

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology. It includes research method, research site, respondents, and techniques of data collection. It also provides ethical consideration, data analysis, establishing trustworthiness, and notes from the pilot study (pilot test analysis).

3.1 Research Method

This study is conducted in natural setting. The study observes the teaching and learning process setting without giving any treatments during observation. In reporting the result, the study uses descriptive and interpretative methods. It is intended to investigate, describe, and analyze the data based on theories existed (Moleong, 1998: 6).

In addition, this idea reflects what Denzin and Lincoln (1987, as cited in Moleong, 2006) state that qualitative research employs natural setting to describe a phenomenon. Meanwhile, Bodgan and Taylor (1975, as cited in Moleong, 1998: 3) define that “descriptive study is the research which produces issues as many as possible concerning to the subject being investigated while the inferences are based on the presented findings, then it is analyzed to get conclusion”. Therefore, this study tries to identify and to describe eliciting techniques that are used by the teachers to

stimulate students' talk in classroom interaction. It also describes how students respond to teachers' eliciting techniques and how teachers give feedback towards students' responses.

3.2 Research Site

The research is conducted at Senior High Laboratory School of UPI which is located in Indonesia University of Education (UPI) Bandung. The Senior High Laboratory School is one of the divisions of UPI Bandung as sample in handling the Laboratory. In choosing this site, the researcher considered some aspects: time, cost, and the geographic condition (see Moleong, 1996: 87).

3.3 Respondents

The study involves two English teachers and eighty students of tenth and eleventh grade. The respondents of this observation are two male teachers who are teaching in Senior High Laboratory School UPI Bandung. The first teacher teaches the tenth grades while the second teacher teaches the eleventh grades. Those teachers are purposively selected because they have experience in teaching classroom conversation.

3.4 Techniques of Data Collection

In collecting the data, several instruments are utilized. The instruments are used to collect the research data (Moleong, 1996). The data are collected through several steps. The first step is conducting the classroom observation and video

recording. Moreover, the study uses field notes and collects the teacher's lesson plan to complete the data collection. The next steps are classifying and analyzing the data to take the inferences. The data collections are elaborated as follows:

3.4.1 Classroom Observation

The classroom observation is conducted during the EFL classroom teaching in which the researcher involves himself as non-participant observer. According to Alwasilah (2006), observation is a systematic and planned monitoring conducted to get data, the validity and reliability of which are controlled. It means that the observation is conducted to observe a real situation in daily learning particularly classroom interaction.

In addition, Alwasilah (2002) states that observation technique enables researchers to find implicit understanding about the observed phenomena and see directly how the theory is employed and respondents' point of view, which are not found in interview or survey. The study uses classroom observation technique to support the data gathered through recording in order to find and identify non-verbal behavior and to make data analysis more objective. In other words, the purpose of observation is to observe the teachers' eliciting techniques in stimulating students' talk.

3.4.2 Video Recording

During learning and teaching process, the study uses video recording as a technique for capturing the natural interaction which occur in the classroom. Burns

(1999) argues that recording can be valuable in providing researchers with objective first-hand data for analyzing data of teacher and student's behavior in the classroom.

In line with this, Van Lier (1988, as cited in Allwright and Bailey, 1991) recommends that discourse analysis normally use transcripts and video recorded interaction as its database. The study uses video-recording to identify classroom interaction between teacher and students. The video recording is conducted on April 04th to May 12nd 2010. Each lesson is recorded for 2-hours lesson (80 minutes).

3.4.3 Field Notes

A field note is important in classroom observation. Through field notes, the study could write and anticipate the occurrence of non-verbal behaviors or non-verbal activities in the classroom. The field notes could be very useful in recording teacher's behavior and any detailed information about teaching and learning process that could not be recorded in video recording. It could also be used as additional material to analyze the use of eliciting techniques by the teachers.

3.4.4 Document Analyses

The document analyses are useful to support the data which gathered from other sources. Yin (1994: 80, as cited in Tellis, 1997) states that documents can be letters, memoranda, agendas, study reports, etc. the documents to be analyzed here are teacher's lesson plan to know the objectives of the lesson. In addition, the study uses the document analyses as one of the techniques to support the data because of some reasons. Guba and Lincoln's reason as cited in Alwasilah (2002) mention that:

- 1) Document is stable information source.
- 2) Document is strong evidence that can be a source to prove something and to avoid accusation of misinterpretation.
- 3) Document is natural source which explains the context.
- 4) Document is relatively easy to acquire.
- 5) Document is non-reactive source.

Considering the purpose of the study, i.e. find out the eliciting techniques used by the teachers to stimulate students' talk in classroom interaction, the study analyzes the teacher techniques or method of teacher's lesson plan in presenting the materials.

3.5 Ethical Consideration

In educational research which involves human participant, some considerations should be emphasized to minimize unexpected result. In doing the recording of classroom interaction, there are important ethical considerations when it comes to recording people, whether we ask their permission or not (Wray et al., 1998).

In this case, the study records the classroom interaction of the first and the second grade of Senior High Laboratory School UPI Bandung with permission (See appendix 4) because the recording is done in that institution. Therefore, the institution permission is required.

Furthermore, to get the valid transcription result, there are some steps that should be followed, one of which is using a good tool (Wray et al, 1998). Here, the study uses a handy cam in recording teachers learning process.

3.6 Data Analysis

In analyzing the data, the study uses Suherdi's (2007) framework of classroom discourse analysis, i.e. transcribing the data and then analyzing the data based on some procedures. The explanations of data analysis (Suherdi, 2007) are described as follows:

3.6.1 Transcribing

One way to handle data collection through recording is to transcribe it. The transcription is considered as pre-analysis. The data obtained are transcribed in order to display the language used in classroom interaction setting. The transcription is used as the main data written source to be analyzed.

3.6.2 Procedure of analysis

The analysis undergoes some stages of analysis as follows:

Stage1: Assembling the data collected, i.e. observation, transcription, and filed notes are collected. It includes the teacher's lesson plan to complete the data.

Stage2: Coding the data; the study applies coding by following steps:

- 1) Dividing the result of video recording and observation by labeling the participant into teacher (T), students (Ss), and (S) for single student.
- 2) Dividing the transcription into exchange or per exchange.
- 3) Identifying the exchange based on Coulthard's (1975) and Slattery & Willis's (2001) eliciting techniques theories.
- 4) Identifying the function or purpose of exchanges by considering the meaning boundaries and separate them into move.
- 5) Identifying the students' responses and teachers' feedback.
- 6) Analyzing the exchanges and giving them comment so that the study could present the result in a report.

Stage3: Reporting the interpretations and result based on study notes. In other words, after assembling and coding the transcription, the findings are reported systematically using the example of the data (pilot test).

The transcriptions analyzed are presented in Table 3.1 as general analysis of eliciting techniques (See appendix 3: pilot test analysis) which include teachers' exchanges of all classroom observation. In the following column, the exchanges are categorized into types of teacher's eliciting techniques based on Coulthard's (1975) and Slattery & Willis's (2001) classification. The next columns contain the purpose of each eliciting techniques, ways of student's response, and teacher's feedback. The last column contains the note of the study. In addition, the exchanges (eliciting

techniques) applied by the teachers are highlighted in bold print. The general analysis of eliciting techniques applied by the teachers is presented below.

Table 3.1 The general analysis of eliciting techniques

No	Exchanges	Eliciting Techniques		Purpose	Students' Responses	Teachers' Feedback	Note
		Malcolm Coulthard	Slattery & Willis				

3.7 Establishing Trustworthiness

According to Alwasilah (2002), “the trustworthiness is the truth, which is resulted from the description, conclusion, interpretation and other kinds of reports”. It means that the standard of accepted an investigation is trustworthiness. In addition, the aim is to test out the trustworthiness of the data.

In conducting the qualitative research, the researcher is aware that there might be a bias. Therefore, to make this study trustworthy, the study applies some kinds of strategies proposed by Burn (1999) as follows:

3.7.1 Triangulation

Burn (1999) states that triangulation is a way of arguing that “if different methods of investigation produce the same result then the data are likely to be valid”. The study conducts several methods of collecting data, i.e. classroom observation (video recording), field notes, and document analyses.

3.7.2 Feedback

According to Alwasilah (2002), feedback comments and critiques are needed to identify validity bias and researcher's assumption as well as the weaknesses of the research. Thus, the study asks the feedback from the research advisor and an expert.

3.7.3 Member check

To verify the data and avoid misinterpretation, the study confirms the observation result to the respondents. Hence, after analyzing the data, the study asks the participant to read the data analysis and interpretation.

3.8 Notes from the Pilot Study

The purpose of pilot study is to reveal whether or not the methods can be utilized for a larger sample. The pilot test was conducted at SMA Lab school grade XI IPA. The sample of this pilot study is not the subject observed in this study.

1.8.3 Pilot Test Analysis

The pilot test analysis can be seen in appendix 3.

1.8.4 Summary of the Pilot Test Analysis

There are four summaries of pilot test, i.e. Malcolm Coulthard's (1975) eliciting techniques, Marry Slattery and Jane Willis's (2001) eliciting techniques, types of students' responses, and kinds of teacher's feedback. The summary of which is presented in Table 3.2 below.

Table 3.2 Malcolm Coulthard's (1975) Eliciting Techniques Teacher used: pilot test

No	Malcolm Coulthard's Eliciting Techniques	Total	Percentage
1	Eliciting Inform	16	59.26 %
2	Eliciting Confirm	7	25.92 %
3	Eliciting Agree	0	-
4	Eliciting Commit	0	-
5	Eliciting Repeat	2	7.41 %
6	Eliciting Clarify	2	7.41 %
	Total	27	100 %

Table 3.3 Marry Slattery & Jane Willis's (2001) Eliciting Techniques Teacher used: pilot test

No	Marry Slattery & Jane Willis's Eliciting Techniques	Total	Percentage
1	Wh-question	7	25.92 %
2	Question using intonation only	13	48.15 %
3	Question using inversion	3	11.11 %
4	Unfinished sentence question with raising intonation	3	11.11 %
5	Either/or question	1	3.70 %
	Total	27	100 %

Table 3.4 Types of Students' Responses Based on Suherdi's (2006; 2007) Classifications

No	Types of Students' Responses	Total	Percentage
1	Verbal Syllable	-	-
2	Verbal Word	17	62.96 %
3	Verbal Phrase	-	-
4	Verbal Clause	3	11.11 %
5	Verbal Sentence	1	3.70 %
	Total	21	74.07 %

Table 3.5 Types of Teacher’s Feedback Based on Lyster and Ratna’s (1997, as cited in Tedick, 1998) Theories

No	Types of Teacher’s Feedback	Total	Percentage
1	Form-related comment feedback	1	3.70 %
2	Elicitation feedback	-	-
3	Expansion feedback	-	-
4	Correction feedback	-	-
	Total	1	3.70 %

1.8.5 Result of the Pilot Test

Malcom Coulthard (1975: 28) classifies eliciting techniques into six categories, i.e. eliciting inform, eliciting confirm, eliciting agree, eliciting commit, eliciting repeat, and eliciting clarify. In addition, Marry Slattery and Jane Willis (2001:48-49) mention five ways of eliciting language, i.e. wh-questions, questions using intonation only, questions using inversion, unfinished sentence questions with raising intonation, and either/or questions.

From the pilot test transcription the study divided the analysis into four steps, i.e. analyzing the exchange that is per teacher’s eliciting techniques, analyzing the purpose of each technique, analyzing the students’ responses based on Suherdi’s (2006; 2007) classifications, and analyzing the teacher’s feedback which are divided into four types, i.e. form-related comment, elicitation, expansion, and correction feedback proposed by Lyster and Ratna (1997, as cited in Tedick, 1998).

Having analyzed the transcriptions, the result indicated that the teacher produced 27 exchanges and employed both of eliciting theories to elicit students' talk based on Coulthard (1975) and Slattery & Willis (2001) classification. From Coulthard (1975: 28) theory, the teacher employed four eliciting techniques, i.e. eliciting inform (16), eliciting confirm (7), eliciting repeat (2), and eliciting clarify (2). As many 16 exchanges are categorized into eliciting inform (59.26 %). Meanwhile, from Slattery & Willis (2001: 48-49) theories the teacher used all of their classifications, and the teacher tended to apply *questions using intonation only* 13 times, accounting for (48.15 %).

Based on the pilot test it can be concluded that the teacher tended to use eliciting inform and eliciting using intonation only to stimulate students' talk. It happened because the teacher tended to inform what students have learnt. For example:

Excerpt in exchange 12

- T : **What is the negative idea of the words beside angry?**
S : Crazy
T : Ugly
S : Silly
T : Crazy, then ugly, silly, stupid,
T : From all of this words can be divided into two. Positive and negative.

While in the eliciting using intonation only, the teacher tended to use eliciting questions using intonation only by raising their intonation to get students' answers.

For example:

Excerpt in exchange 13

- T : Ok, Prayogo is quite handsome, quite handsome is positive

- T : One more example then **Caca**, can you give me example?
S : Yuniar is quite nice.

In line with students' responses, they most commonly respond to teachers' eliciting techniques using verbal words. For example:

Excerpt in exchange 12

- T : What is the negative idea of the words beside angry?
S : **Crazy**
T : Ugly
S : **Silly**

Unfortunately, dealing with teacher's feedback, the teacher tended to pass or just listen to students' answers without giving feedback to students' responses. Based on the result of pilot test above, the study indicated that the teacher had done efforts to promote his learners to talk in classroom interaction by applying some ways in eliciting language in the classroom interaction (see Coulthard, 1975: 28) and (Slattery & Willis, 2001: 48). Therefore, this study decided that the instruments of this analysis were already applied in a larger subject.

From the result of pilot test, some weaknesses were also found. They were the position of the handy cam that the researcher used in observing the classroom interaction and the miss recorded particularly on students' responses. It happened when the researcher observed the interaction between teacher and students. There were some students' responses and also some non-verbal responses that miss recorded.

To solve these problems, the study used field notes to write and anticipate the occurrence of non-verbal behaviors or non-verbal activities inside the classroom

interaction. Besides, the study also collected teachers' lesson plan to know more about the objectives of lesson and to know teachers' techniques or methods in presenting the materials.

