

CHAPTER III

RESEARCH METHOD

In this chapter, the research method is presented. It begins with the elaboration of the research design. The setting and participants are also discussed in line with the limitation of the study. Moreover, the techniques of data collection with the strength and the weakness of the technique are elaborated. In the final section, the data analysis is discussed in conjunction with the research questions.

3.1 Research Design

This research employs a descriptive-qualitative design that describes and interprets settings as they are (Patton, 1990 in Hoepfl, 1997). This research also adopts the case study for some reasons. First, since this research focuses on a particular classroom in a particular school with a particular teacher and students, case study is suitable because one of its characteristics is bound system and contextualization (Punch, 1998 as cited by Silverman, 2005; Nunan & Bailey, 2009; Hood in Heigham & Crocker, 2009). Duff (2008) emphasizes the importance of bound system and contextualization as follows:

...the data reflect natural changes in the learners' behavior and knowledge, influenced by numerous possible factors, such as the environment, physical maturation, cognitive development, and schooling, which the researcher must also take into account in order to arrive at valid conclusion concerning learning processes and outcomes (p.41 as cited by Nunan and Bailey, 2009: 158).

Second, this research captures how a teacher uses some strategies in expanding classroom discourse. A good teacher may able to provoke students' noticing (Bastone, cited in Harmer, 2007: 57). He may also be able to encourage

the students to participate in the classroom and then extend the classroom conversation. These jobs are not easy because teacher-talks-students-listen has been the commonest characteristic of classrooms in Indonesia. Therefore, involving and learning deeply the way teacher initiates students to expand classroom communication has been valuable resources.

Last, Hood (in Heigham & Crocker, 2009) elaborates that the results of qualitative case study do not prove anything in positivist sense rather they are used in two ways. First, it is used to improve the conditions or practice for the particular case in which the research is conducted. Second, it is used to widen the case to other settings that have similar characteristics (Connole, Smith, & Wiseman, 1993; Hancock, 1998; Johnson 1992; Hakim 1987). Therefore, by using a case study design, this research is expected to give some reflective sense to the teacher that is involved as a participant because sense of reflective is important in improving the practice of teaching. Moreover, the results of this research can be used as a model of how a teacher in Indonesia expands the classroom conversation because Indonesia has different culture with Western countries. Furthermore, the findings of this research may invite further research in this area in Indonesia so that the research on expanding the classroom discourse in Indonesia is developed.

3.2 Setting

This research is conducted in a lower primary class in one school in Bandung. This school is an Islamic private school which is affiliated to one Islamic school in Singapore. This school is established in 2007. In 2009, it is

declared to be an international school adopting Cambridge curriculum without neglecting national curriculum.

This research site is chosen for several reasons. First, the researcher has been familiar with the setting because it has been occurred a discussion about teaching English language for two years. Last, a lower primary class is chosen as participants in this research because the participants have their first encounter learning English language. Therefore, the findings of this research will be useful for teaching English language in both elementary and junior high of public school in Indonesia.

3.3 Participants

The participants of this study are an English teacher and his 9 students in academic term 2009/2010. The reason choosing the teacher is that the teacher has five years teaching English for young children in various contexts. His first experience was teaching English to primary students in public school, then continued in national plus school and finally in the school where the research setting is conducted. He also has developed speaking environment in his classroom for more than three years.

3.4 Data Collection

This study uses audio tape recording for collecting data for two reasons. First, audio recording is a data collection technique that is usually used in analyzing classroom interaction (Zhang, 2008; Wang & Hyun, 2009; Vine, 2008; Taker et al., 2008; McNaughton, 2005; Blanton et al., 2001; Myhill, 2006; Burns

& Myhill, 2004; Mercer et al., 1999; Walsh, 2002; Nakamura, 2008; Chavez, 2007; Todd et al., 2008).

Second, using audio recording may give natural data. The audio recording device is usually small, so that it can be hidden. The hidden tape will not disturb the process of interaction. The students will participate in the classroom naturally. Therefore, the use of audio recording is suitable to reduce level of intrusiveness although it will not capture visual evidence that may contribute to the naturalness of the data (Walsh, 2002; Allwright & Bailly, 1991; Lazaraton, in Heighman and Crocker, 2009; Eggins and Slade, 1997).

The audio recording process is also conducted in several times to avoid the failure of electronic devices. In the final step, three recordings are chosen as the data of this research. Data 1 and data 2 were recorded on February the 2nd and 3rd. The last data was taken at April 29th, 2010. The three sets of data are chosen to provide comprehensive resource of the development of how the teacher and the students expand the discourse in the progress of time as the students' ability in English language is improving.

The three sets of data gained from audio recordings are transcribed using transcription convention developed by Eggins and Slade (1997). This system of transcription is developed in conjunction with the system of intonation and rhythm in systemic functional linguistics (see system of transcription in appendix 1). It is also used to ease the system of coding and naming as Eggins and Slade

(1997) use intelligible abbreviation. Moreover, this system is able to capture authentic setting of the talk as proposed in naturalistic qualitative design.

3.5 Framework of Data Analysis

After transcription process, the data are categorized in conjunction with discourse units. One of the obvious discourse units is turn. Eggins and Slade (1997) define turn as all the talk that is produced by a participant before another participant gets it. The turn is coded in Arabic numeral such as 1, 2, 3.... For non verbal turn including pauses, the Arabic numeral is also used together with the abbreviation 'NV' (stands for nonverbal). The numbering process is shown in the following sample.

<u>No. turn</u>	<u>participants</u>	<u>Talk</u>
1	T	Good Morning, students
2	Ss	Good morning, sir
1 NV	T	[pauses 3 seconds]
3	T	Well, How are you?

In the above exchange, participant T (a teacher) talks for the first time. In turn 2, Ss respond verbally. Then, the teacher responds nonverbally by pausing for 3 seconds. After that, in turn 3, the teacher continues the conversation.

Another discourse unit that is very important is speech function. Eggins and Slade (1997) uses speech function to code talk by showing the distribution of initiation to responses. They divide speech function into two categories. The first is opening and the second is sustaining.

The opening move functions to initiate negotiation. It is categorized into nine functions. The first is attending that is used to seek attention. The attending is usually in the form of minor clause. The second is offering that is used to indicate

that the participants give goods and services. The grammatical realization of this function is modulated interrogative. The second is command that is used to demand goods and services. This function is usually in imperative forms.

The other opening functions are statement. The statement is categorized into two functions. They are the statement of fact and the statement of opinion. Both functions use full declarative. However, the statement of fact usually includes modality or appraising lexis.

The question is also categorized as opening. There are two types of questions i.e. questions of demanding fact in open and closed question and questions of demanding opinion in open and closed question. The open question is in the wh-interrogative form and the closed question is in the form of polar interrogative. The summary of the opening move is shown in the table 1.

Table 3.1: Speech Function Label for Opening Move (Eggins and Slade, 1997:194).

No.	Speech function and its abbreviation	Discourse purposes	Grammatical realization
1	Attending (O:Atten)	attention seeking	Minor; formulaic
2	Offer (O:Offer)	give goods and services	modulated interrogative
3	Command (O:Comma)	demand goods and services	Imperative
4	Statement: fact (O:S:Fact)	give factual information	full declarative; no modality; no appraisal
5	statement: opinion (O:S:Opini)	give attitudinal/evaluative information	full declarative; modality and or appraising lexis
6	Question: open: fact (O:Q:O:fact)	demand factual information	wh-interrogative; no modality; no appraisal
7	Question: closed: fact (O:Q:C:fact)	demand confirmation/agreement with factual information	polar interrogative; no modality; no appraisal
8	Question: open: opinion (O: Q: O: O)	demand opinion information	wh-interrogative; modality/appraisal
9	Question: closed: opinion (O: Q: O: c)	demand agreement with opinion information	polar interrogative; modality/appraisal

Moreover, the sustaining move is used to maintain negotiation. There are two categories of the sustaining move. The first is continuing and the second is reacting. The continuing is used by the participants who have been talking to re-initiate or clarify their previous move. The continuing comprises into monitoring, prolonging and appending. The monitoring is used to check the engagement of participants. This function is usually in the form of elliptical interrogative or minor clause.

The other continuing functions are prolonging and appending. In the prolonging, the participants add to their contribution by providing further information. However, in appending move, the participants add the information after other participants have interrupted. Both are categorized based on the expansion system i.e. elaboration, extension and enhancement.

In elaborating, the participants clarify, exemplify or restate the information using full declarative using *for example, I mean* and *like*. In extension, the participants offer additional or constructing information using full declarative that is linked with *and, but, except* and *on the other hand*. In enhancement, the participants qualify previous move by giving details of time, place, cause and condition using full declarative that is linked with *then, so* and *because*. The further information of the continuing moves is summarized in the table 2.

Table 3.2: Speech Function Label for Continuing Move (Eggins & Slade, 1997:201)

No.	Speech function and its abbreviation	Discourse purposes	Grammatical realization
1	Continue: monitor (C:Monit)	check that audience is still engaged	elliptical major clauses or minor clause with interrogative intonation

2	prolong: elaborate (C:Pro:ela)	clarify, exemplify or restate	full declarative, linked (or linkable) by: for example, I mean, like
3	prolong: extend (C:Pro:ext)	offer additional or constructing information	full declarative, linked (or linkable) by: and, but, except, on the other hand
4	prolong: enhance (C:Pro:enh)	qualify previous move by giving details of time, place, cause, condition, etc	full declarative, linked (or linkable) by: then, so, because
5	append: elaborate (C:App:enh)	clarify, exemplify or restate previous move after intervention by another speaker	elaborating nominal group
6	append: extend (C:App:ext)	offer additional or constructing information to previous move after intervention by another speaker	extending nominal group
7	append: enhance (C:App:enh)	qualify previous move after intervention by another speaker	enhancing prepositional/adverbial phrase

The reacting move is categorized into two groups. They are responding and rejoining. The responding move is grouped into two, i.e. supporting and confronting. The supporting move consists of developing, accepting, complying, agreeing, answering and acknowledging. The confronting includes affirming, declining, disagreeing, withholding, disavowing and contradicting. The summary of the responding move is shown in table 3.

Table 3.3: Speech Function Label for Responding Move (Eggins & Slade, 1997)

No	Speech function and its abbreviation	Discourse purposes	Grammatical realization
1	develop: elaborate (Res: Dev: ela)	expands on a previous speaker's contribution by restating, clarifying or exemplifying what has been said	full declarative, linked (or linkable) by: for example, I mean, like
2	develop: extend (Res: Dev: ext)	expands on a prior speaker's move by adding further supporting or contrasting details	full declarative, linked (or linkable) by: and, but, except, on the other hand
3	develop: enhance (Res: Dev: enh)	enhance on a prior speaker's move by providing a temporal, causal or conditional qualification	full declarative, linked (or linkable) by: then, so, because
4	Engage (Res: eng)	show willingness to interact by responding to salutation etc.	minor: typically "yea" or matched response

5	Register (Res: reg)	display attention to the speaker	repetition of speaker's word(s); paralinguistic expression such as Mmm, Uh huh; ritual exclamations; minor clause
6	Comply (Res: comp)	to carry out demand for goods and services	non-verbal; expressions of undertaking (e.g. OK)
7	Accept (Res: acc)	to accept proffered goods and services	non-verbal; expressions of thanking
8	Agree (Res: agr)	to indicate support of information given	yes; positively polarity
9	Acknowledge (Res: ack)	to indicate knowledge of information given	expression of knowing
10	Answer (Res: ans)	to provide information demanded	complete missing structural elements
11	Affirm (Res: aff)	to provide positive response to question	yes; positively polarity
12	Disagree (Res: disag)	to provide negative response to question	negation of proposition
13	non-comply (Res: non-co)	to indicate inability to comply with prior command	non-verbal; no expression of undertaking; negation of verbal command
14	Withhold (Res: with)	to indicate inability to provide demanded information	negative elliptical declarative
15	Disavow (Res: Dis)	to deny acknowledgment of information	expression of disclaiming knowledge
16	Contradict (Res: Cont)	to negate prior information	No; switched polarity

The other reacting move is rejoinder. In this move, the participants give feedback to the previous response. The rejoinder includes the demanding of further details or offering alternative explanation. The further information of the rejoinder is shown in the table 4.

Table 3.4: Speech Function Label for Rejoinder Move (Eggins & Slade, 1997: 213).

No.	Speech function and its abbreviation	Discourse purposes	Grammatical realization
1	Check (Rej: chk)	to elicit repetition of a misheard element or move	Elliptical polar interrogative
2	Confirm (Rej: conf)	to verify information heard	elliptical interrogative; wh/new element from prior move
3	Clarify (Rej: Cla)	to get additional information needed to understand prior move	elliptical interrogative; wh/new element (not in prior move)

4	Probe (Rej: prob)	to volunteer further details/implications for confirmation	full clause, new subject, etc. but in logico-semantic relation with the moves it's tracking or tagged declarative
5	Resolve (Res: res)	to provide clarification, acquiesce with information	elliptical declarative; mood adjunct of polarity or modality
6	Detach (Res: det)	to terminate the interaction	silence; expression of termination
7	Rebound (Res: reb)	to question relevance, legitimacy, veracity of prior knowledge	wh-interrogative, elliptical
8	Counter (Res: cou)	to dismiss addressee's right to his/her position	non-elliptical declarative; negation of understanding/
9	Refute (Res: ref)	to contradict import of challenge	elliptical declarative; negation
10	re-challenge (Res: re-ch)	to offer alternative position	elliptical interrogative

After the process of transcription, data is analyzed in conjunction with the discourse strategies employed by the teacher and the expansion system that is developed by the students in responding moves. The analysis of discourse strategies consists of the analysis of the good rapport, the use of referential question, the extended wait time and the use of uptake in feedback. Moreover, the analysis of expansion system includes the analysis of elaboration, extension and enhancement.

Rapport is indicated by the use of name or proper noun. The proper noun is placed in bracket []. This strategy also is shown in the way the teacher responds to the students' questions and statements. The example of this strategy is shown in the italic form in the following excerpt.

<u>Moves</u>	<u>Turn</u>	<u>Ptcpn</u>	<u>Talk</u>	<u>Strategies</u>
O:Q:O:O	1	T	What do you think the movie, <i>[name 1]</i> ?	The teacher uses proper noun to call the students' identity.
Rej:Clarf	2	S	Well...sir, what is baik sekali ?	
Res:answ	3	T	<i>Very good</i>	The teacher uses direct response to the students
Res: answ	4	S	I think the movie is very good	

Referential question is indicated in the teacher's opening moves particularly in question of fact (O:Q:O:F) and question of opinion (O:Q:O:O).

This question is also signified by the use of wh-interrogative. The use of this strategy is shown in the following example.

<u>Moves</u>	<u>Turn</u>	<u>Prtcpn</u>	<u>Talk</u>	<u>Strategies</u>
O:Q:O:O	1	T	what do you think the movie, [name 1]?	The teacher uses question of opinion in the form of wh-interrogative
Rej:Clarf	2	S	Well...sir, what is baik sekali ?	
Res:answ	3	T	Very good	
Res:answ	4	S	I think the movie is very good	

Wait time is indicated by the way the teacher pauses his talk in order to provide time for the students to answer the question. This pause is coded in bracket []. This strategy is shown in the following example.

<u>Moves</u>	<u>Turn</u>	<u>Prtcpn</u>	<u>Talk</u>	<u>Strategies</u>
O:Q:O:O	1	T	What do you think the movie, [name 1]?	
	1 (NV)		[pauses 3 seconds]	The teacher employs the extended wait time
Res:answ	3	S	I think the story is very good	

Uptake strategy is found in the rejoinder or feedback moves. This strategy is used to probe, clarify, confirm, re-bound and re-challenge. This strategy is shown in the following example.

<u>Turn</u>	<u>Prtcpn</u>	<u>Moves</u>	<u>Talk</u>	<u>Strategies</u>
1	T	O:Q:O:O	What do you think the movie, [name 1]?	
1 (NV)			[pauses 3 seconds]	
3	S	Res: answ	I think the story is very good	
4	T	Rej: re-chal	Are you sure?	The teacher re-challenges the students' response.

Moreover, the analysis of elaboration focuses on the way the students clarify, restate, and give example in continuing and developing moves. The elaboration is indicated by the use of implicit and explicit conjunction that represents the process of elaboration.

<u>Turn</u>	<u>Prtcpn</u>	<u>Moves</u>	<u>Talk</u>	<u>Strategies</u>
1	S ₁	O:S:fact	Sir, my head is sakit .	
1 (NV)			[pauses 1 second]	
2	S ₁	C:Pro:elab	<i>I mean my head is hurt</i>	The student prolongs the discourse by elaborating using explicit <i>I mean</i> .
3	T	Rej: rebound	Do you want to go home?	

The analysis of extension involves the way the students add or contrast the previous turns in continuing and developing moves. The extension is signaled with the use of implicit and explicit conjunctions that represents the extension as *or*, *and*, *also*, *too* and *but*.

<u>Turn</u>	<u>Prtcpn</u>	<u>Moves</u>	<u>Talk</u>	<u>Strategies</u>
1	S ₁	O:S:fact	Sir, my head is sakit .	
2	S ₂	C:Pro:ext	<i>Sir, my head is hurt too</i>	The student prolongs the discourse by extending the discourse using explicit <i>too</i>
3	T	Rej: rebound	Do you want to go home?	

The analysis of enhancement encompasses the way the students qualify the information in previous moves. The enhancement is marked by the use of implicit and explicit conjunctions that shows the enhancement as *because* and *so*.

<u>Turn</u>	<u>Prtcpn</u>	<u>Moves</u>	<u>Talk</u>	<u>Strategies</u>
1	S ₁	O:S:fact	Sir, my head is sakit .	
2	S ₂	C:Pro:ext	Sir, my head is hurt too	
3	T	Rej: rebound	Why?	
4	S ₂	Res: Dev. Enh	<i>Because we bumped our head</i>	The student develops the discourse by enhancing the discourse using explicit <i>because</i>

In the final steps, the results of the analysis are interpreted to find out to what extent the teacher applies the principles of extended classroom discourse. The results of the analysis of the discourse strategy is interpreted to find out to what extent the teacher reflects classroom as social interaction. The results of the analysis of expansion system is described to what extent the teacher has developed the students' thinking capacity.