

CHAPTER III

METHODOLOGY AND PROCEDURES

This chapter discusses: (1) research design, (2) operational definitions (3) the participant of the study, (4) data collection, (5) data analysis, and (6) trustworthiness.

1.1 Research Design

The researcher used a qualitative approach to the analysis because interaction is a process that involves human activity in its natural environment. Creswell (2012) stated that qualitative research is required to analyze the phenomenon from the student perspective. In addition, Nassaji (2015) stated that qualitative and descriptive research methodology have long been used in many fields, including education, psychology, and the social sciences. To solve this difficulty, researchers must look at not only how learning happens in general or what circumstances influence it, but also investigate and comprehend individual learners and their actions and experiences in more depth. As a result, this analysis is qualitatively descriptive in nature.

1.2 Operational Definitions

The title of this study is “An Analysis of Teachers Talk dan Students Talk in the Classroom Interaction: A Descriptive Study at SMP Nurul Iman Palembang.” To avoid misunderstanding, there are some keywords that necessary to explain. They are:

1) Analysis

Analysis requires ending something up into parts, analytics pieces, reasons, or steps, and looking at how those pieces are related to each other. In this study, the researcher wants to analysis teachers talk and students talk happened in the classroom interaction.

2) Teachers Talk

Teachers talk is a variety of languages that teachers sometimes use when they are in the teaching process. Teachers also simplify their speech when attempting to interact with learners, giving it many of the features of international speech and other simplistic speech types presented to language learners. In this study, the researcher wants to know the types of teachers talk used by English teacher in SMP Nurul Iman Palembang academic year 2021/2022.

3) Students Talk

The talk is used by students to express themselves, start new discussions, and shape their own opinions. As a result, their understanding will develop. In their learning exercises, students will discuss the concentration of student activities. In this study, the researcher wants to know the types of students talk used by English class of ninth grade students in SMP Nurul Iman Palembang academic year 2021/2022.

4) Classroom Interaction

Classroom interaction is a collective sharing of emotions, feelings, or ideas between two or more individuals, resulting in a mutual impact on each other through the teacher's and students' behavior during interrelated teaching. In this study, the researcher want to know what types teachers talk and students talk happened in classroom interaction.

1.3 The Participant of the study

The participant of this study was taken by using purposeful sampling for qualitative research. Creswel (2012) stated that purposeful sampling is the way researchers intentionally select individual for study. Furthermore, purposeful sampling is a method in which the

researcher discovers main informants: individuals who have detailed knowledge of the subject under investigation (Lodico, 2006).

Therefore, the subject of this study was one class of the seventh grade students of SMP Nurul Iman Palembang in the academic year of 2020-2021, there are 20 students and one English was choose by convinience sampling. According to Patton (2002), convinience sampling entails selecting cases that are easy to access and inexpensive to study. The researcher choose convenience sampling because there is only one class of students and one teacher left that can be used as a participant.

3.4 Data Collection

To collect the data were used obsevation and interview.

3.4.1 Observation

Observations are the way to collect the data about the output of a subject using the five visual, smell, hearing, touch and taste senses (Arikunto, 2010). According to Ary et al (2010), this assertion is a fundamental method of gathering qualitative data. Rather than a numerical explanation of the frequency or period of the observed behavior, the qualitative analysis goal is to provide a complete overview of the behavior in a particular environment.

In this research, the researcher observed by following the learning in class and recording the learning process with video recording. The observation took between 88 and 95 minutes, the researcher studied the classroom directly for three meetings. In the meantime, the whole process was undertaken with the audio/video documentation to get additional information about the classroom process. The following steps were included in this research method as follows: (1) registration and observation of any event in the classroom, (2) transcription at each lecture; (3) determination of early data from field notes and transcripts; and : (4) data

categorization. Finally, after making transcripts of all the learning processes, the researcher asked a validator to validate the results of the transcripts with Flanders theory. The way is by matching each word with the codes that have been listed in the Flanders theory.

3.4.2 Interview

Interview is a data collection process in which the interviewer and the interviewee converse about the substance of the observation. An interview was a significant way for a researcher to confirm the accuracy of his or her previous data collection impressions by confirming or refuting them (Fraenkel, et al, 2012). One of the research questions in this study will be answered by using interview (Wan, 2013).

In order to collect more information about teacher and learner conversations in the classroom for this study, the researchers used a guided interview to ask some questions. The interview, according to Cohen, et al (2007), is a flexible data collection tool that allows for the use of multiple sensory sources, including verbal, nonverbal, spoken, and heard communication. The interviewer could push for complete answers as well as responses to complex and in-depth questions, and the interview order could be managed while also allowing for spontaneity. In a nutshell, the interview served as an important tool for researchers.

Face-to-face interview was used with participants in this study. According to Creswell (2012), the researcher conducts the interview by doing face-to-face interaction that is related to open-ended questions. The researcher have prepared ten questions for interview about teaching and learning process in classroom interaction. For the reason above, the researcher used structure interview.

In this research, the researcher applied an interview with the teacher. The interview posed some questions concerning the following reasons: (1) The classroom activities, (2) The teaching methods, (3) The teacher talks in classrooms (how to accept the feeling, praises or encourages, ask question, lecturing, giving directions, and criticizing students), (4) The learner talks in the classroom (how the students' response and ask questions), and (5) The teacher's efforts encouraging students' communicative competence.

In addition, the researcher also conducted an interview to the two low achieving students and three high achieving students, based on the teachers' recommendation and based on observation from the researcher because they have different comprehension of what the teacher conveyed in the classroom and have different comprehension in learning and understanding of the lesson.

The interview posed some questions concerning with the following reasons:

1. The classroom activities
2. The teacher talks in classroom
3. The learner talks in classroom
4. Their comments about their teacher performance, and the used data methodology
5. Their difficulties in doing the interaction

3.5 Data Analysis

In this study, to analyze the data, the researcher was used thematic analysis technique. Thematic analysis is a method for systematic identification, organization, and insight into meaning patterns (themes) across a data set (Creswell, 20012). It means that thematic analysis is a technique used by searching for themes that appear in the data research and it is an important part of describing the phenomenon. In addition, Braun and Clarke (2012), there are

six steps of thematic analysis, there are as follow: (1) Familiarizing the data, (2) making codes, (3) searching themes, (4) reviewing the themes, (5) defining and naming the themes, and (6) producing the report.

3.5.1 Analyzing the Teacher talk and Learner Talk

At the time of observation, the researcher used video recording to record the learning process. One way of handling data collected through recordings is by transcribing the results of recorded class interactions. This was done as a pre-analysis. Researchers use transcription because that is the main written source to be analyzed.

In transcribing the data, the researcher used some strategies from Burns (1999) cited in Firdaus (2014), such as keeping the transcription as simple as possible, labelling the speakers using the letters, numbering the lines or clauses, inserting contextual information to explain essential aspects, e.g. non-verbal interaction and using ordinary orthographic transcription, with conventional punctuation when appropriate. Moreover, the researcher labeled each utterance with 'T', 'S', and 'Ss'. T refers to utterance expressed by teacher; S refers to those from individual learner, and Ss refer to a group of learners.

The interaction analysis system involves the identification of analysis of talk in the classroom in terms of the coding and categorization of utterances according to nine pre-arranged categories. After completing the transcription, the observer coded each number of utterances into the category based on Flanders' Interaction Analysis Categories (FIAC). As mentioned before, the coding process involved two coders besides the observer. Finally, the results of coding or categorization were analyzed based on the research questions. The coding was divided into main data, while data from interviews was used as additional data.

3.6 Trustworthiness

To increasing the researcher's beliefs and opinions, it is important to verify the results of the data analysis. Triangulation will be used in this study to ensure that the data analysis is accurate. The use of two or more data collection techniques to research certain aspects of human activity is known as triangulation. Furthermore, according to Lodico (2006), the researcher would usually use more than one data collection method to verify findings; these various data sources are letter-based compared to one another in a process known as triangulation. Based on Denzin (1978) in Ulfah (2013), There are four types of triangulation techniques: (1) source or data triangulation, (2) triangulation analysis, (3) theoretical triangulation, and (4) analytical triangulation.

From these techniques of the triangulation process, the researcher used source or data triangulation and methodological triangulation. The method of gathering data from various sources is known as source triangulation. The different sources may be referring to time, space, or a particular individual. The data source in this study was an individual who was both the instructor and the student. The study's data was triangulated by observing the teacher's experiences with the learner.

According to Sugiyono (2016), a method in which different methods are used to calculate the same unit is known as methodological triangulation. In this analysis, methodological triangulation has been carried out by first matching the results of interviews with the results of observations so that there are correct answers to the results of this study.