

III. RESEARCH METHODS

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

A. Research Designs

This research is classroom interaction analysis. In this research, the researcher observed some phenomena which occurred in the classroom during the teaching learning process. Interaction research analysis is an analysis of language phenomena found in the interaction activities involving two or more participants. Crookes (1991:4) states that interaction analysis study looks at how the participant in communication reacts. In this research, the researcher analyzed the interaction categories and interaction patterns occurred when the students were communicating in English.

B. Subjects of the Research

The subjects of the research were the second grade students of the second semester of SMP Negeri 8 Bandar Lampung in academic year 2010/2011. The class was VIII F and consists of 37 students. The researcher chose SMP Negeri 8 Bandar Lampung as a place to gather the data because this school had not applied

Information Gap tasks yet in teaching English speaking. Based on the teacher's explanation, the students of this class are smarter than in other second grade classes (*kelas unggulan*) of this school, but they rarely practiced speaking in the classroom so that some students still had the difficulties to express their ideas in English. By looking at their background ability, their problem of speaking and the tasks would be used in this research, the researcher argued that this interaction analysis was appropriate to be applied in this class.

C. Research Procedures

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

1. Planning

Before applying the procedures of the research, the writer did some planning, they were: Determining the subject of the research preparing the materials, giving lesson plan to English teacher and discussing the procedures of applying information gap tasks in speaking class.

2. Application

In the application, the information gap tasks were applied in speaking class. The researcher recorded the teacher and student's conversation by using video and audio recording. In the first meeting, the task used was building map task. In the second meeting, the task used was shopping list task. The third meeting, the task used was kitchenette task.

3. Reporting

The last steps on this research were:

- a. Transcribing the conversation based on recording.

- b. Coding the transcription in the kinds of interaction categories and interaction patterns.
- c. Analyzing the data and making the report of the research.
- d. Reporting the result of the findings.
- e. Making conclusion.

D. Instrument of the Research

The main of instrument used for this research was information gap tasks which were used to create communication activities in the classroom. Those communication activities were recorded, transcribed, coded and analyzed. In information gap tasks, one participant held the complete information while the other didn't have the information. The participant with complete information had to inform the interlocutor and the interlocutor had to request the information to accomplish the tasks. The information gap tasks given in this research were:

1. Building Map Task

In this task, one student was given the pictures of building map with their complete names, there were 10 buildings here. The other student was given the map with not all building named. In this case, the student who had incomplete information about building map should ask the student who had the complete information to complete the task. Meanwhile, the student who had the complete information should inform it.

2. Shopping List Task

In this task, one student was given student a complete shopping list which contains some items that should be bought in supermarket for picnic. The

other student was given incomplete shopping list. In this case, the student who had the incomplete shopping list should ask the student who had the complete shopping list to complete the task. Meanwhile, the student who had the complete shopping list should inform it.

3. Kitchenette Task

In this task, one student was given a complete picture of a kitchen which contained a set of drawers, a fridge, a sink, cooker, cupboard, shelf and kitchen equipments such as frying pan, sauce-pan, table cloth, teapot, plates, cups, glasses, forks, knives and spoons. The other student was given incomplete picture of kitchen. The only items available were a set of drawers, a fridge, a sink, cooker, cupboard and shelf. In this case, the student who had the incomplete picture should ask the student who had the complete picture to complete the task. Meanwhile, the student who had the complete picture should inform it.

E. Data Collecting Technique

In collecting the data , the researcher recorded the activities and conversation between teacher and students during speaking class by using Information Gap tasks. Then, the researcher transcribed the data from recording technique. The recording equipments used in this research were videotaped recorder and audiotaped recorder. The videotaped recorder was used in front of the class, in this case the students and the teacher were shot. The audiotaped recorder was used in pairs to get the clearer interaction in pairs. Primary data of this research were

the records of classroom interaction in English speaking class by using information gap tasks.

F. Data Analysis

The data from recording and observation were analyzed using technique proposed by Flanders. Flanders (1970) originally developed a research tool, namely Flanders Interaction Analysis (FIA), which became a widely used coding system to analyze and improve teaching skills. Categories of Flanders' Interaction Analysis used in this research are described in the following table:

Table 1. Table of specification of Flanders' Interaction Analysis Categories

	CATEGORIES
Indirect Influence	1. Accept Feeling: accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.
	2. Praises or encourages: praises or encourages student action or behavior. Jokes that release tension, not at the expense of another individual, nodding head or saying 'uh huh?' or 'go on' are included.
	3. Accept or uses ideas: clarifying, building, or developing ideas or suggestions by a student. As 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.
Direct Influence	5. Lectures: giving facts or opinions about content or procedures; expressing his own ideas; asking rhetorical questions.
	6. Gives direction: directions, commands, or orders with which a student is expected to comply.
	7. Criticizes or justifies authority: statements, intended to change student behavior from non-acceptable to acceptable pattern, bawling someone out; stating why the teacher is doing what he is doing, extreme self-reference.
Student Talk	8. Student talk response: talk by students in response to teacher. Teacher initiates the contact or solicits student statement.
	9. Student talk initiation: talk by students which they initiate. If '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
	10. Silence of confusion: short periods of silence and periods of confusion in which communication cannot be understood by the observer.

In analyzing the data, the researcher categorized the transcription of the teacher's and students' speech in terms of the quantity utterances into ten interaction categories proposed by Flanders as stated in the above table. The example can be illustrated as follows:

T: Open your books to page 160 and answer the first question, Bill? [6]
 Bill: Spain and Portugal from the Iberian Peninsula. [8]
 T: Very good, Bill [2]
 T: Who has the answer to the next question [4]
 S: I don't know where we are. [9]
 T: We are on page 160, the second question under exercise 1 [5]
 T: And if you had been paying attention, you would have known where we are. [7]
 T: Martha, can you continue by reading your answer to the second question. [6]

(The example is taken from Allwright and Bailey, 1991: 202)

From above transcription, the researcher should categorize the data and write them down, 6, 8, 2, 4, 9, 5, 7, 6. The entire series should begin and end with the same number. The convention used is to add 10 to the beginning and end of the series. The data now become 10, 6, 8, 2, 4, 9, 5, 7, 6, 10. After that, the data should be tallied, one pair at a time as illustrated in the following way:

$$\begin{array}{l} 10 \\ \left. \begin{array}{l} 6 \\ 8 \\ 2 \\ 4 \end{array} \right\} \begin{array}{l} 10-6 \text{ (1}^{\text{st}} \text{ pair)} \\ 6-8 \text{ (2}^{\text{nd}} \text{ pair)} \\ 8-2 \text{ (3}^{\text{rd}} \text{ pair)} \\ 2-4 \text{ (4}^{\text{th}} \text{ pair)} \\ \text{Etc...} \end{array} \end{array}$$

The next step, the data are tabulated into the matrix. 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 is 10-6 cell, the tally is placed in row 10, column 6, and so on. When all of the tallies are entered into the matrix, the columns and rows are each totaled. The totals for the columns and the rows should be the same.

Table 2. Sample Matrix of Interaction Analysis.

Category	1	2	3	4	5	6	7	8	9	10	Total
1											0
2				1							1
3											0
4									1		1
5							1				1
6								1		1	2
7						1					1
8		1									1
9					1						1
10						1					1
Total	0	1	0	1	1	2	1	1	1	1	9

When the matrix is complete, percentages for each category are calculated as well as the percentage of teacher talk, student talk and silence or confusion. The data can be interpreted by using this matrix.

After analyzing the interaction categories, the data are also categorized and calculated in term of interaction patterns. There are 6 kinds of interaction patterns. They are: Teacher-Students, Students-Teacher, Teacher-Student, Student-Teacher, Teacher-Student-Student and Student-Student.

To answer the research problems, it was needed to make analysis of statistical computerization i.e. *One Way Repeated Measures Anova of Statistical Package for Social Science (SPSS) version 16.0 for windows* to test whether the differences in the kinds of interaction categories and interaction patterns are significant or relative, in which the significance was determined by $p < 0.05$. It was used to compare three data which come from the same sample.