

III. RESEARCH DESIGN

This chapter discussed about the method of research used in this study, they were: research design, subject of the research, data collecting technique and research procedure as well as data analysis, classified as follows.

3.1 Research Design

This research was classroom interaction research. According to Chaudron (1998) classroom interaction research is an analysis of language phenomena found in the interaction activities involving two or more participants. In this research, the writer observed some phenomena which occurred in speaking class during the teaching learning process. Furthermore, the data was focused on the teaching learning process by analyzing the interactional conversation among teacher-students, students-teacher and students-students in speaking class by using Sinclair and Coulthard Initiation-Response-Feedback (IRF) model. To describe the data, the writer used descriptive method. To find out the pattern and the process of classroom interaction, the writer, here took the position as a non participant observer. The writer observed the activity in the class using observation sheet and video recorder to collect the data.

3.2 Subject of the Research

The writer used one class at the second year of SMAN 2 Bandar Lampung, which was class XI Science 8 at odd semester in academic year 2011/2012. The class consisted of 33 students. The writer chose the class because the teacher still dominated the class through lecturing, giving question and instruction. Since this research focused on the analysis of classroom interaction, the teacher and the students as well as the students' response toward any teaching learning stage became the source of data.

3.3 Data Collecting Technique

The writer used two methods to gain the data; they are:

1. 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). In this research, the writer focused on knowing the patterns and the process in speaking classroom interaction made by the teacher and the students during the teaching and learning process activity. The writer acted as non participant observer and took note using observation sheet form which was developed based on the research question. What the writer hoped, then, by administering this procedure, information about the learners' activities during the lesson could be gathered specifically to know the pattern and the procedure of classroom interaction.

2. Recording

The writer recorded the activities and interactions occurred during the teaching and learning process in speaking class. The recording tool used was video recorder. It goes the same line with Yu (2009) who said a choice has to be made of whether to record with video or only audio. The choice depends very much on the purpose of the research. If turn-taking mechanism in the interaction is the focus of the research, then many of the relevant information is lost in an audio recording. The video recorder was put in front of the class so the teacher and the students were shot. Then, the writer 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.

3.4 Research Procedure

To achieve the best result of the research, the writer planned the procedure of the research in these following steps:

1. Formulating the research question and determining the research focus
2. Determining the cases, the way of collecting and analyzing data as well as the way of reaching conclusion.
3. Finding the subject of the research

The writer used one class at the second year of SMAN 2 Bandar Lampung, which was class XI Science 8. Since this research focused on the analysis of classroom interaction in speaking class, the teacher and the students as

well as the students' response toward any teaching learning stage became the source of data.

4. Observing and recording all of the classroom activities

In this research, the writer focused on knowing the pattern and the process of classroom interaction in the teaching and learning process in speaking class. The writer observed and recorded the teaching learning process in the class twice which lasted for 90 minutes per meeting.

5. Transcribing all the conversations

After recording the conversation among teacher and students during teaching and learning process, the writer made the transcription based on the video recording that has been taken previously.

6. Coding the transcription

This activity functioned to see what interaction pattern occurred in the teaching and learning process. In coding the interaction from the class, the writer used the coding system based on Sinclair and Coulthard Initiation-Response-Feedback (IRF) model.

7. Analyzing the data by using Sinclair and Coulthard Initiation-Response-Feedback (IRF) model.

8. Making report of the research.

3.5 Data Analysis

The analysis of data needs creative and careful thinking. Data analysis is the process of data organization in order to achieve the necessity of a research. The

writer provided analysis of the data by using the steps proposed by Moleong (1990) as follows:

1. Making the abstraction of the collected data to be treated in one unit. The data gained from observing and recording was transcribed. The writer interpreted all data available by selecting them into an abstraction.
2. Identifying the data into a unity meaning that the writer paid attention to the term the students use to distinct the activities in the process.
3. Categorizing the data by giving a code for each data. The writer classified the data in speaking class using Initiation-Response-Feedback (IRF) model and put them into table as follows.

Table 3.1 Data Recorded from the Lesson 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	The First Observation		The Second Observation		The Average Data	
		Quantity	%	Quantity	%	Quantity	%
Teacher Inform	Initiation (I)	.....	..... %	.....	..... %	.....	..... %

Teaching Exchange Patterns	Predicted Moves	The First Observation		The Second Observation		The Average Data	
		Quantity	%	Quantity	%	Quantity	%
Teacher Direct	Initiation Response Feedback (IRF)	.....	..... %	.....	..... %	.....	..... %
Teacher Elicit	Initiation Response Feedback (IRF)	.....	..... %	.....	..... %	.....	..... %
Student Elicit	Initiation Response (IR)	.....	..... %	.....	..... %	.....	..... %
Student Inform	Initiation Feedback (IF)	.....	..... %	.....	..... %	.....	..... %
Check	Initiation – Response – Feedback (IRF)	.....	..... %	.....	..... %	.....	..... %
Total		.....	..... %	.....	..... %	.....	..... %