CHAPTER III

RESEARCH METHOD

A. Approach and Research Design

In the research methodology, Kothari describes two basic research approaches: quantitative approach and qualitative approach.[1] From many sources, the researcher draws the basic differences between the two methods. They are the purpose of the research, the ways of collecting data, and the analysis of data.[2] The researcher chooses qualitative approach for this research because it concerns with the student teachers (STs)'s behavior and opinions about the language functions in the classrooms. Ary cited that qualitative research is to discover the human participants' perspective about social phenomena in natural settings.[3] Thus, the researcher does not control or treat the participants of this research. She gathers the qualitative data (using observation, video-recording, and interview). Then she presents the findings in the form of narration. After that, she discusses the findings from the participants' opinion and from the theory used as the basis of the research. Thereby, the researcher does the research using

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[1] C. R. Kothari, *Research Methodology, Methods, and Techniques* (*2nd revised edition*) (New Delhi: SAGE New Age International Publishers, 2004), 5.

[2] Stuart MacDonald, & Nicola Headlam. "Research Methods Handbook" *The Centre for Local Economic Strategies*, 8. Donald Ary, et.al., *Introduction to Research in Education* (*8th edition*) (Canada: Wadsworth Cengage Learning, Nelson Education, 2010), 25. C. R. Kothari, *Research Methodology, Methods, and Techniques* (*2nd revised edition*) (New Delhi: SAGE New Age International Publishers, 2004), 5.

[3] Donald Ary, et.al., *Introduction to Research in Education* (*8th edition*) (Canada: Wadsworth Cengage Learning, Nelson Education, 2010), 22.

qualitative approach because of the suitability with the research questions in the chapter 1.

B. Research Presence

The researcher takes a role as the observer and the passive participant. She observes the STs when teaching in the classrooms, and gathers the classroom data about the language functions that they use. Besides, she is the passive participant. According to Hatch cited in Avifah, a non-participant observer is that the researcher does not involve in the participants' activity.[4] This means that the researcher does not interact, disturb, or participate during the observation. She sits at the back side of the classroom, then observes, and records the STs when they practice teaching. She does not introduce her presence to the STs. But, the research presence is known by the STs because they recognize that the researcher is not the lecturer or the student in the classroom.

C. Research Location

The research is done at State Islamic University of Sunan Ampel (UINSA) Surabaya. The specific places for doing this research are in a class of E2 building of ETT Faculty, and in a microteaching room. The course is held in the even semester specifically in March until June. Moreover, the schedule to

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[4] I'anatul Avifah, Unpublished Thesis: "*Teachers' Self-Efficacy in Managing Classroom Behaviour Problems*" (Surabaya: UIN Sunan Ampel Surabaya, 2014), 52.

gather the data is during April 30 – June 4 2015 because she can collect the data from the second teaching practice.

The researcher has three reasons why choosing UINSA Surabaya campus and the ETED in particular as the place for the research. First, she finds the problem of breakdown communication in PPL 1 course of ETED. Second, ETED is the only department of UINSA which trains the students becomes English teachers. However, the student's understanding about the language (English) for teaching in PPL 1 is not fluently. It may probably become a problem when the students teach English in the second Pre-Service Teaching (PPL 2) or at real schools. Third, the 'Discourse Analysis' course is not taken and studied by many students of ETED, whereas understanding of classroom discourse is very important for them to teach English. Those points are the reasons why the researcher chooses the place to do the research. This research may give a significance for STs of ETED at UINSA Surabaya.

D. Data and Source of data

1. Type of Data

The data for this research is qualitative data in the forms of narration since the researcher uses qualitative approach. The type of the data is primary data in which the data is taken originally by the researcher from observation, video-recordings, and interview.

2. **Source of Data**

      According to Arikunto cited in Dewi, the source of data is a place or things in which the researcher can observe, ask, or read about the topic of research. It can be classified into person, place, and documentation.[5] The researcher gets the data from the participants. Seidman cited the term 'participant':[6]

> "To reflect that active stance we chose the word participants to refer to the people we interview. That word seems to capture both the sense of active involvement that occurs in an in-depth interview and the sense of equity that we try to build in our interviewing relationship."

According to Seidman, the term 'participant' is more appropriate since the people interviewed are actively involved about their perceptions or opinions. In many journals or books a researcher may use other terms such as subject, respondent, interviewee, informant, and co-researcher.[7] The researcher uses the term 'participant' for the STs who are observed and interviewed in this research.

      The participants of this research are the representative students in the sixth semester who practice teaching English in PPL 1 course. In addition, PPL 1 course is one of the compulsory courses in the faculty of ETT where

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[5] Sri Surya Dewi, Unpublished Thesis: "*The Pedagogical Competence of Student Teachers at English Education Department of State Institute for Islamic Studies Sunan Ampel, Surabaya*" (Surabaya: IAIN Sunan Ampel Surabaya, 2013), 35.

[6] Irving Seidman, *Interviewing as Qualitative Research (third edition)* (New York: Teachers College Press, 2006), 14.

[7] Irving Seidman, *Interviewing as Qualitative ... ...*, 14.

ETED is one of the departments in it. The participants are the sources of data in this research.

The researcher chooses the participants using the purposive sample technique. Patton and Ary in different sources illustrate that purposive sample is chosen because the participants can give information or useful data for the research based on particular criteria.[8] There are about 80 students in the sixth semester. Then the number of participants chosen in this research is nine from all of the population. The researcher observes and interviews nine participants.

The nine participants are chosen because of two reasons. Firstly, they had the 'B+' mark of 'Speaking 4' course in the fourth semester. The problems of language happen from STs who had this mark. This research, then, aims to find out how the language functions are used by the nine STs. The researcher, moreover, chooses the participants based on their speaking mark because speaking ability relates to the topic of research, that is 'teacher talk', and the analysis of spoken discourse. It is stated in *General Teaching Council for England* (GTC) that teachers can give opportunities for learners to learn through speaking.[9] Thereby, 'speaking skill' is one of the competences for teachers to communicate in classrooms. Secondly, they choose the 'Discourse Analysis' course in this semester. They may have little background

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[8] Michael Quinn Patton, & Michael Cochran. "A Guide to Using Qualitative Research Methodology" *The Handbook from Medecins Sans Frontieres*, 2002, 9. Donald Ary, et.al., *Introduction to Research in Education* (*8th edition*) (Canada: Wadsworth Cengage Learning, Nelson Education, 2010), 156.
[9] "Research for Teachers: Effective talk in the primary classroom" *General Teaching Council for England (GTC)* (http://www.tla.ac.uk, accessed on March 12, 2015 at 1.36 PM)

of knowledge about classroom discourse and the language functions. Thus, they may know the functions of their language which they use in their utterances. By choosing the right participants based on the criteria, the researcher can obtain the information which is appropriate for this research.

The nine participants are from some different classes of PPL 1 course. There are seven classes of PPL 1 course, but the participants are only in the five classes. The classes are A, C, D, E, F and G. There are one participant in the A class, three participants in the C class, two participants in the D class, one participant in the E class, one participant in the F class, and one participant in the G. The researcher observes the participants based on their schedule when they practice teaching in the classrooms. The schedule is gotten from their lecturers and from the STs themselves.

E. Data Collection Technique

The selection methods to obtain the data are non-participant observation and semi-structured interview. The table below presents the techniques to answer the research questions in chapter 1:

Table 3.1 Techniques for Collecting Data Based on Research Questions

Techniques Research Questions	Non-Participant Observation	Semi-Structured Interview
RQ 1	Observation Checklist (See App. 3)	
RQ 2		Student Teachers (See App. 6)

1. Non-Participant Observation

Kothari stated that the non-participant observation is appropriate for collecting data because the researcher does not contribute as the participant of the research in the naturally happening situation.[10] The researcher uses the non-participant observation technique in this research since she does not involve in the classrooms where the participants are observed. She just observes the STs in the classrooms when they practice the second teaching practice, and does not want to disturb the class activities. The purposes of using this method are to find kinds of the language functions which are used by the STs, and to record their processes of teaching in PPL 1 by using video-recorder.

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[10] C. R. Kothari, *Research Methodology, Method, and Techniques* (*second revised edition*) (New Delhi: SAGE New Age International Publishers, 2004), 96.

2. Semi-Structured Interview

According to MacDonald and Headlam, there are three kinds of interview styles: structured, semi-structured, and unstructured (in-depth) interview.[11] The researcher decides to choose semi-structured interview since she uses a topic guide and the open-ended questions in this research. The questions are prepared because the researcher keeps focus on to get the STs' answers. Even though there are some questions, this technique allows for the researcher to develop the questions for the participants. This technique is to find out the STs' difficulties when the STs use the language related with the functions of language. The interview is done by face-to-face. Moreover, the participants' answers are noted in the pieces of paper.

F. Research Instrument

The instruments which are used in this research are the researcher, observation checklist, video-recording, interview guide, and audio-recording. Those instruments are explained in the following:

1. The Researcher

The researcher is the key instrument because this is a qualitative research. This concept of human as instrument is introduced by Lincoln and Guba which is cited in Ary. Guba explains that only a human (a researcher) is

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[11] Stuart MacDonald., & Nicola Headlam. "Research Methods Handbook" *The Handbook from The Centre for Local Economic Strategies*, 39.

capable and flexible enough to capture the problems, to set the research, to adapt, and to respond to the environment.[12] Obviously, the researcher is the first important instrument. She is the one who can plan, do, analyze, and report the research. Besides, she still needs fieldwork methods such as observation and interview. She observes the STs in the classes, takes a note, interviews, records, and transcribes the recording. After that, she interprets the findings and reports the results.

2. Observation Checklist

There are many ways to observe the participants. One can take field note, record, or give checklist (√) on the paper of observation checklist. The researcher uses observation checklist, and then gives the marker (√) on the language functions and the features of classroom discourse which are used by the STs. In addition, she writes the STs' utterances when they use the functions of language. The indicators of observation are adapted from Halliday's theory (*See Appendix 1 and 2*).[13] After deciding the criteria of the language functions, the researcher designs the observation checklist (*See Appendix 3*). The table of observation checklist is used to observe each

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[12] Donald Ary, et.al., *Introduction to Research in Education* (Canada: Wadsworth Cengage Learning, Nelson Education, 2010), 424.

[13] Malcolm Coulthard, *An Introduction to Discourse Analysis* (New Delhi: SAGE New Age International Publishers, 2006), 159-161. Adrienne L. Herrel, & Michael Jordan, *Fifty Strategies for Teaching English Language Learners* (third edition) (Pearson Merril Prentrice Hall, 2008), 3-4. "Five Components of Effective Oral Language Instruction" *Professional Development Service for Teachers* (PDST) (http:// pdst.ie, accessed on March 11 2015 at 10.27 PM).

participant. The observation checklist made by the researcher is validated by the expert (one of the lecturers of English department).

3. **Video-Recording**

According to Walsh, there are four options in recording classroom interaction. Those are audio-recording, video-recording, observation, and narrative.[14] Video-recording is chosen in this research since there are two reasons. First, it can the classroom interaction. Second, it can be played several times. Thus, this technique is useful to help the researcher analyzing spoken discourse in the classrooms. After the researcher records the classroom interaction, the oral data is transcribed in written text. This step is called transcribing.

4. **Interview Guide**

Interview is done to support data from observation and video-recordings. Interview guide consists of the topic guide and the open-ended questions. It is prepared by the researcher and validated by the expert (one of the lecturers of English department). The interview is used to find out the STs' difficulties problems when they use the language functions (*See Appendix 6*).

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[14] Steve Walsh, *Exploring Classroom Discourse: Language in Action* (pdf version) (New York: Routledge, 2011), 68.

G. Data Analysis Technique

The data from observation checklist, video-recordings, and interview are analyzed using qualitative approach. The researcher uses the technique which is proposed by Miles and Huberman to analyze the data: data reduction, data display, and conclusion.[15] The researcher also adds the interpretation step before concluding the data. The techniques to analyze the data are described as follows:

1. Data Reduction

After the oral data are transcribed, the researcher continues giving some codes for the transcripts. Some of the codes used are the following:

Table 3.2 Codes of Data

No	Codes	Meanings
1.	T	Utterances produced by the teacher (student teacher)
2.	L1	Utterances produced by the learner 1
3.	L2	Utterances produced by the learner 2
4.	Ls	Utterances produced by learners together

The table **3.2** is used to give codes in a transcription when the oral data from the video-recording are transcribed. There are three columns in the table **3.2**. The first column is the number. The second column is the codes in the transcription. The codes indicate the persons who utter the language. The third

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[15] Matthew B. Miles, & A. M. Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (Thousands Oaks, CA: SAGE,1994), 10.

column is the meanings. It means the explanation of the code or who utters the language in utterance.

Having been coded, the utterances are classified according to the categories of the language functions. The classifying table for the language functions as follows:

Table 3.3 The Classifying Table for the Language Functions

No.	The Functions of Language	The Use of Language	Indicator
1.	Interactional function	The teacher uses the language to create interaction or to get along with student(s).	Greeting, Praying, Asking condition, Checking presence, Initiating, Announcing a topic, Announcing a task, Checking Comprehension, Checking the task finished, Recounciling arguing, Encouraging, Responding, Negotiating, Closing.
2.	Heuristic function	The teacher uses the language in order to encourage students to learn and to discover information.	Checking knowledge, Interrogating, Eliciting, Investigating, Clarifying, Prompting.
3.	Instrumental function	The teacher uses the language to get things done or asks student(s)	Commanding, Ordering, Offering, Nominating, Requesting, Drilling,

		to do something.	Grouping or Pairing, Instructing.
4.	Personal function	The teacher uses language to express personal feeling or personal opinion/argument.	Stating opinion, Apologizing, Praising, Confirming, Confronting/Disconfirming, Recounting experience, Thanking.
5.	Representational function	The teacher uses the language to deliver or to communicate information.	Lecturing, Correcting, Informing, Explaining, Exemplifying.
6.	Regulatory function	The teacher controls students' behavior or attitudes, and makes policies.	Managing, Negotiating, Directing, Controlling.
7.	Imaginative function	The teacher uses the language to create stories and to create the imaginative world.	Storytelling, Predicting, Imagining, Playing.

After coding and classifying the data, the researcher reduces the data in order to get the main points. She reduces the data which are not appropriate for the data analysis. There are three points that is reduced:

a. The part of transcription

The full transcription from STs' utterances is not presented in the findings and discussion. The researcher only presents the transcription based on the context of using the language functions. Yet, the full transcription is presented in the appendix.

b. The non-verbal communication

The non-verbal communication is not the focus of the analysis of data in the findings. The researcher emphasizes the analysis on verbal communication.

c. The student teachers' answer from interview

The researcher summarizes the STs' answers about the problems and strategies of using the language functions. She takes the main points of STs' answers in the interview session.

2. Data Display

After the researcher reduces the data, she displays the data as the findings. The findings are presented in the form of table, transcription, and narration. She describes the information concerning with the language functions used by the STs and the STs' difficulties when they use the functions. The findings are displayed in the points as follows:

a. The language functions used by the student teachers (STs)

b. The difficulties experienced in performing the language functions

3. Interpretation and discussion

       After the research presents the findings, she interprets and discusses the points in the following:

a. The language functions used by the student teachers (STs)

b. The difficulties experienced in performing the language functions

       There are two points which are interpreted and discussed. First, the language functions of STs' utterances are discussed based on Halliday's theory. The theory is taken from the sources entitled 'an Introduction to Discourse Analysis' by Malcolm Coulthard, 'Fifty Strategies for Teaching English Language Learners' by Herrel and Jordan, and 'Five Components of Effective Oral Language Instruction' by *Professional Development Service for Teachers* (PDST) which is adapted from Eisenhart.[16] Second, the researcher discusses the STs' answers about the problems of using the language functions as well.

4. Conclusion

       After the researcher interprets and discusses the findings, she makes the conclusion of the research. She writes the main points from the findings and discussion.

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[16] Malcolm Coulthard, *An Introduction to Discourse Analysis* (New Delhi: SAGE New Age International Publishers, 2006), 159-161. Adrienne L. Herrel, & Michael Jordan, *Fifty Strategies for Teaching English Language Learners* (third edition) (Pearson Merril Prentrice Hall, 2008), 3-4. "Five Components of Effective Oral Language Instruction" *Professional Development Service for Teachers* (PDST) (http:// pdst.ie, accessed on March 11 2015 at 10.27 PM)

H. Checking Validity of Findings

The researcher uses triangulation in order to get the validity of data. There are four techniques of triangulation proposed by Denzin: data triangulation, theory triangulation, methodological triangulation, and investigator triangulation.[17] The researcher chooses the methodological and investigator triangulations to make the data valid. In the methodological triangulation, the researcher collects the data by using several methods. She does observation (using observation checklist), video-recording, and interview. By doing those several methods, the data can be complementary each other.

The investigator triangulation stated by Milal, is done in the process of analysis.[18] The researcher also does investigator triangulation to ensure that the data is valid. First, the transcripts of observation from video-recordings are transcribed by the researcher and the co-researcher several times. The transcripts are checked and re-checked. Second, the analysis of data is consulted with the advisors, some colleagues, and the expert. Thus, the data can be valid. To ensure that the data is reliable, the researcher does two strategies. Firstly, she records the teaching and learning processes by using two cameras since she avoids missing the data of observation. Secondly, the interview is done once with the participants about their problems of using the language functions when they

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[17] N. K. Denzin, *The Research Act: A Theoritical Introduction to Sociological Method* (*2nd edition*) (New York: McGraw-Hill Book Company, 1978), 295.

[18] A. Dzo'ul Milal, Unpublished Dissertation: "*A Study of Classroom Discourse in Language Instructional Setting with Special Focus on Power Relations*" (Surabaya: University of Surabaya), 121.

teach in the classrooms. Hence, the results of observation and interview can be valid.

I. Research Stages

The steps doing this research as follows:

1. Preliminary Research

The researcher decides to do the research about the problem of breakdown communication based on her own experiences when some students of EED taught English in PPL 1 course at academic year 2013-2014. She then does the preliminary research in order to clarify whether or not the problems stated by the researcher also happen in PPL 1 course this year (academic year 2014-2015). In the preliminary research, she comes to three classes and observes some students who practice teaching English in the classrooms. From the preliminary research done by observing the STs, there are some problems of breakdown communication in the STs' utterances. They are the way STs giving instruction, controlling students' behavior, eliciting, and many others. The problems obviously affect the teaching and learning process.

After deciding the research problem, the researcher finds the information about the topic of research whether or not the topic has been discussed. Having been searched the information on internet and in the library, there are many researchers who study related to this topic but they

used different theories. The researcher attempts to find the reason why many researchers do not use the theory from Halliday about seven language functions. It may be caused that this theory deals with the functions of language which are used by children. The researcher decides to use this theory since it is rarely used by other researchers. Besides, all adults pass the phase from children. If it compares the language by adults and children, the functions are still the same. The significant difference between adults and children to use the langauge is the way they make utterance. Adults tend to use more longer sentence in speaking rather than children. After deciding the topic, the researcher then find sources related to the topic to support the research.

The next step is to choose the subjects or participants of the research. Based on the results in preliminary research, students who had B+ mark in speaking 4 have the problems of using the language functions in the classes. Besides, this research deals with spoken language. Thus, the researcher decides to choose the participants who had the B+ mark in 'Speaking 4' course last fourth semester. In addition, the participants chosen are those who take the 'Discourse Analysis' course this semester. The reasons for choosing the participants based on the criteria are, first they have lower level in speaking ability and second they have little background knowledge about

classroom discourse especially language functions. The criteria made by the researcher are the reasons why she chooses the participants.

2. Planning

After finishing the process of preliminary research, the researcher prepares the research instruments. The instruments are observation checklist, interview guideline, and video-recorder. After that, the instrument are consulted with the advisors and the expert. Next, the schedule of observing and gathering the data is made to observe the particpants based on the STs' schedule in teaching in PPL 1 because they take PPL 1 course in different classes.

3. Implementing

Having been finished in planning, the next step is doing the research. To find out the language functions used by the nine STs, the STs are observed when they practice teaching in the second teaching practice (the second cycle). When observing the STs, the researcher uses two cameras to record the teaching and learning process. There is co-researcher to help the process of observation. Then, to know the difficulties of using the language functions by the STs, the researcher interviews the STs. In this interview session the STs' answers are noted in the pieces of paper.

4. **Analyzing Data**

The data gathered from obsevation, video-recording, and interview are analyzed. The data from observation and video-recordings are transcribed, then coded, and classified. The results from video-recording, moreover, are to complete the data from observation checklist. The results from observation and video-recording are used to find out the language functions used by the STs. Besides, the result of intreview is used to know the STs' problems of using the language functions. The detail process of analyzing the data is presented in data analysis technique.

5. **Concluding Data**

In this final step, the researcher writes some main points from the findings and the discussions in order to answer the research questions. In addition, she also writes suggestion for the STs, the ETED, readers, and further researchers.