

RESEARCH METHOD

study, the researcher wants to describe the ways of teacher's eliciting stage using Socratic questions through conversation analysis in the classroom whether the steps are suitable with the theory or not by using descriptive forms. Moreover to strengthen the findings of research, the researcher used descriptive analysis from questionnaire to find the effect of this study to the students.

In this study, the subjects of the research are the teacher's teaching process, teacher's opinion and the effect from eighth grade students of SMPN 25 Surabaya. There are some considerations for the researcher choosing SMPN 25 Surabaya as the place to do the study. For the first reason, this school is one of the favorite schools in Surabaya. The second reason, this school has complete facilities to support teaching learning process. Furthermore, SMPN 25 Surabaya creates good human resources with good qualities. It can be seen from the discipline attitude and the graduation result.

C. Data Collection Technique

1. Observation

³ J. Amos Hatch, *Doing Qualitative Research in Education Settings*. (New York: State University of New York Press, 2002), 53.

⁴ Donald Ary, et. Al., *Introduction to Research in Education, Sixth Edition*(USA: Wadsworth Thomson Learning Group, 2002), 430.

[illegible]

2. Interview

The qualitative interview is typically more probing, open ended, and less structured. The structure itself follows the extent to which the questions to be asked are developed prior to the interview. According to Maykut and Morehouse in Donald Ary stated that one characteristic that all interview formats share is that the questions are open-ended and design to reveal what is important to understand about the phenomenon under study.⁷

⁷ Donalt Ary, et.al., *Introduction to Research in Education Eighth Edition*. (USA: Wadsworth Cengage Learning Group, 2010), 438.

different times, or by splitting a data set in two parts.¹⁰

b. Validity of the Research

Validity of qualitative research refers to the accuracy or truthfulness of the findings.¹² How confident the researcher can do observations, interpretations, and conclusions in the study. Are they believable or not. In this case, the researcher use one of five types of evidences that is evidence based on theoretical adequacy.

ugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. (Bandung: ALFABETA, 2009.), 364

Donald Ary, et. Al., *Introduction to Research in Education, Sixth Edition* (USA: Wadsworth Learning Group, 2002), 455.

Donald Ary, et. Al., *Introduction to Research in Education Sixth.....*, 451.

¹¹ Donalt Ary, et. Al., *Introduction to Research in Education, Sixth Edition* (USA: Wadsworth Thomson Learning Group, 2002), 455.

¹² Donalt Ary, et. Al., *Introduction to Research in Education Sixth*....., 451.

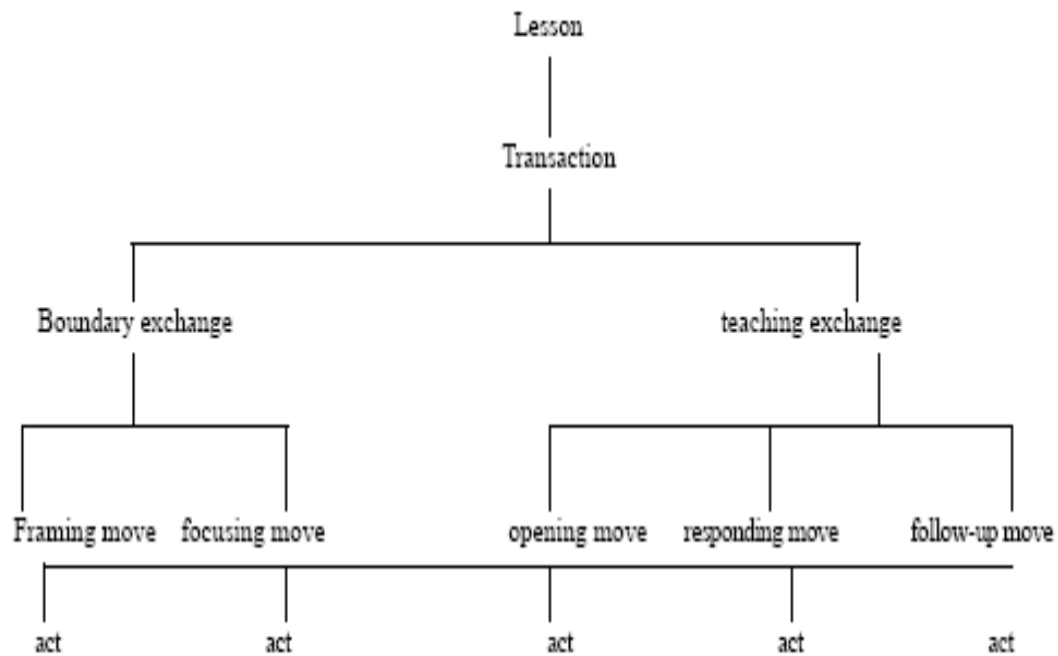
Extended fieldwork provides time for the researcher to observe a full range of activities in order to identify patterns and relationships, and their typicality contribute to valid interpretation. For theory triangulation, it involves considerations of how phenomenon under study might be explained by multiple theories. With considering other different theories, the researcher may gain better insights. The last for pattern matching, the researcher tried to make predictions based on the theory and testing those predictions. Based on theory, the researcher predicts a certain pattern of findings. Then the researcher determines the degree to which patterns found in the data match the predicted pattern. If the predictions occur, the researcher has a strong evidence to support her explanations.

Technique of analyzing the data in this research is IRF structure in conversational analysis. The definition of IRF structure analysis is given by Sinclair and Coulhard.¹⁴ They define that IRF is one of the most important features of all classroom discourse that contains three aspects of Initiation, Response, and then Follow up or Feedback. This structure analysis was introduced by Sinclair and Coulthard in 1975. The work

¹⁴ Steve, Walsh. *Exploring Classroom Discourse Language in Action*. (New York: RoulledgeTaylor & Francis Group, 2011), 23

There are eleven subcategories of teaching exchanges; one of them is eliciting exchange. To put it in detail, the teacher raises a question, then the students answer it, and the teacher gives an evaluative follow-up or feedback before raising another question. The three moves that constitute an eliciting exchange are referred to as “Initiation”, “Response” and “Follow-up or Feedback”. When a student replies the teacher’s question, the other students may not hear clearly sometimes. The teacher needs to repeat the students’ words so as to make it clear to all the students. The most important is that the teacher should give “feedback” to the student’s answer, to show whether the answer is right or whether it is the answer expected by the teacher.

Here are the model of Sinclair and Coulthard about IRF Structure;



Graphic 3.1 Sinclair and Coulthard's Model of analysis (1975)¹⁵

For Example:

Extract 1.1

9 T: I'll see if I have a (2) a photocopy (**looks for papers**) right you can't find it?

look you

10 have this book and cos I've got another book here good ... so can you read
question

11 2 Junya

12 L1: (reading from book) where was Sabina when this happened?

13 T: right yes where was Sabina? (4) in unit ten where was she?

¹⁵ Yu, Weihua. *An Analysis of College English Classroom Discourse*. (China: Asian Social Science, 2009), www.ccsnet.org/journal.html.

14 L: er go out=

15 T: =she went out yes so first she was in the=

16 L: =kitchen=

17 T: =kitchen good and then what did she take with her?

18 T: L: =er drug=

19 T: =good she took the memory drug and she ran OUT

This is the example of the analysis:

In extract 1.1 on p. 13, the teacher is working with a group of low-intermediate adult learners. The class has recently read a story and here, the teacher is simply recapping. It is immediately obvious that the turn-taking, participation and contribution of each learner are all tightly controlled by the teacher's use of display questions. In lines 11, 13 and 15, the teacher simply gets students to 'display' what they already know from what they have read. The interaction is rapid and allows little space for full responses, indicated by the latched turns (one turn follows another with no pausing or silence). Learner responses are short, typically two or three words and there is no space here for topic development (in lines 12, 14 and 16). We can presume from this that the teacher's goal was to clarify and to check understanding before moving on: her choice of display questions here is entirely in tune with her teaching goal. The following discourse is 'classic IRF', with each teacher contribution serving to both

The researcher cut the fragment of the conversational transcript based on the activities of curriculum 2013 and put numbering in each conversation to make it easiest to analyze the data in forms of tables. Moreover, these are the procedures that researcher followed when recording and analyzing their interaction in the classroom:¹⁷

1. The researcher made a whole audio- recording from the teacher's lessons. The researcher tried and chose a part of the lesson involving both teacher and students. The researcher chose the segment based on the activities of Curriculum 2013 into some extracts.
2. As soon as possible after the lesson, the researcher listened to the tape. The purpose of the first listening is to analyze the extracts according to classroom context or mode. As the researcher listened the first time, the researcher decided which modes are in operation. She chose some from the following:
 - a. Skills and systems mode (main focus is on particular language items, vocabulary or a specific skill)
 - b. Managerial mode (main focus is on setting up an activity);

¹⁷ Steve, Walsh. (*Investigating Classroom Discourse*. New York: Taylor & Francis e-Library, 2006.) adapted from page 166.

