, there are steps adapted from Suherdi (2006) in analyzing the data as follow:

#### **Step 1. Transcribing recording of video and interview**

This research gained the data from videotaping taken from two classes. The data obtained were transcribed in order to display the language used in the classrooms. Similarly, Allwright (1988) suggested using transcripts and audio taped or videotaped as database for discourse analysis.

#### **Step 2. Coding and Analyzing the data**

After transcribing all the interactions in the classrooms, the transcripts were coded using some labels as shown in chapter II, mainly the moves and the exchanges. This step is essential by the reasons (1) it enables the researcher to identify phenomena, (2) it enables the researcher to conduct quantification of frequency, (3) the quantification of frequency shows the tendency of findings, and (4) it enables the

researcher to categorize or subcategorize findings (Alwasilah, 2002). Steps of this research procedure were as follow:

1. segmenting the transcripts based on each exchanges;
2. coding and analyzing the exchanges based on classroom discourse analysis framework;
3. calculating the number of each type of anomalous exchange, the number of teacher and student talk by using FLINT adopted from Moskowitz (1971) and type of teacher's questions occurred based on Kinsella (1991) and Bloom's (1956) theory (as cited in Suherdi, 2006).

### **Step 3. Interpreting the data**

In this step, the researcher attempted to answer the research questions formulated in chapter I. The quantification of the findings was displayed into some tables, and then the phenomena were described from the tables. Alwasilah (2002) states that display, i.e. table, flowchart, diagram, etc. enables the researcher to explain the interpretation. Since the researcher proposed three research questions, the findings were triangulated one to another in order to obtain phenomena and presented them into deep discussions.

### **Step 4. Finishing**

The findings gained through steps above with getting feedback from some friends who was expert in classroom discourse and checking transcripts and interpretation of the data in order to enable the researcher to achieve validity of the research.