

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses some aspects of research methodology. It presents the research methodology and data collection strategy, which consists of videotaping classroom interactions, observing classroom interactions (field-note taking), and interviewing the teachers.

3.1 Research Methodology

This study is qualitative and descriptive in nature in which it is aimed to seek what are the types of anomalous exchange that occur during the classroom activities, in what situation the anomalous exchanges frequently occur and how does the classroom interaction affects the anomalous exchange occurrence . As Creswell (1994) states qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained trough words or pictures.

Additionally, Denzin and Lincoln (1987) as cited in Moleong (2006) states that qualitative research is a research, which uses natural background to interpret the happening phenomena and involves various methodologies. The methodologies that usually used are observation, interview, questionnaire, and document analysis.

3.2 Participants of the Study

This study involved two English teachers and 120 students from four different classes. The researcher used purposive sampling as the sampling technique. This is due to the study required the comparison between the under-achiever class and the higher-achiever class which were taught by different

teachers. The researcher also took one session of each class in order to investigate the nature of anomalous exchange occurrence during the classroom activity.

3.3 Data Collection

There are several techniques applied in collecting the data for this study. The data collection techniques are videotaping, classroom observation, and interview.

3.3.1 Videotaping

In gaining the natural interaction between students and teacher in the classroom, researcher used videotaping as the technique. As Burns (1999) states as cited in Rajasa (2006) recording can be valuable in providing researchers with objective first-hand data for analyzing data of teacher and students' behavior in the classroom. In line with this, Van Lier (1988) as cited in Allwirth and Bailey (1991) recommends that discourse analysis normally use transcripts and videotaped interactions as its database.

The videotaping itself was conducted on 15 August 2009, 26 August 2009, 29 August 2009, and 5 September 2009. Each lesson was recorded for 2-hour lessons (90 minutes). The researcher used a video-recorder and recorded the lesson without any involvement in the interactions.

3.3.2 Observation

Besides videotaping, the researcher also used observation technique to support the data elicited by recording in order to identify non-verbal behavior and to make data analysis more objective. In line with this, Alwasilah (2002) states observation technique enables researchers to find implicit understanding about the observed phenomena and see directly how theory is employed and respondents' point of view, which are not found in interview or survey.

In addition, Creswell (1994) proposes four options for observations; those are complete participant, observer as participant, participant as observer, and complete observer. Referring to this study, the researcher chose fourth option to be the technique of this study that is complete participant, in which the researcher observes without participate. The advantage of this type is useful in exploring topics that may be uncomfortable for informants to discuss.

3.3.3 Interview

Beside videotaping and observation, the researcher also conducted an interview to support the data. According to Nasution (1987) interview is a kind of verbal communication, which is aimed to get information from the interviewee. In addition through interview researcher could get additional information, which could not be gained through observation. In line with this, Alwasilah (2000) adds that by interviewing the respondent, a researcher can get in-depth information because of some reasons:

1. The researcher can explain and paraphrase the questions which cannot be understood by respondents
2. The researcher can give follow up questions
3. Respondents tend to answer the question when they are asked
4. Respondent can tell something in the past and the future

Moreover, 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. In this study the researcher used structured interview where eight

questions were asked to both teachers in order to gain the objectives of the research and issues that occurred during observation.

3.4 Establishing Rapport

Alwasilah (2002:144) reveals establishing rapport term in making negotiation with respondents or research subjects. He emphasizes that it is necessary in making good relationship between the researcher and the research subject. Therefore, the researcher asked permission to the school and the subject teacher as well before entering the classroom and taking the data. Moreover, the researcher also taught in the same school to accomplish her teaching practicum program, as a result, the school gave access to get the data in that school.

3.5 Establishing Reliability and Validity

Since this research has some purposes for the researcher herself and others, it is necessary to have reliability and validity of the research. Allwright and Bailey (1991) claim reliability is a technical term for consistency in the data collection and data analysis. Meanwhile, validity is a truth of research in description, conclusion, interpretation, and another report (Alwasilah, 2002:169). In line with this, Moleong (2006) emphasize as a quantitative research, a qualitative study will be not valid if it is not reliable, and it is not transferable if it is not credible. Thus, to maintain reliability and validity in this study, the researcher provides some techniques as follows.

3.5.1 Triangulation

Triangulation refers to variation methods of data collection (Alwasilah, 2002:175). In this study, the researcher employed some methods of data collecting such as classroom observation, recording and interview. **The researcher**

triangulated the data collected from recording and observation with the interview's response from the teacher. Videotaping was done by the researcher to capture the natural interaction between teacher and students in the classroom. The second method is doing an observation. This is due to the necessity in gaining the data visually. Then, the researcher compared the findings with the result of teacher's interview to confirm the first data whether there was same opinion in understanding the interaction between the researcher and the participants. **By conducting those various methods, the researcher reduced bias caused by the subjectivity.**

3.5.2 Member checking

Alwasilah (2002:178) proposes this technique in order to (1) prevent misunderstanding toward respondent's answer in interview, (2) prevent misunderstanding toward respondents' behavior during observation, and (3) confirm respondent's perspective toward what was happening. To prevent all misunderstandings, the researcher asked the respondents especially the teacher to check the transcripts and the interpretation of data in order the researcher is able to achieve validity of the research.

3.5.3 Feedback

It is necessary to have feedback from others toward the research. It is to prevent bias of research and identify the logical weaknesses of research (Alwasilah, 2002:176). In addition, 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 have the same focus of research.

3.6 Data Analysis

After collecting all data from videotaping observation, and interview, the researcher analyzed the data using some following steps adapted from Suherdi (2008: 46)

Step 1. Transcribing the video-recording

The researcher gained main data from video-recording taken from four lessons. The data obtained were transcribed in order to display the language used in the class. Similarly, Allwright and Bailey (1991) suggested using transcripts and audio taped or videotaped as their database for discourse analysis.

Step 2. Coding and analyzing the data

After transcribing all interactions, 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, 2002:159). Therefore, the researcher provides the following procedures:

1. Segmenting the transcript based on each exchange.
2. Coding and analyzing the exchanges based on classroom discourse analyses framework. The data were analyzed by using Suherdi's theory (1994) about anomalous exchange. The reason is that Suherdi's model might be applicable to a study of classroom discourse.
3. Calculating the number of each type of anomalous exchange, the number of teacher and student talk and type of questions occurred.

4. Calculating the amount of teacher and students talk and analyzing them to seek the balance between teacher and student talk using FLINT (Foreign Language Interaction Analysis) adopted from Moskowitz (1971).
5. Analyzing the type of questions used by the teacher based on Kinsella (1991) and Bloom's (1956) theory of categories of questions to find in what type of question anomalous exchange tend to occur.

Step 3. Interpreting the data

In this step, the researcher attempted to answer research questions formulated in chapter I. The quantification of frequency was displayed into some tables, and then the researcher described the phenomena occurred from tables. Alwasilah (2002:164) 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 connected one to another in order to obtain phenomena and presented them into deep discussions.

Step 4. Finishing

The findings and discussion were put into conclusions and suggestions to illustrate the research as a whole.