

III. RESEARCH METHOD

This chapter discusses about the method of research used in this study, they are: research design, subject of the research, type of data, techniques of data collection, research procedure and data analysis.

3.1 Research Design

This research is classroom interaction and non experiment research, so the researcher used qualitative method, in which focused on the process of teaching and learning not on the product. As Nunan stated (1989:76) there is no substitute for direct observation as a way of finding out about language classrooms. Certainly if we want to enrich our understanding of language learning and teaching, we need to spend time looking in classroom. The classroom is 'where the action is', and we shall look at ways of recording and investigating that action. To describe the data that she got, the researcher used descriptive qualitative method.

To analyzed the process of teacher-student and student-student classroom interaction in English class, the researcher observed the activity in the class through videotaped record.

3.2 Subject of the Research

The subject was the seventh grade students of SMPN 4 Bandar Lampung in the year of 2011/2012. The researcher took one bilingual class which consist of 10 males and 22 females. During the reasearch, it showed how many interactions of male and female students. Since this research focus on the interaction in the classroom, the teacher and the students as well as the students' respond toward any teaching learning stage has become the source of data.

3.3 Data Collecting Technique

The researcher used two techniques to gather the data: recording and classroom observation

1. Recording

The main data was the record of classroom interaction. The researcher recorded the activities and interactions that occurred during English class. Then, the researcher transcribed the data that she got from recording technique. The recording tools used were video recorder. The video recorder was used in front of the class so the students and the teacher were shot. After that the researcher made the transcription, categorized the data into pattern of interaction based on Edge pattern of interaction and Flanders' Interaction Analysis Categories, and analyzed the data.

2. Classroom Observation

Observation is the act of collecting data about the performance of a subject through the five senses, sight, smelling, hearing, touching and taste (Arikunto, 2002:133). The

observer directly observed the classroom, and took notes of the relevant events while the teaching-learning process was going on. In the meantime, audio visual recording of the whole activity was also made to acquire more complete data about the classroom process. The classroom observation took 3 times to observe.

3.4 Data Collecting Procedure

The data of this research is the result of the interaction between teacher-students, student-teacher, and student-student. The researcher used several procedures in collecting the data. There were seven steps:

1. Formulating the research question and determining the focus of the research.
The formulation of the research question was really needed as the basic or first step of the research. It meant that the process could be used by the researcher in finding the necessity of the research.
2. Preparing the instrument of collecting the data. The instrument of collecting the data was very important in this research. Therefore, the researcher was able to select the instrument which was appropriate to gather the data needed.
3. Determining the class which became the subject of this research. This process was also important since it really influenced the appropriate finding of research.
4. Observing and recording the activities and conversation of teacher and students during the teaching learning process. The researcher found out the necessary of this research using the appropriate instrument.
5. Making transcription of all the activities and conversation that had been recorded and observed in time unit lecturing.

6. Analyzing and coding the data, then categorizing them.
7. Reporting the result of the data analysis to induce the research findings.

The data in this research were in the form of words, phrases, sentences that were taken from the data resources (field notes and transcript). The data resources were taken by using observation. The observation was done by observing, recording & noting down the events happening in the classroom interaction. The researcher sat in the classroom for eighty minutes in the best position to hear and see the participants and decided the category that best represent the communication of events. The researcher wrote down the categories numbers while simultaneously assessing communication in the next period.

3.5 Instrument of the Research

The researcher used the instrument proposed by Flanders (1970). This instrument has been used extensively in various studies regarding classroom interaction. The items in the Flanders Interaction Analysis were converted in an observation sheet.

Observation Sheet (Interaction Matrix)

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

Class :

Date :

Time :

The following is an example of how an observation is tallied and entered into a matrix:

Teacher : Open your books to page 160 and answer the first question, Bill [**category 6**].

Three seconds pass while the students get out their books and open them [**category 10**].

Bill : Spain and Portugal is from Iberian Peninsula **[category 8]**.

Teacher : Very good, Bill **[category 2]**.

Teacher: Who has the answer to the next question? **[category 4]**

Students: I don't know where we are **[category 9]**.

Teacher : We are on page 160, the second question under exercise I **[category 5]**.

If you had been paying attention, you would have known where we are **[category 7]**

Teacher : Martha, continue by reading your answer to the second question and be very careful to watch your pronunciation as you read **[category 6]**

Martha : They don't pronounce the 'h' in Spanish or in French, do they? **[category 9]**

Teacher : That's right, Marta **[category 2]**

'h' is a silent letter in both of those languages **[category 3]**

Observations automatically begin and end with category 10. An observer, therefore, would have tallied the above interaction in a column in the following way: 10-6-10-8-2-4-9-5-7-6-6-9-2-3-10.

Every number except the first and last 10 is then entered into the matrix twice, which is how the sequence of event is preserved. Each of the 100 cells in the matrix contains an event and what happen directly afterwards. If the behaviours just described are entered into a matrix, they would be paired in this way first:

1st pair (10

6) 2nd pair

3rd pair (10

8) 4th pair

5th pair (2

⁴) 6th pair
 7th pair (⁹
⁵) etc.
 7

The rows in the matrix designate the first event; the columns are the second event. A tally is placed for each pair of numbers in the corresponding cell at the intersection of the appropriate column and row. The first pair above to be entered will go in the 10-6 (read “ten-six”) cell. The second will be placed in the 6-10 cell; the third, in the 10-8 cell; the fourth in the 8-2 cell; and so on. When all of the tallies for an observation are entered into the matrix the columns and the rows are each totaled. The totals for the columns and the rows are identical, i.e., the total for column 1 will be the same as the total for row 1. Figure 2 illustrates where the above tallies will be placed on a matrix; the totals for the columns and the rows are also indicated.

The researcher will classify the data in terms of the quantity of the students interaction into six types of interaction patterns, they are:

- a. T-Ss (teacher-students)
- b. Ss-T (students-teacher)
- c. T-S (teacher-student)
- d. S-T (student-teacher)
- e. T-S-S (teacher-student-student)
- f. S-S (student-student) interaction

And classify students’ speech in terms of the quantity of the students’ utterances in the classroom into the kinds of contribution categories, they are: Seeking Suggestions,

Suggesting, Agreeing, Disagreeing, Seeking Clarification, Clarifying Responses, Interrupting, and Miscellaneous. The coding system that will be used is based on the scheme devised by Bowers (Nunan: 1989:80)

3.6. Data Analysis

The data analyzed in this study were the data of the teacher-learners interaction in the classroom. In this study, the writer analyzed the observed data by using Flanders' Interaction Analysis System suggested by Allwright and Bailey (1991:10, 202-203). According to Flanders, the interaction is classified into several components as follows:

1. Teacher talk, which was sub-categorized into direct and indirect influence

The direct influence involved:

- a. *Lecturing*, i.e. giving facts or opinions about content or procedure, expressing his own ideas, and asking rhetorical questions;
- b. *Giving direction*, i.e. giving directions, commands, or orders to which a student is expected to comply;
- c. *Criticizing or justifying authority*, i.e. making statements intended to change student behavior from non-acceptable to acceptable pattern, bawling someone out, stating why the teacher is doing what he was doing; extreme self-reference.

The indirect influence:

- a. *Accepts feeling* i.e. accepts and clarifies the feeling tone of the students in

- a non-threatening manner. Feeling may be positive or negative. Predicting and recalling feelings are included;
- b. *Praises or encourages* i.e. praises or encourages students' action or behaviour. Jokes that release tension, not at the expense of another individual, nodding head or saying, "um hm?" or "go on" are included;
 - c. *Accepts or uses ideas of student*, i.e. clarifies, builds and develops ideas suggested by students;
 - d. *Asks questions*, i.e. asking a question about content or procedure with the intent that a student answers.
2. Learner talk, which is subdivided into student-talk response, student-talk initiation, and silence or confusion.
 - a. *Student-talk response*, i.e. a student makes a predictable response to teacher. Teacher initiates the context or solicits student's statements and sets limits on to what the student says;
 - b. *Students-talk initiation*, i.e. talk by the students which they initiate, unpredictable statements in response to teacher;
 - c. *Silence or confusion* i.e. pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer (Allwright ad Bailey, 1991:202-2003).
 3. Giving a title or name to each categories.
 4. Making a category table.

Based on FIAC, there are speaking strategies that will be used in this

research.

In this table below, number 1 up to 7 are teacher talk which are categorized into indirect and direct influence and number 1 up to 3 are learner talk.

No	Speaking Strategies	Observation	%
TEACHER TALK			
I	Accepts feeling		
2	Praises or encourages		
3	Accepts or uses students' idea		
4	Asks questions		
5	Lecturing		
6	Giving directions		
7	Criticizing		
LEARNER TALK			
I	Pupil talk- response		
2	Pupil talk- initiation		
3	Silence or confusion		
	Total		

5. Determining additional data of in-depth interviews & underlining words, phrases, or sentences concerning to the topic.
6. Formulating Flanders Theory.

Procedure of Flanders Interaction Analysis:

There are two steps that will be conducted in analyzing data using Flanders Interaction Analysis. Which are:

1. Encoding process

- Code number
- Place of sitting
- Recording the category number
- Instant recording
- Recording in uncertainty
- Not to shift into opposite classification
- No biases

2. Decoding process

- Construction of an interaction matrix

After analyzing the data researcher classifies students' speech in terms of the quantity of the students' utterances in the classroom into the kinds of contribution categories, they are: accept feeling, praises or encourages, accept ideas asks questions, lectures, gives directions, criticizes, students' response, student talk initiation, silence or The coding system that will be used is based on the scheme devised by Flanders (Flanders: 1967:103-116). The data that already categorized can show us which interaction phenomena that mostly facilitate the teaching learning activity.