CHAPTER III

RESEARCH METHOD

A. Approach and Research Design

In this research, the researcher discusses about lecturer-students interaction analysis in Intensive English Program of English Teacher Education Department. And the researcher uses descriptive qualitative. Descriptive qualitative is aimed to know the type of lecturer talk and students talk in English intensive class in English Education Department and students' perception about lecturer talk. The descriptive research is used to reveal the condition of the phenomena as clearly as possible without any special treathment.¹

Qualitative approach is a general way of thinking about conducting qualitative research which has three major categories of data, such as in-depth interviews, direct observation and written documents.² In addition, the qualitative approach design is aimed for examining the phenomenon as it is in a rich detail.³ Therefore, in this study, the research uses the observation and interview to analyze lecturer talk and student talk that happen during in Intensive English Program (IEP) and to

¹ Indah Zakiyah Zamania, *Upaya Peningkatan Kompetensi Pedagogik Dalam Proses Belajar Mengajar Di Raudlatul Atfal Al-Ikhlas Sukodadi Lamongan*, Unpublished Thesis (Malang : UIN Malang, 2009), 121.

² William Trochim, *The Research Methods: The Concise Knowledge Base* (Cornell University: Atomic Dog, 2005), 159.

³ Donald Ary, *Introduction to Research in Education 8th Edition* (Canada: Cengage Learning, Nelson Education, 2010), 25.

analysis students' perception about lecturer talk in Intensive English Program.

B. Researcher Presence

The presence of the researcher in this study is as non-participant observer, which means that the researcher do not reach the full involvement in participants' activity. The researcher came to the class for only observing lecturer-students interaction in classroom. The researcher did not introduce her presence to the students in order to students do not feel disturbed. Thus, the students and the lecturer could behave as what they naturally behave in classroom.

C. Research Location

This research was held at Intensive English Program (IEP) in Faculty of Education and Teacher Training at UIN Sunan Ampel Surabaya. In term of getting research subject, the researcher designed the sample of research purposively. Purposive sampling is a technique to determine sample based on certain characteristics.⁵ The subject of this data is the students of first semester of English Education Department at UIN Sunan Ampel Surabaya who take Intensive English Program (IEP). Furthermore, In this research, the researcher only choose one class from

⁴ J. Amos Hatch. *Doing Qualitative Research in Education Settings*. (Albany: State University of New York, 2002), 72-77

⁵ Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta, 2012), 300

four classes in English Teacher Education Department in intensive English program to become sample of this research. The researcher chooses "Y class" because first the lecturer suggested that he wants his class should be observe. And second, in "Y class" there are many interactions happen between lecturer and students.

D. Source of Data

In this research, the data of this study is the data forms of types of lecturer talk and student talk used in intensive English program at English Education Department and students' perception about lecturer talk in intensive English program at English Education Department in UIN Sunan Ampel Surabaya. And also the data from video recording to accomplish the data that got from doing observation.

E. Data Collection Technique

In this study, data were collected by techniques of conducting interview, doing observation, and analyzing video recording. First, the researcher involved in classroom observation and recorded the interaction between lecturer and students by using video recording. Then, the researcher interviewed the students in intensive English program of English Education Department at UIN Sunan Ampel Surabaya.

1. Observation

An observation is applied to know the types of lecturer talk and student talk that use in IEP. The observation of lecturer-students interaction conducts during teaching process in intensive English program. For capturing classroom interaction, the observer sits in a classroom in the best position to hears, to sees, and to records the participants. In order to obtain the data, the following observation procedure was adapted by Sita: In each class period of 100 minutes, 50 minutes were used as observation period. 50 minutes were divided in to two time units. One time unit was 25 minutes. Total time for observation in a classroom comprised 50 minutes in each meeting.⁶

Video recording uses to record the classroom interaction, when researcher did the observation in Intensive English Program (IEP). It can also provide a way of capturing contextualized face-to-face social behavior in greater detail than can be accomplished using other means. These two aims are characterized by Erickson and Wilson as, "to tell a summary story of what happened, or to make an exhaustive record that permits analysis of what happened." The video

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⁶ Sita Nurmasitah. "A study of classroom interaction characteristics in a geography class conducted in English: the case at year ten of an immersion class in SMA N 2 Semarang" (http://eprints.undip.ac.id/23803/, accessed on April 14th, 2014)

⁷ F. Erickson - J. Wilson. *Sights and sounds of life in school: A resource guide to film and videotape for research and education* (Ann Arbor: Institute for Research on Teaching of the College of Education at Michigan State University, 1982), 41.

recording can be supported the data that had been gotten by doing observation.

By having this observation, the researcher gets the information about types of lecturer and student talk in Intensive English Program (IEP). And also, the researcher gets some information about the situation of the class, starting from the enthusiasm of the students in learning process, students contribute in discussion, students respond the lecturer's question, and etc.

2. Interview

Interviewing is an important way for a researcher to check the accuracy of the impressions he or she has gained though observation.⁸

According Mason and Bramble that define an interview as a verbal discussion conducted by one person with another for the purpose of obtaining information.⁹ Those are; to construct about people, phenomenon, event, organization, felling, motivation, demand, affection, and other determination as what was experienced; projected it as a hope in future; verify; change; and expand the information got from other people; verify, change and expand the construction developed by the writer as member check. By having interview the

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⁸ Jack R. Fraenkle – Wallen. *How to Design Research in Education: the fourth edition*. (Baston: McGraw-Hill, Inc., 2000), 140.

⁹ E. Mason - Bramble. W. (1997). *Research in Education and the Behavioral Sciences*. Madison, WI, Brown and Benchmark

researcher gets the information about students' perception about lecturer talk in Intensive English Program (IEP).

F. Research Instrument

There are some instruments used to collect the data based on the problem. In this study, the researcher uses some instruments, they are:

1. Observation by Using FIACS

The Flanders Interaction Analysis Categories System (FIACS) is used to determine whether a lecturer is indirect or direct in his approach to motivation and control in the classroom. FIACS is instruments that uses for doing observation. The system describes, rather than evaluates, lecturer behaviors in the order in which they occur, in any subject at any level. It does not, however, include nonverbal behaviors and student-student interaction. This instrument used to identify type of lecturer talk and students talk in Intensive English Program (IEP).

					FIAC	data sh	eet					
C1	ass:											
Da	ate:											
					Tall	ly acros	s					
	01	5	4	8	4	8	3	5	5	4	8	
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Figure 3.1 FIAC data sheet

2. Interview Guide

Semi-structure interview was conducted in form of in-depth interview. ¹⁰ The researcher comes to the interview with guiding questions; the researcher is open to following the leads of informants and probing into areas that arise during interview interactions. ¹¹ This instrument used for getting the data about the students' perception about lecturer talk (*See Appendix 1*).

¹⁰ Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta, 2012), 320

¹¹ J. Amos hatch, *Doing Qualitative Research in Education Settings*. (New York: State University of New York Press, 2002), 94.

G. Data Analysis Technique

In order to find out the results, there were two research instruments have been used in this research, they are:

1. Flanders Interaction Analysis

The first instrument in this research is FIA (Flander's Interaction Analysis) that was developed by Flanders has been used extensively in various studies regarding classroom interaction. This instrument uses to get data of teacher talk and student talk. Thus, the researcher can answer research question number one and two from this instrument.

FIA is a standardized check list type instrument which has the following steps as the procedures: 12

Table 3.1 Flander's Interaction Analysis

		Category	Activity
		number	
		1.	Accepts feeling: Accepts and
			clarifies an attitude or the
	_		feeling tone of a pupil in a
Lecturer			non-threatening manner.
talk			Feeling may be positive or
			negative. Predicting and
			recalling feelings are
			included.
		2.	Praises or encourages:
			Praises or encourages pupil

¹² Selvabarady. "Flanders interaction analysis" (http://www.slideshare.net/selvabarady/flanders-interaction-analysis, accessed on April, 23th 2014)

			action or behavior. Jokes that
			release tension, but not at the
*Indirect			expense of another individual;
influence			nodding head, or saying "Um
innuence	Dognanga		hm?" or "go on" and
	Response		included.
		3.	
		3.	Accepts or uses ideas of
			pupils: Clarifying or building
			or developing ideas suggested
			by a pupil. Teacher extensions
			of pupil ideas are included but
			as the teacher brings more of
			his own ideas into play, shift
			to category five.
		4.	Asks questions: Asking
			question about content to
			procedure, based on teacher
	4		ideas, with the intent that a
			pupil will answer.
		5.	Lecturing: Giving facts or
			opinions about content or
			procedures; expressing his
			own ideas, giving his own
			explanation, or citing an
			authority other than a pupil.
		6.	Giving directions:
			Directions, commands or
			orders to which a pupil is
	.		expected to comply.
*Direct	Initiation	7.	Criticising or justifying
influence			authority: Statements
			intended to change pupil
			behavior from non-acceptable
			to acceptable pattern; bawling
			someone out; stating why the
			teacher is doing what he is
			during; extreme self-reliance.
		8.	Pupil-talk response: Talk by
			pupils in response to teacher.
	Response		Teacher initiates the contact
			or solicits pupil statement or

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			structures the situation.
			Freedom to express own ideas
			is limited.
		9.	Pupil-talk Initiation: Talk by
			pupils, which they initiate.
			Expressing own ideas;
Pupil	Initiation		initiating a new topic;
talk			freedom to develop opinions
			and a line of thought, kike
			asking thoughtful questions;
			going beyond the existing
			structure.
Silence		10.	Silence or confusion: Pauses,
			short periods of confusion in
			which communication cannot
			be understood by the
			observer.

The researcher used instrument by Flander Interaction
Analysis Category (FIAC) to analyze the data from observation. But,
the researcher used the steps adapted from Suherdi that used to get the
data:13

a. Transcribing the video recording

The results were transcribed down in form of written transcript. Then each utterance was labeled with L represents lecturer, S indicates student, while Ss stands for the students (see appendix 6).

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¹³ D. Suherdi. Classroom discourse analysis: a systematic approach. (Bandung: Celtics, 2009), 46

b. Coding

The coding process is used for recording classroom events. The first step in the process of coding is to memorize the code Numbers, in relation to key phrase of words, which are indicated in capital in ten-category system. An observer sits on the last bench of the classroom and observes the teacher when he is teaching. At an interval of every three seconds he writes down that category number which best represents or communication event just completed. For instance, when teacher is lecturing the observer puts 5; when he asks question he puts 4; when student replies he put 8; when teacher praises he puts 2; when teacher asks to sit down he puts 6; when again the teacher starts lecturing he puts 5 (See Appendix 3 and 6). The procedure of recording events goes on at the rate of 20 to 25 observations in per minute.

Ground rules for encoding observation:

Because of the complexity of the problems involved in categorization, several ground rules have been established. The rules of observation add in developing consistency in trying to categorize teacher classroom behavior.

Table 3.2 the Rules of Coding in FIAC

Rule	Explanation
1	When it is not certain in which of two or more categories a

	statement belongs, choose the category that is numerically					
	farthest from the category 5. For e.g., if an observer is not					
	sure whether it is 2 or 3 then choose 2. If in doubt between					
	5 and 7, he chooses 5.					
2	If more than one category occurs during the three seconds					
	interval, then all categories used in that interval are					
	recorded. If no change occurs within three seconds, then					
	repeat category number.					
3	If there is discernible period of silence, record one 10 for					
	every 3 seconds of silence, laughter, board work, etc.					
4	Statements such as 'uh hah', yes, all right, ok, are recorded					
	as 2					
5	if teacher's joke makes fun of the students, it is coded as 7					
6	Category 8 is recorded when several students respond in					
	union to a narrow question					

The example of data transcription can be seen in the example below.

Lecturer: What's the shape of a Basin? (Category 4)

Students: Oval. (Category 8)

Lecturer: Yes, right! The shape is oval. (Category 2)

c. Calculating the number of each type of code

The researcher calculates the data based on the same code that they get *(see appendix 4)*.

d. Interpreting the matrix

The researcher displayed the percentages of the types of lecturer talk and student talk in form of the figure below:

Figure 3.2 the formula of proportion of each categories

Proportion of classroom time = High category x 100%

Total numbers in every category

From the formula above, the researcher found the percentage for overall category of lecturer talk and student talk in intensive English program (see appendix 4).

e. Finishing

Finally, the researcher displayed the percentages of lecturer talk and student talk in form of chart and descriptive texts.

2. Analysis the Data Interview

In light of qualitative method, the researcher analyzed the data descriptively. The researcher transcribed the students' interview about lecture talk. Then, the researcher descriptively put the interpretation towards the data to be discussed into the findings of the research with consistently referring to the research question as ensuring way whether the questions are answered. In essence, the data obtained from interview was analyzed through these following detailed techniques:

a. Data Reduction

Reducing data refers to choosing the data interview that only needed by the researcher. Reducing data means to choose and focus on the main topic of the research.¹⁴

b. Data Display

After conducting the technique of reducing data, then the researcher set the technique to display the data. In qualitative method, the data display are formed in short essay, graphic, matrix, network, flowchart, etc.¹⁵ By displaying data, the researcher was expected to understand the data which have been categorized to be arranged in good structure.

c. Conclusion

The last technique of analyzing the data is drawing conclusion. The conclusion in qualitative research can answer the research questions, however it sometime cannot answer the research question because qualitative research is not static when the researcher observed.¹⁶ In this study, the researcher drawn the

¹⁴ Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D.* (Bandung: Alfabeta, 2012), 338

¹⁵ Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D.* (Bandung: Alfabeta, 2012), 341

¹⁶ Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D.* (Bandung: Alfabeta, 2012), 345

conclusion based on the data that had been interpreted by reflecting on the research question.

H. Checking Validity of Finding

To meet the validity of findings, the researcher conducted the classroom observation six times in "Y class" of Intensive English Program (IEP). The researcher also took video recording in classroom observation to attain the validation of findings in classroom observation. Besides, to check the validity of findings, the researcher confirms the findings with the subjects of research and theory used in this study.

I. Research Stage

This research is structurally conducted as following stages:

1. Preliminary research

In order to clarify the problems linked to this research, the researcher began this study by conducting preliminary research since $14^{th} - 21^{st}$ October 2014. This preliminary research gave great information to the research about lecturer-students interaction in Intensive English Program (IEP) for EED in Faculty of Tarbiyah and Teaching Training at UIN Sunan Ampel Surabaya.

2. Research Design

In this step, the researcher designed the research for identifying type of lecturer talk and student talk in interaction by

doing observation. To know the type of lecturer talk and student talk were designed in observation which was adopted from Flander's Interaction Analysis Category System (FIACS). Furthermore, identifying type of lecturer talk and students talk was done by observation and analyze the video recording. In term of getting validation sheets which were validity of those instruments, the researcher made validation sheets which were validated by the expert of classroom management. The validation sheets were made for validating interview guides for students. Finally, the interview guide had 10 question items of students' perception about lecturer talk in Intensive English Program (See Appendix 1).

3. Implementing the research

In term of the research about types of lecturer talk and student talk, the researcher began to observe the Intensive English Program through observation by using Flander's Interaction Analysis Category System (FIACS) and analyzing video recording. The last, the researcher interviewed the students of Y class in IEP using interview guide to know the students' perception about lecturer talk in IEP class.

4. Analyzing data

After obtaining data from some instruments used in this research, the researcher directly analyzed the data in attempt to get the answer of the research questions as stated in data analysis techniques above.

5. Concluding the Result

In term of getting the result of the research, the researcher concluded the findings. The conclusion of this study became the final report of this study.