

CHAPTER III

RESEARCH METHOD

A. Research Design

It is very important to know and use the right method in order to get a good understanding about the problem being researched. In this research, the writer uses qualitative research. Qualitative research focuses to the student and teacher behavior and also the interaction between them in teaching learning process. As Nunan (1992, p. 4) suggests, qualitative methods, concern with the understanding of human behavior from the actor's own frame of reference, exploratory, descriptive and process-oriented. It meant that the researcher would observe teacher and students talk during teaching and learning process.

To describe the interaction made between the teacher and the students in the classroom, the writer uses descriptive method. According to Lincoln and Guba in Moleong (2004, p. 6) one of the characteristics of qualitative study is descriptive. In this Study, the researcher used descriptive qualitative design which mainly aimed to analyze and described the teacher talk which have been applied by teacher of 92nd grade at English UPB of UIN Antasari Banjarmasin.

In order to get expect data, the researcher using Flander's Interaction Analysis Categories System (FIACS). And to know the kinds of interaction based on the characteristics of the teacher-students' interaction in the classroom and to identify Indonesian or English language used in the classroom interaction by knowing the percentage of English and Indonesian language used for teaching-learning process.

B. Research Setting

This research was conducted at 92nd grade at English UPB of UIN Antasari Banjarmasin. It is located at Jenderal Ahmad Yani Street KM. 4.5, Banjarmasin, South Borneo, 70235. English UPB had 116 groups consisting of 20-25 students for each group.

The researcher chooses 92nd group of English UPB because 92nd grade was the middle group, and the students in the class have different background, their mastery levels in English also different.

The first observation was made on April 9th 2020, the second observation was made on April 22nd 2020 and the last observation was made on April 28th 2020.

C. Subject of Research

The subject of this research was lecturer and 92nd grade students of English UPB in UIN Antasari Banjarmasin. English UPB has 116 groups consisting 2811 students. The research was conducted in one class; it was 92nd grade students of English UPB that is taught by Miss. Firsty Auliyatu Rochmah, S.Pd. In this class consisted of 26 students, but there was one student who did not take the test when middle, finally there were only 21 students. There were 12 male and 10 female. Researcher got the data 3 times in one week.

D. Data

The data will be collected by observing three times class meeting by using two methods in collecting the data including observation tally sheet, and

documentary. The two types of database were examined in order to identify what kinds of activity were involved in the teacher-student interaction. In other words, the data of the study were in the form of speech and actions and then the researcher arranged the transcription of the data.

E. Technique of Data Collection

The data will be collected by observing three times class meeting by using two methods in collecting the data there are observation tally sheet and documentary.

1. Observation

Observation is activity of researcher that looking at what people actually does (Yin, 2017). The researcher uses this technique to observe the classroom interaction between the teacher and the students through the observation tally sheet. Before researcher filled the observation, the researcher had understand observation tally sheet's guidance that included list of Flanders Interaction Analysis Categories System (FIACS) that researcher adapted from Flander cited in Hai and Bee (2006, p. 118). Here is the observation tally sheet's guidance:

Table 3.1. An observation tally sheet's guidance			
		Category number	Activity
Teacher talk	Response	1	Accept feeling: accepts and clarifies an attitude or the feeling tone of a pupil in a non-threatening manner. feeling may

			be positive or negative.
		2	Praises or encourages: praises or encourages pupil action or behavior. Jokes that release tension, but not at the expense of another individual. Nodding head, or saying 'UMHM?'
		3	Accepts or uses ideas of pupils: clarifying or building or developing ideas suggested by a pupil. Teacher extensions of pupil ideas are included but as the teacher brings more of his own ideas into play, shift to category five.
		4	Ask questions : asking a question about content or procedure with the intent that a student may answer.
	Initiation	5	Lecturing :giving facts or opinions about content or procedures; expressing his own ideas; asking rhetorical questions.
		6	Giving direction: directions, commands or orders to which a pupil is expected to comply.
		7	Criticizing or justifying authority: statements intended to change pupil behavior from non

			acceptable to acceptable pattern; stating why the teacher is doing what he is doing
Student talk	Response	8	Pupil talk in response to teacher: talk by students in response to teacher. Teacher initiates the contact or solicits student statement.
	Initiation	9	Pupil talk initiated by the pupil; talk by students which they initiate. It 'calling on ' student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category
silence		10	Silence or confusion: pauses, short periods of confusion in which communication cannot be understood by the observer.

The observation tally sheet above was written in 10 x 10 table meaning that 10 (rows) x 10 (columns) table for determining the specific aspects of the classroom interaction. In addition, it indicated what form a pair of categories. The row of the matrix represented the first number and the columns represent the second number. The matrix consist of ten columns and ten rows. Thus, it gives a 100 little squares or cells. Each column and row represents one of the ten categories of the Flanders coding system. Below is the sample matrix.

	1	2	3	4	5	6	7	8	9	10	total
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
total											

The observation will be held in 92nd grade at English UPB of UIN Antasari Banjarmasin where the classroom interaction takes place. It will be done during the teaching and learning process in different times.

2. Documentary

According to Sutopo (2002) document is written material which related with the certain events or activities. In this research the documents are the transcription text of classroom interaction from 92nd grade at English UPB of UIN Antasari Banjarmasin during the teaching learning process. The data is documented in the form of transcription verbal behaviors which are the students and the teacher utterances that taken place in the interaction between the students and teacher during the teaching and learning process in the classroom that helped the researcher to know the types of teacher and students talk.

F. Data Analysis

According to Moelong (2001, p. 103), analyzing the data is called as process of organizing and arranging the data into pattern, category and a set of basic classification to find the theme and to formulate the research hypothesis as what the data advice. This is data processing, taken the data steps as follow :

- a. Editing: The researcher re-examining all the collected data to make sure wheter they are already completed or not in this research
- b. Encoding: The researcher classified all data that have been edited before making code on all collected data to classify them into each certain categories as FIACS.
- c. Decoding: The researcher details of behavior on the basic of ten categories interaction analysis bas on Flander's Interaction Analysis categories system.
- d. Constructing the Matrix: After decoding the interaction analysis, the researcher put all the collected data in to the matrix.

