

III. RESEARCH METHOD

3.1. Research Design

This research is classroom interaction, so the researcher will use qualitative method, in which focuses 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 the ways of recording and investigating that action. To describe the data that the researcher gets, she will use descriptive method.

To find out the classroom interaction using Drama Games, the researcher will observe the activity in the class through videotape recorder and audiotape recorder. Since the researcher will act as an observer, the researcher prepares lesson plan for the teacher who will conduct the instruction.

The research will be done at the second year of SMP Imanuel Bandar Lampung.

The students will be taught using Drama Games.

3.2. Research Procedures

In conducting the research, researcher will do following steps:

1. Finding the subject.

The subject of the research is second grade of SMP Imanuel Bandar Lampung which consists of 32 students.

2. Discussing with teacher about material that will be taught.

The observer will give lesson plan to the teacher. The observer will explain the material; the material is about describing objects or events that happenend using Drama Games and method; the method that will be used in teaching and learning process is Communicative Teaching and Learning.

3. Observing and recording the activities and conversations of teacher and students during the teaching-learning process.

4. Making transcription of all the activities and conversations that will have recorded and observed then coding them.

5. Analyzing the data

Before making a report the researcher will analyze the data that is obtained from activities in class.

6. Making the report of the research.

3.3. Population and Sample

The object of the research is the students of VIII-C of SMP Imanuel Bandar Lampung which consists of 32 students. The students of this school are rather active when they are learning English. The researcher can conclude it, because most of them are already confident to express both their selves and their ideas. Even though they're still not fluent, but most of the students already have courage to talk and mention something using English. So that the researcher concludes that most of the students have good involvement in speaking class, and will use Drama Games technique to stimulate the students more actively involved in the teaching and learning process of speaking class and more correctly use English in teaching and learning process.

3.4. Data Collecting Technique

The researcher will use two methods to gather the data:

1. Video shooting.

The main data is the record of classroom interaction. The data collecting technique will be: The researcher will record the activities and interactions that will occur during English speaking class. Then, the researcher will transcribe the recorded data that she will obtain by recording. The recording tools that will be used are video recorder and audio recorder.

The video recorder will be used in front of the class so the students and the teacher will be shooted. The audio recorder will be used in every group to get the clearer interaction in the group there are four groups in the class.

After that, the researcher will code the data into kinds of interaction proposed by Edge (2001:69) that will be occurred and kinds of interactional contribution categories proposed by Rakham (1971) that will be performed by students in terms of the quantity of utterances will be performed by the students.

2. Observation.

The researcher will act as an observer. She will observe the activities of between students and teacher during English speaking class by using Drama Games that will be conducted by the classroom teacher. The researcher will take note using observation sheet from which it develops based on the research question.

3.5. Data Analysis

The data that is obtained from recording and observation will be analyzed using technique devised by Flanders. Flanders (1963) originally developed a research tool, named the Flanders Interaction Analysis (FIA), which became a widely used coding system to analyze and improve teaching skills. This analysis will be continued to counting the utterances that is produced by the teacher and students. From this result we will be able to see, in which interaction phenomenon do the students produce more utterances.

Flanders Interaction Analysis Technique

The teaching-learning situations in the classroom involve interaction between the teacher and the students. The success of a teacher may be judged through the

degree of effectiveness of his teaching which may be objectively assessed through his classroom behavior or interaction. Thus a systematic or objective analysis of the teacher's classroom interaction may provide a reliable assessment of what goes on inside the class-room in terms of teaching and learning.

Basic Theoretical Assumptions of Interaction Analysis:

According to Flanders (1967), there are ten basic theoretical assumptions in Interaction Analysis follows:

1. Predominance of verbal communication

Verbal communication dominate communication in the class

2. Higher reliability of verbal behavior

The students remain on tasks because they're allowed to talk in a constructive manner

3. Consistency of verbal statements

Verbal statements are consistent because verbal statements are more frequent in the classroom. Students' accuracy becomes more consistent.

4. Teacher's influence

5. Relation between students and teacher

6. Relation between social climate and productivity (relates to students)

Creating social climate that makes students will feel comfortable in it.

7. Relation between class-room climate and learning

Teacher controls the classroom climate that will definitely determine the comfort of learning (relates to what teacher create)

8. Use of observational technique

While the students doing the task teacher will observe the students and can give feedback on something students need.

9. Role of feedback

Learning from the feedback given by the students to improve the way of teaching by seeing and listening to what they need.

10. Expression through verbal statement

By actually talking

Categories of Interaction Analysis

Flanders (1967) stated several categories in analyzing interaction. They are summarized in the following table.

Flanders' Classroom interaction analysis categories

		Categories
Teacher Talk	Direct Influence	1. Accept feeling
		2. Praises or encourages
		3. Accept Ideas
		4. Ask Questions
Indirect Influence		5. Lectures
		6. Gives directions
		7. Criticizes
Student Talk		8. Students' response
		9. Students' talk Initiation
		10. Silence or confusion

Table 1. Flanders' Classroom interaction analysis categories

Teacher Talks

1. Accepts Feeling

Teacher accepts and clarifies the feeling tone of students in a nonthreatening manner. There are feelings that were positive or negative. Predicting or recalling feelings is included.

2. Praises or Encourages

Teacher shows praises or encouragement student action or behavior, jokes that release tension; nodding head, saying "um hm?" or "go on" are included.

3. Accepted or Uses ideas

Teacher Clarifies, builds, and develops ideas that are suggested by a student.

4. Teacher Asks Questions

Teacher asks a question about content or procedure with the intent that a student answers.

5. Lectures

Teacher gives facts or opinions about content or procedures expressing the teacher's own ideas, asking rhetorical questions.

6. Gives Directions

Teacher gives directions, commands, or orders with which a student is expected to comply.

7. Criticizes or Justifies Authority

Teacher makes statement intended to change student behavior from unacceptable to acceptable pattern.

Students Talks

1. Responds

Talk by students in response to teacher. Teacher initiates the contact or solicits student statement.

2. Initiates

Talk by students, which they initiate. If "calling on" students is only to indicate who may talk next, observer must decide whether student wanted to talk or not.

3. Silence or Confusion

Pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

Advantages of Flander's Verbal Interaction Analysis:

1. Scientific technique
2. Systematic recording
3. Analysis of class-room behavior
4. Representative of class-room behavior
5. Observation technique for class-room behavior
6. Measuring instrument for class-room teaching
7. Evaluative device
8. Feedback device
9. Supplementary device
10. Useful for theory of teaching

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
- Recording categories after three seconds

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.