CHAPTER III

RESEARCH METHOD

This chapter discusses about the methods of research used in this study, such as: research design, subject of the research, data collecting technique, research procedures, and data analysis.

3.1. Research Design

This research was classroom interaction research. In this research, the researcher observed some phenomena which occur in the classroom during the teaching learning process of vocabulary. According to Chaudron (1998) classroom interaction research is an analysis of language phenomenon found in the interaction activities involving two or more participants. Crookes in Hamzah (2013), states that interaction analysis study looks at how the participant in communication reacts. Furthermore, the data was focused on the process of teaching learning vocabulary by analyzing the interactional conversation among teacher-students, students-teacher and students-students by using Sinclair and Coulthard Initiation-Response-Feedback (IRF) model. The researcher measured the large number of vocabularies through conversation. To describe the data, the writer used descriptive method.

3.2 Subject of the Research

The researcher used one class at fifth year of MI Islamiyah Ciwaru Serang, in academic year 2012/2013. There was only one class of fifth grade which consisted of 31 students. The researcher assumed that fifth grade was appropriate to conduct classroom interaction because it had less interaction between students-teacher, teacher-students and students-students and the teacher still dominated the class through lecturing. Since this research focused on the analysis of classroom interaction, the teacher and the students as well as the students' response toward any teaching stage became the source of data.

3.3 Data Collecting Technique

The researcher used five methods to gain the data; they are:

1. **Classroom Observation**

   Observation is a method of data collection in which the situation of interest is watched and the relevant facts, actions and behaviours are recorded. In this research, the researcher focused on knowing the technique and the process in vocabulary classroom interaction made by the teacher and the students during the teaching and learning process activity.

2. **Recording**

   The researcher recorded the activities and interactions that occur during the teaching learning process in the class. The researcher used video to record the

activity. Plowman (1999) said that videos are to help future searching and emphasized the flexible nature of the data with the ability to go back and review material repeatedly. The video recorder was put in front of the class so the teacher and the students were shot. Then the researcher transcribed the data that he got from recording technique. Next, the writer made the transcription and categorized the data into kinds of interaction based on Sinclair and Coulthard Initiation-Response-Feedback (IRF) model.

3. **Transcription**

After getting the recording, the researcher then transcribed the interaction that happened during the class. The recording was aimed at getting more valid data so that the research gave the real data from the students' activity.

4. **Coding**

After getting the transcription, the researcher then categorized the data by giving a code of the transcription suggested by Sinclair and Coulthard patterns, as can be seen in table. (Appendix 3)

5. **Analyzing Data**

After transcription, the researcher analyzed the data to see the pattern of interaction during implementing guessing game in teaching vocabulary. The data was taken only from the interaction which asked and gave English spoken.

3.4 Research Procedures

In conducting the research, the researcher uses the following procedures:

1. **Planning**

    The researcher planed the steps of the research. The researcher made some planning, they are: determining the subject of the research, preparing the materials, making lesson plans and discussing the procedures of applying guessing game in vocabulary subject at elementary school with consulting the teacher.

2. **Application**

    The researcher taught the students while video recorders stood by in some place to record the activity. The first and the second meeting were used to implement guessing game in the class; the third meeting was for interview session. The last steps on this research were:

    a. Transcribing the conversation based on recording.

    b. Coding the transcription into the kinds of interaction categories and interaction patterns. In this case, the researcher used the coding system based on Sinclair and Coulthard Initiation-Response-Feedback (IRF) model.

    c. Analyzing the data by using Sinclair and Coulthard Initiation-Response-Feedback (IRF) model and making the report of the research.

    d. Reporting the result of the findings.

    e. Making conclusions.

3.5 Data Analysis

The analysis of data needs creative and careful thinking. Data analysis was the process of data organization in order to achieve the necessity of a research. The researcher provided analysis of the data by using the steps proposed by Moleong (1994) as follows:

1. Making the abstraction of the collected data to be treated in one unit. The data was gained from observing and recording is transcribed. The researcher interpreted all data available by selecting them into an abstraction.

2. Identifying the data into a unity meaning that the researcher pays attention to the term the students used to distinct the activities in the process.

3. Categorizing the data by giving a code for each data. The researcher classified the data in speaking class by using Initiation-Response-Feedback (IR) model and put them into table as follows.

Table 3.1 Data Recorded from the Interaction Analyzed using Sinclair and Coulthard IRF Model

No	Exchange Pattern	Initiation (I)	Act	Response (R)	Act	Feedback (F)	Act	IRF
1								
2								
3								
Etc.								

4. In order to see the quantities and percentage in teaching exchange pattern, the following table was used.

Table 3.2 Total Quantities and Percentage in Teaching Exchange Patterns

Teaching Exchange Patterns	Predicted Moves	Observation During Guessing game Technique in Teaching Speaking	
		Quantity	**%**
Teacher Inform	Initiation (I)	…......	........%
Teacher Direct	Initiation Response Feedback (IRF)	…......	........%
Teacher Elicit	Initiation Response Feedback (IR)	…......	........%
Student Elicit	Initiation Response (IR)	…......	........%
Student Inform	Initiation Response (IF)	…......	........%
Check	Initiation-Response-Feedback (IRF)	…......	........%
Total		…….	…......

Table 3.2 Total Quantities and Percentage in Teaching Exchange Patterns