CHAPTER III

RESEARCH METHOD

A. Approachand research design

The design of this study used qualitative method because the researcher starts from the theory of the discourse analysis to be investigated with the teacher's interaction in implementing the K-13. Furthermore, data is collected through the transcription of the class and interview from the teacher. The purpose is to get fully portrayed of the classroom context through the interaction in the class among the students and the teacher⁴⁰. After having those complete images of the classroom context the researcher uses one of the qualitative interpretation: construction of patterns through analysis and resynthesize of constituent parts ⁴¹. From this interpretation the researcher analyzes the data collection of the transcription of the classroom interaction with the fitness of the modes in SETT.

B. Researcherpresence

In this research the researcher is as instrument of the research as well as data collector. To this purpose, researcher attends to the class and collects the data through instrument and makes an observation about the classroom. Furthermore, the role of

⁴⁰DonaldAry, Cheser Jacobs, and Sorensen, C, *Introduction to Research in Education Eighth Edition* (Canada: Wadsworth, 2006)

⁴¹DonaldAry, Cheser Jacobs, and Sorensen, C, *Introduction to Research in Education Eighth Edition* (Canada: Wadsworth, 2006)

the researcher in the classroom is the pure observer which the researcher only observes the classroom activity without actively participates. At the same time, the participants fully realize to the presence of the observer since the observer make a consolidation with the teacher before the class about what are going to observe.

C. Research location

The researcher should take the appropriate object to come up with the valid result. Here, the researcher choses SMPN 13 Surabaya as the object for the three considerations:

- 1. All English teacher of SMPN 13 Surabaya has completely joined the educational training for K-13 conducted by the educational ministry.
- 2. The English teacher has implemented well the approach and activity of 2013.
- 3. The students has accustomed with the teaching K-13 approach.

Furthermore, the researcher analyzes the students that has accustomed with the class activity that use K-13. To this purpose, the researcher observes the teacher's interaction in 7th grade because, according to the teacher, at this grade the students has known how the K-13 implementation and activities.

D. Data and source of data

To gather the information about the subject of study, the researcher uses there kind of data collection technique. Those are documentation (recording), transcription and Interview.

1. Documentation

To have an overview about the classroom activity the researcher records the whole class activity in English lesson. In addition, to make more detail information the researcher notes some important part of the class that might be cannot be recorded. To make sure in getting the real classroom context of the class and teacher's teaching behavior the researcher records the class for three meetings.

2. Transcription

In discourse, there are two way of transcription; discourse analysis (DA) and conversational analysis (CA). Discourse analysis the transcription is less detailed but it still can portray the classroom context. On the other hand, CA transcript is very detailed information about the utterance such us the stress and intonation of the utterance⁴².

In this study the researcher uses the DA as it can fulfill the required information of the class context. Moreover the researcher makes a note about the

⁴²SteveWalsh, *Exploring Language Discourse*. (New York and London:Routledge Taylor and Francis group, 2006)

classroom activity that willbe useful for the more detail information about the class. However the CA transcription gives too detailed transcription that might be not use by the researcher in defining the classroom context. In addition, the transcription process are: from the audio recording, the researcher transcribes himself then checked the transcription with some fellows of the English education department and finally validate the transcription to the teacher being observed (an English teacher of SMPN 13 Surabaya).

Furthermore, in the transcription the researcher differentiate the transcription between seventh grade A and G by using the term "extract". In addition, the researcher numbers each utterance both made by the teacher and the student. The differentiation and numbering are to make the researcher easier in picking out the data in the discussion.

3. Interview

Technically, the SETT analysis is for the teacher to evaluate the interaction in teaching learning activity. Therefore, it is important for the researcher to know about what the teacher view about the class through the interview⁴³. It is purposed to get complete view of the class so even the reader willunderstand well about the context of the class. Again, the researcher used interview to understand the complete information about the classroom interaction. From this interview, the researcherdonot

⁴³SteveWalsh,.*Developing interactional awareness in the second anguage classroom through teacher self-evaluation*(London: Routledge, 2010)

only know what is happening but also why something happening in the class. It is intended to confirm the researcher interpretation with the real reason from the teacher. Furthermore, the researcher need to know how the teaching interaction behavior of the teacher. To this purpose, the researcher records the classroom for three meetings with the same participant. The interview, moreover, is only taken from the teacher since the purpose of this study is to analyze teacher's interaction.

E. Research instrument

To help the researcher in collecting the data, the researcher uses two instruments: video recorder and voice recorder.

1. Video recorder

To view clearly about what happening in the classroom activity the researcher video type classroom while the teacher is teaching. The researcher uses mobile phone that has 3,5-5 pixels camera.

2. Voice recorder

To maintain the more detailed data about the classroom interaction the researcher interviews the teacher. For the instrument the researcher uses mobile phone that has good quality of voice.

F. Data analysis technique

This is the most important step of the research as it leads the researcher to the interpretation about the data collected. For this reason we should choose the appropriate data analysis to come up with the valid result of the study. s

Frist of all, the researcher collects the data from the class by recording then transcript it. Then, from the transcript decide belongs to what mode each interaction is, based on SETT including the mode switching and mode divergent. After knowing the mode, the researcher examines whether the mode is in the correct/appropriate used and giving explanation and comment about the decision. Upon the explanation, the researcher makes general statement about the effectiveness of teacher talk toward the pedagogic goals of the class. At the last, the researcher makes overall evaluation and suggestion for the teacher's interaction.

Furthermore, to complete the portrayed classroom interaction the researcher used interview of the teacher to know the reason why the teacher use the interaction in teaching learning process. This interview result can help the researcher to analyze the teacher talk.

Related this evaluation the researcher finds another interaction that might be works better to replace the interaction. It is purposed to improve teacher quality of the interaction and the awareness of the teacher in using the language. So here researcher uses qualitative research where the conclusion is derived from the data by making an analysis⁴⁴.

G. Checking validity of findings

It is very important for a research to check the validity of finding after having a final analysis of the research. To this purpose, the researcher rechecks the teacher's interaction in recording, the note of the researcher and the transcription made. This step enables the researcher the continuity and rationality among these instruments. Furthermore, to see the transferability and dependability of the research, the researcher has short observation to another teacher with the same technique of analysis. It allows the researcher to overview how the observation and analysis technique works to all teacher and lesson.

H. Research stages

Considering the data analysis technique, here is the research guide for the data analysis:

- 1. Collect the data from the class by recording then transcript it.
- 2. From the transcript decide belongs to what mode each interaction is.
- 3. Examine whether the mode is in the correct/appropriate used
- 4. Give reasons, comments about the decision of the third step.

⁴⁴DonaldAry, Cheser Jacobs, and Sorensen, C, *Introduction to Research in Education Eighth Edition* (Canada: Wadsworth, 2006)

- 5. Make a general statement about the effectiveness of teacher talk
- 6. Overall evaluation and suggestion for the teacher talk

For the detailed mechanism and plan of the research stage the researcher include it in the appendix.

