

A. Approach and Research Design

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

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.⁴ 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

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.

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.

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.”⁷ The video

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.

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.

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

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

*Indirect influence	Response		action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, or saying “Um hm?” or “go on” and included.
		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 ideas, with the intent that a pupil will answer.
*Direct influence	Initiation	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.
		7.	Criticising or justifying 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 doing; extreme self-reliance.
	Response	8.	Pupil-talk response: Talk by pupils in response to teacher. Teacher initiates the contact or solicits pupil statement or

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.

This research is structurally conducted as following stages:

In order to clarify the problems linked to this research, the researcher began this study by conducting preliminary research since 14th – 21st 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.

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

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.