

CHAPTER III

METHODS AND PROCEDURE

This chapter presents (1) research design, (2) operational definition, (3) participant of the study, (4) data collection, (5) data analysis, (6) trustworthiness.

3.1 Research Design

This study, the researcher was using qualitative research. Qualitative study is a method that allows the researcher to explore and better understand the complexity of a phenomenon (Mohajan, 2018). Furthermore, Creswell (2012) has found that qualitative research is an inquiry approach useful for exploring and understanding central phenomena. In short, qualitative research was used in this study.

In relation, this study was included in a case study method. According to Creswell (2012), a case study is a problem to be studied, which will reveal a deep understanding of a case or bounded system, which involves understanding an event, activity, process, or one or more individuals. Then, the function of qualitative research in a case study is to hasten a phenomenal investigation in its discourse through various references of information (Baxtar and Jack, 2010). In summary, a qualitative research along with its case study design was the form of this research.

3.2 Operational Definition

The title of the study is Teachers' Elicitation Techniques in Speaking Class of Eleventh at MA Al-Fatah Palembang. In avoiding the possibility of

misinterpretation and misunderstanding about some terms in this research, the definitions are provided below.

Teachers' elicitation is the method used by teachers to get information or reaction from somebody or students.

Speaking is the act of conveying information or voicing emotions and thoughts in spoken language.

3.3 Participants of the Study

This study was conducted in MA Al-Fatah Palembang. MA Al-Fatah Palembang is an Islamic school that stands beneath the ministry of religion (Kemenag). It was a consideration for the researcher to conduct the research. The researcher considered that researching which has the same department as the researcher university would make the researcher easier to allow conducting the research. Therefore the researcher chose MA Al-Fatah Palembang as a research location.

This study took the data from a teacher of English at the school who taught in eleventh grade. The English teacher was chosen purposeful sampling. Creswell (2012) stated that in purposeful sampling, the researcher intentionally selects individuals and sites whether they have rich information or not. There were two English teachers in the school and the researcher chose one of english teacher as a participant based on some categories the teacher who used elicitation techniques in class and teacher of English at the school who teach in eleventh grade.

3.4 Data Collection

In collecting the data, two instruments were used. There were classroom observation and interview.

3.4.1 Classroom observation

In this researcher was as a nonparticipant observer. According to Cresswell (2012), nonparticipant observer is an individual who visits the locations and records notes during the activities. Moreover, Wragg said (2011) the purpose of the observation should be stated clearly. Observers must make it apparent to the teacher being observed whether they are there to provide advise and assistance in improving professional skill, to make a private judgment about the quality or in the case of particular research initiatives, to make a public judgment about quality. The classroom observation was used to know the types of elicitation techniques used in the speaking class.

There were three steps in conducting this observation. Firstly, the researcher observed the classroom directly and researcher become a nonparticipant observer, which was not involved in the activities of the subject's classroom and the kind of instrument observation used semi-structured observation. Wragg (2011) stated that semi-structured observation is an observation that is systematically designed about what is observed and knows location observation. The researcher did the classroom observation in three meetings for teacher in the classroom. Secondly, the researcher utilized an observation checklist as an observation medium. In the process of collecting the data, the observational checklists were used to know more information with six

items in the form of statements were utilized related to the types of elicitation techniques in speaking class to find out the types of elicitation techniques used by the English teacher in the speaking class. There were six group items in the observation checklist elicit inform, elicit confirm, elicit agree, elicit commit, elicit repeat and elicit clarify. The data concerned with the types of elicitation techniques used by English teacher in the speaking class was collected through the classroom observation provided mostly in the instrument during collecting data. Lastly, the researcher determined part of the teaching-learning process where there were any elicitation techniques take place. the researcher took notes while the teaching-learning process in the class.

3.4.2 Interview

The interview was one of the instruments that used in qualitative techniques. According to Esterberg (2012), an interview is methods as a meeting of two responses to the exchange of information and ideas through questions and a mutual appreciation of a precise subject also, Seidman (2006) said interviewing was once a way to examine what people already knew, their experience, their narrative tales stored in their minds. It helped the researcher acquire the understanding they learned, practiced, and utilized in use elicitation techniques.

The researcher used semi structured interview to attain deeper information about the reasons why English teacher used types of elicitation techniques in speaking class. Semi-structured interview used for one teacher. According to Wragg (2011), the semi-structured interview is written questions are asked to each interviewee, but they are supplemented with probes and open-ended inquiries to

enable some natural interaction. The semi-structure interview was as a medium for this study.

Furthermore, researcher used face-to-face interviews with the participant in this study. As Supported by Creswell (2012), the researcher interviews by doing face-to-face interaction that related to open-ended questions. The researcher interviewed the teacher who taught English in the classroom was interviewed. There were several questions related to the function and the question usually used. In this study, the interview was done as supporting data to know the reasons English teacher used types of elicitation techniques in speaking class. The researcher made some questions adapted from Walsh (2011). Some questions were given to the teacher about the reasons in using types of elicitation techniques in speaking class. Then, the researcher recorded the interview and transcribes it.

In connection to this, there were three steps in conducting this interview. Firstly, this study used semi-structured. Secondly, recorded the answers of interviewees. Lastly, the researcher wrote the interviewees' answers into a transcription.

3.5 Data Analysis

In the analyzed data, the researcher applied thematic analysis to analyze the data by following steps from Creswell (2012). First, the researcher collected the detailed data from observation (e.g., observation checklist and fieldnotes) and interviewed (e.g., transcriptions or typed notes). Second, the researcher started coding all of the data. In this process, the researcher read all transcriptions and started to code the data related to research questions. Thirdly, the researcher

utilized the coding process to produce a setting description as well as categories or themes for analysis. This section explained the data in detailed information about the documentation and interview outcome made codes for a description related to the data. The next was to develop how the description and theme in the qualitative narrative to inform the findings of the analysis. The last, the researcher made interpretations in qualitative research of the findings and results.

3.5.1. Analyzing English teachers use the types of elicitation techniques in speaking class

In the classroom observation data analysis, researcher analyzed types of elicitation techniques used by English teacher in speaking class by comparing group one of the theme with preparing the codes list as the aspects of the types of elicitation techniques. The codes list encompassed some aspects namely elicit inform, elicit confirm, elicit agree, elicit commit, elicit repeat, and elicit clarify. The meaning of data content on the table was researcher similarly transcribed the data from a descriptive notes and a checklist during observation obtained. Then, the analyzed results were qualitatively transformed into a description. Finally, researcher made a conclusion of what had been found.

3.5.2. Analyzing the reasons English teachers use types of elicitation techniques in speaking class

In analyzing the data from the interviews about the reasons English teacher used types of elicitation techniques in speaking class, the recorded data from the interviews were prepared after conducting the interview with the chosen participant as sample. Then, the researcher transformed the recorded data from the

interviews into a transcription. Afterwards, the researcher made an interpretation about the result of the interview about what were the reasons of using types of elicitation techniques by English teacher in speaking class.

3.6 Establishment of Trustworthiness

In this study, the researcher used triangulation to enhance the accuracy of the study. Creswell (2012) explained that triangulate different data sources of information by examining evidence from the source and using it to build a coherent justification for the theme. Moreover, triangulation was also defined as comparing different kinds of data (e.g. qualitative and quantitative) and different methods (e.g. documentation and interview) to see whether they corroborate one another. In addition, Cohen et al.(2007) stated that there are six usable steps namely investigator triangulation, theoretical triangulation, combined level of triangulation, time triangulation, methodological triangulation, and space triangulation. Therefore, in this study, the researcher used methodological triangulation to compare the data from one source with another. If themes were established based on converging several sources of data or perspectives from participants, then this process could be claimed as asking for the validity of the study. Finally, to check the validity of the study, the rater was asked to check it.