

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This study was designed as a descriptive qualitative research. In this respect, this study aimed to describe the teacher talk which had been applied by the teacher of class VII in SMP Negeri 1 Kapuas Timur. To treat the students based on their motivation and also their achievement level by using English as a foreign language. Researchers choose class 7 because at the time of pre-observation, English teachers to researcher to observe students of class VII. Because in Seventh Grade A students, schools have implemented the 2013 curriculum, which is very often more active students in teachers during teaching and learning activities. The students of class VII A are very enthusiastic in the English lesson. Of course this is very interesting to investigate. Classroom interaction as long as the researchers observed, quite good between students and teachers. Once the teacher starts, the students' responses are very positive and enthusiastic. When teachers are active about the material being learned at the time, students quickly respond. In addition, the material in the 2013 curriculum itself is more role play, so the students are more brave and confident when speaking English without text in front of the class. In addition every lesson begins, the

teacher always divides the students into several groups, this can make the students become more active.

The location of this study was in two classes at SMP Negeri 1 Kapuas Timur. The design of this research was observation. According to Kumpulainen et al. (2009), classroom interaction is suitable as observation that is for categorizing into which all relevant talk. It meant that the researcher will be observe teacher and students talk during teaching and learning process. 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.. Since the interaction is a process which involved human behavior in its natural setting the researcher decided to make use of the qualitative approach to the study. As Nunan (1992:4) suggests, qualitative methods, concern with the understanding of human behavior from the actor's own frame of reference, exploratory, descriptive and process-oriented.

B. Subject and Object of Research

1. Subject of the research

The subject of the research are the English teacher and the students at Seventh Grade A of SMP Negeri 1 Kapuas Timur

2. Object of the research

Object of the research are the classroom interaction that occur in teaching and learning process at the Seventh Grade A of SMP Negeri 1 Kapuas Timur.

C. The Type of Data

The data of the study were collected in the form of recorded classroom interaction and the observation field notes. The two types of database were examined in order to identify what kinds of activity were involved in the teacher-student interaction. The activities could be lecturing, questioning and answering, and also discussion. It found that the interaction contained the teacher talk and the students talk as well as teacher activity and students' activity. 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.

D. Technique of Collecting Data

The researcher collected the data of this research from August 13th 2017 until October 13th 2017. The data was collected by observing three times class meeting by using two methods in collecting the data there are observation and documentary (audio recording).

1. Observation

Observation is activity of researcher that looking at what people actually does (Robert, 2017:11). This technique is used to observe the classroom interaction between the teacher and the students, and to record the interaction the writer uses a phone camera

or recorder. In this research, writer as non-participant observation. Before researcher filled the observation, the researcher had understand observation tally sheet guidance that included list of Flanders Interaction Analysis Categories System (FIACS) that researcher adapted from Flander (1970 cited in Hai and Bee 2006). The observation will be held in English classes where the classroom interaction takes place. It will be done during the teaching and learning process in different times.

2. Documentary

According to Frankael and Wallen (2009:472) “a technique which enable a researcher to study human behavior in indirect way through an analysis of their communication”. In this research the documents are the audio transcription of classroom interaction during the teaching learning process. The data is documented in the form of recorded 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.

E. The Technique of Data Processing

1. Data Processing

Taken the data steps as follow :

a. Editing

The writer re-examining all the collected data to make sure wheter they are already completed or not in this research

b. Encoding

The writer 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 writer 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 writer put all the collected data in to the matrix.

F. Instrument

In this research, the researcher used two instruments that included observation tally sheet and recording (audio recording).

- a. The researcher used audio recording to make the data accurately. The recording helped the researcher to know types of the teachers and students talk during the learning and teaching process at the trait classroom.
- b. Through the observation tally sheet, the researcher got expected data since the researcher would put out code on the particular teacher or students talk during the teaching and learning process. Before the researcher filled the observation tally sheet, the researcher had to understand observation tally sheet's guidance that included list of Flander's Interaction Analysis Categories System (FIACS) that the researcher adapted

from Flander (1970 cited in Hai and Bee 2006). 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
Pupil 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.

Table 3.2 Sample matrix for recording interaction analysis :

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

G. The Data Analysis Procedure

1. Plotting Code

To the plot the coded the data into a matrix, we need to put them in pairs as illustrated follows :

Table 3.3 Illustration of Verbal Interaction

Activity Classroom Interaction	Recorded as
T : Kalau menanyakan alamat bagaimana ?	4 (asking question)
S : Where do you live ?	8 (students response)
T : Kalau menanyakan nama ?	4 (asking question)
S : What is your name ?	8 (students response)
T : Very good.	2 (Praise or encouragement)

1st pair 4

8 2nd pair

3rd pair 4

8 4th pair

5th pair 2

2. Teacher Talk ratio/percentage of Teacher Talk (TT)

The tallies of first seven categories are added and divided by the total tallies of the matrices (N) and hance the percentage can be calculated.

H. Procedure of the Research

The procedures of this research would be as the follows:

1. The researcher and co-researcher came to the class and sat at the backside
2. The researcher prepared audio recording and guidance and rules of Flander interaction analysis.

The researcher put code on the particular the teachers and students talk in order to get expected data.

3. The researcher put the plotting of the coded data into matrix of Flander interaction analysis.
4. The researcher conducted the observation at seven meetings for each teachers.
5. The researcher calculated the teacher and students talk during teaching and learning process by Flander's formulas
6. The researcher describe the characteristics of teacher talk in the classroom
7. The researcher describe the types of teacher in the classroom.