CHAPTER III

RESEARCH METHODOLOGY

In this chapter is focused on a description of research design, subjects of the study, research instruments, and data of the study, research procedures, data collection techniques and data analysis.

A. Research Design

Hatch proposed eight characteristics of qualitative research namely 1) naturalistic, source of data and the researcher is the key instrument, 2) participant perspective, 3) researcher as data gathering instrument, 4) centrality of meaning, 5) Wholeness and Complexity, 6) subjectively, 7) emergent design, inductive data analysis, 8) reflexivity.[1] Concerning those aspects, it is obvious that this study is qualitative in nature meaning that the qualitative approach was used to solve the research problems proposed. Another reason showed that this study is qualitative approach, because the data is taken from the classroom as the natural setting in which the researcher is the key instrument.

Considering with the Hatch's explanations, the study used classroom research design or ethnography. Ethnography research in education tries to observe, describe, and interpret the teaching-learning process directly by researcher as the key instrument without giving any treatments, manipulations or actions in the study. The

[1] Hatch, J Amos, *Doing Qualitative Research in Education Setting,* (State Of University Of New York Press,2002)P. 6-11

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report of the classroom research gave teachers' insight into what happen in the classroom, so that they can compare the interaction that happen in that class with their own classrooms. The processes were the main concern of the research as she has done an observation in the classroom, recorded the classroom talk, analyzed the data and described the meaning of the data in detail. Concerning the processes, researcher describe further that processes here refer to the process of interaction involving both the classroom and the students in the classroom.

The researcher observed how the participant of the classroom activities were aware of when and where they have to take turn, how is interaction between student and student in presentation class of speaking III. However, in this class the teacher is only monitoring the students activities without involving in those.

Meanwhile, in collecting the data certain techniques are needed. In relation to this Sunarto propose five techniques namely,[2] 1) participant observation, 2) in-depth interview, 3) taking notes/information, 4) focused group, and 5) documentation. In this study non participant observation technique is used because the researcher, as a key instrument, did not involve in the classroom. Beside observation, she was also took notes. This technique is used to collect data which may not be obtained by means of recording and to describe and interpret the data their selves.

B. Subject of the Study

The subjects of this study is the fourth semester students in academic year 2011/2012 of the S1 program of English Department at University of Muhammadiyah

[2] Sunarto,*Dasar dan Konsep Penilitan* ,(Surabya: UNESA pers,1995)p.48

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Gresik. This University is one of the famous universities in Gresik, because it had big building, great members of students and also complete facilities. This University was located next to the main road, so it is very strategic and easy to reach. These subjects are chosen because of their feasibility and suitability with the topic of research.

The object of this study is student's utterances for four meetings. The location of the research was University of Muhammadiyah Gresik which is located at JL. Sumatra 101 Gresik Kota Baru,Gresik and the setting of the research was the classroom of speaking III where there are interactions between student and student in the class because the researcher focus on analyzing of presentation class in Speaking III.

C. Research Instruments

The researcher is the main instrument with equipped by some other instruments during observation such as: audio tape and take notes. All these instruments were documented all data from the first until the last observation. The setting of the study is speaking III course of the fourth semester in the academic term 2011/2012 of English Department at University of Muhammadiyah Gresik.

Lincoln and Guba quoted in Khulaifiyah state that the use of researcher herself as the main instrument is based on the following consideration:[3] 1) human being is more responsive, 2) she is more adaptive to the situations, 3) she can understand the overall contexts better, 4) she makes the gathering of the appropriate data to be included and

[3] Khulaifiyah, Thesis, "*Speech Acts Used in Verbal Interaction In The Speaking Class: A Case Study At Muhammadiyah University of Gresik*"(Surabaya: University Of Surabaya, 2007).P 57

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the ones which should not, 5) she can process the data after collecting it, 6) she is able to summarize, filter and explain the data collection, and 7) she can give a response to the data conceptually. Thus, in collecting data in this study the researcher is the key instrument.

D. Source of Data

According to Arikunto, the source of data is the place or thing in which the researcher can observe, ask or read about related matter of the object being studied. It can be divided into person, place and documentation.[4] The sources of data were the reordered utterances of the classroom talks of students of speaking III course in academic term 2011/2012. The researcher used one class, which is A Class as the sample of the research in order to enhance the data deeply. There were twenty three students, seven boys and thirteen women. The class covers the subject matters of presentation with different topics. The recorded utterance was taken from those subject matters. The researcher data is the structure of classroom discourse.

E. Data Collection Techniques

This study uses audio tape recording for collecting data for two reasons. First, according to Zang as quoted in Elis states that audio recording is a data collection technique that usually used in analyzing classroom interaction.[5] Second, using audio recording may give natural data. The audio recording device is usually small. So, it can be hidden, moreover the hidden tape will not disturb the process of interaction

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[4] Suharsimi Arikunto, *Prosedure Penilitian,* (Jakarta: PT.Rineka Cipta, 1996) P.123
[5] Eneng Elis Aisyah, Thesis," *Teacher's Strategies In Expanding Classroom Discourse"(*Jakarta:Univerity Of Pendidikan,2011) 38

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and the students will participate in the classroom naturally. Therefore, according to Walsh as quoted in Dewi Prastiningsih states that the use of audio recording is suitable to reduce level of intrusiveness although it will not capture visual evidence that may contribute to the naturalness of the data.[6]

The data of this study were collected through a non participant observation in the classroom for four meeting on 08th, 15th, 22th of June in 2012 and the last is on 9th of July 2012. In acquiring the data, the following steps were taken, the first step was records the utterance for four meeting. The recording is done for each meeting depending on the subject matter.

The researcher only recorded classroom talks and did not involve in the classroom activities. While observing the class, she was also taking notes for certain things which cannot be record but were necessary to obtain sufficient data.

The next procedure was transcribed the recorded talks. After transcribing the recorded talks, they were segmented into exchanges; this term was used based on the review of literature. And then identify the moves and acts that occur in interaction class.

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[6] Dewi Pratiningsih, Thesis:" *A Classroom Dsicourse Analysisin The Teaching Learning Process Of English In SMA N Wonosari,Klaten".* (Surakarta: University Of Muhammadiyah Surakarta, 2011),39.

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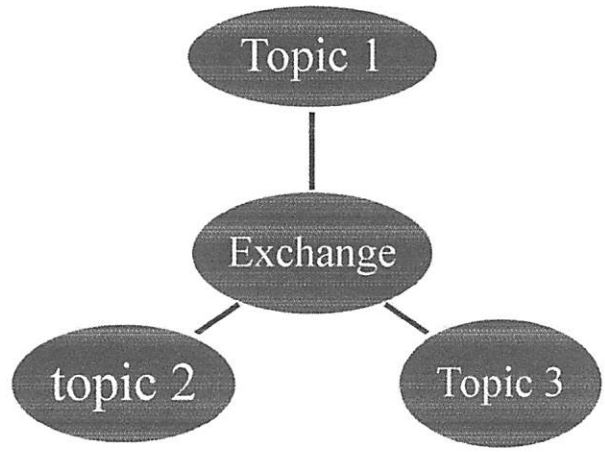
F. Data Analysis

The results of collected data then analyzed by using descriptive. The writer collected it through the following steps:

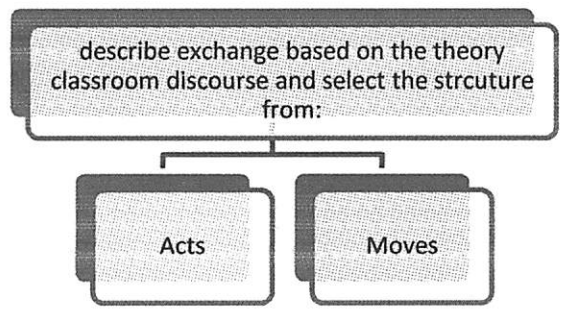
1. By categorizing the exchanges into different topics, each topic analyzed based on the nature of data.

Diagram 1.1: the exchanges into each topic



2. Exchange which contain initiation, respond and follow up sequence were selected and then the move and the act occurs in the data was described.

Diagram 1.2: the analysis of acts and moves



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3. The third procedure was summarized the finding by presenting tables. And the last procedure was drawing conclusion based on the researcher findings and discussion of finding. Suggestions for English teacher and recommendations for the further researcher were also presented in the last procedure.

Table 1.3: classification of moves and acts[7]

Exchange	Moves	Acts	Utterances
Initiation	Opening	Request	T: ok this class, we are going to talk many different topics, maybe sometimes we do not compare you will say" oh it is different"
Response	Answering	Reply	so it polite? Is there polite?
Follow up	Follow up	Accept	S:nooooo....(together)
		Emphasize	T: ok...maybe you are different opinion to me.
		State	Ok...you have different opinion of me
		Agree	Oke because it is not changing your opinion or ideasandbut it is learning more your ideas
		Evaluate	Ok all right so....
		Emphasize	T: the man is open minded. So in cross cuture understanding class you will be open minded also should open minded too. So taking new ideas and be polite to respectable to, oke? All right
		Emphasize	

[7] Rakhmawati. Thesis *"Classroom Discourse In Verbal And Non-Verbal Interaction In The Cross Culture Understanding Class At Muhammadiyah University Of Gresik"* (Surabaya: University Of Surabaya,2009) P.64

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