CHAPTER III

RESEARCH METHOD

In this study, this chapter conducts the research method involving these view elements such as, research design, research subject, data collection technique, instrument of the research, and data analysis technique.

A. Research Design

To analyze classroom discourse analysis, the researcher uses qualitative approach because discourse analysis means an approach to the analysis of qualitative data that focused on implied meaning of the text or image rather than its explicit content.

¹ The researcher used descriptive qualitative research to discover the answers from the research questions through description of the form of classroom discourse analysis which focuses on explaining the data, connecting it with the theories and making it as references to discover the findings of the research. According to Ary concerning with qualitative research, he stated that:

Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data.²

It means that descriptive qualitative research is used to know phenomenon occurred by the subject of the research that written in description form. The researcher do not use statistic but description to explain phenomenon occurred. In this

¹ Martyn, Denscombe. 2010. *The Good Research Guide For Small-scale Social Research Projects (Fourth Edition)*. New York: Open University Press, page 287.

² Donald, Ary et all. 2010. Introduction to Research in Education (eighth edition). USA: Nelso Education, Ltd.

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.

B. Research Subject

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.

The third reason, this school is using Curriculum 2013 in their teaching and learning activities and the teacher also uses Socratic question when she is teaching in the class. It can be seen from researcher's preliminary study when she interviewed the teacher before and also from school documents. Furthermore, the researcher chooses the eighth grade students at SMPN 25 Surabaya as the subjects of the study. The eighth grade students of SMPN 25 Surabaya consist of ten classes. The researcher chooses 8F-class as the class research because 8F-class is a class with a good quality

among the eighth grade students according to the teacher. Moreover, the teacher as a subject of the study teaches this class. This class consists of 37 students.

C. Data Collection Technique

The design of qualitative research must include a description of what the data of the study are and how they are collected.³ Then the next step after choosing the research design, the researcher explained about how to collect the data. The most common data collection in qualitative research are; observation, interview, and documentation. The researcher has used these three common data collection to collect her data. In addition, the researcher has used a questionnaire to strengthen the data to find the effect of teacher's eliciting stage using Socratic question to the eighth grade students. The questionnaire is done by students.

1. Observation

Observation is the most basic method for obtaining data in qualitative research.⁴ Observation itself is the data collection technique that has a specific feature rather than other techniques. This technique is not only communicating with people (e.g. interview, and questionnaire) but also with other natural objects that happen in the places of research.⁵ The qualitative research has a goal in completing description of behavior in a specific natural setting rather than a numeric summary of occurrence of observed behaviors.

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

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

⁵ Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D.* (Bandung: CV. ALVABETA, 2009), 203.

In this study, the researcher acted as a participant of observation where the observer actively participates and become an insider in the event being observed so that she experiences events in the same way as the participants. She recorded the whole processes that happen in the classroom discourse to analyze the steps of teacher's eliciting stage using Socratic question and also to analyze with the classroom discourse analysis (see appendix 10)

2. Interview

Interview is one of the most widely used for obtaining the data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words.⁶ It can be concluded that interview is a communication between the interviewer and the subject of the research about the topic of research. The aim of interview itself is to get the information from the subject of research which helps the researcher to get valid data.

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.

In this study, the researcher has done open ended interviews. Then to transcribe and to strengthen the data, the researcher uses tape recorder and field notes. The researcher conducted a dialog with English teacher of SMPN 25 Surabaya in order to get information about teaching processes and opinions about teacher's eliciting stage using Socratic question. Before doing interview, the researcher prepared some open ended questions to English teacher of SMPN 25 Surabaya about the topic that is being observed. The questions were about teacher's opinion in her steps when the teacher does eliciting stage using Socratic question and also teacher's preparations before teaching including lesson plan, syllabus (see appendix 4)

3. Documentation

Documentation often used to gain an understanding of the phenomenon under study. These document maybe personal, such as autobiographies, diaries, and letters; officials such as files, reports, or minutes that have been prepared by observers of an event or setting; or documents of popular culture, such as books, films, and videos.⁸

In this study, the researcher used some kinds of documentation to enrich and to strengthen the data. There are; tape recorder, field notes, and videos of the whole teaching processes, lesson plan and syllabus.

4. Questionnaire

Questionnaire is the types of technique to collect the data. The types of data take account of the people's or organizations' level of knowledge, attitude, personalities, beliefs, or preferences.

Questionnaires are widely used to collect such information. Well-designed questionnaires are highly structured to allow the same types of information to be collected from a large number of people in the same way and for data to be analyzed systematically. Questionnaires are best used for collecting factual data and appropriate questionnaire design is essential to ensure that we obtain valid responses to our questions. The researcher gave questionnaire to the students to discover the effect of teacher's eliciting stage using Socratic question and analyzed those answers with the prediction or reference that already in the researcher's mind (see appendix 5).

D. Instrument of the Research

The instrument of the research includes the observation lists and video recorded when observing the classroom, interview guide, type recorded and field notes when interviewing the English teacher and questionnaire for the students to discover the effect of teacher's eliciting stage using Socratic question. Here are the explanations;

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⁹ Wai-Ching Leung, *How to Design a Questionnaire*.(Student BMJ, 2001 VOLUME 9) (Retrieved from Pdf files accessed on 7th April 2015.)

1. Observation List

The researcher prepared observation list including teacher's activities checklist about her eliciting stage and how she gives questions to her students (see appendix 3)

2. Interview Guide

The researcher prepared interview guide for the teacher after observing the teacher in the classroom to find its effect and to strengthen the data (see appendix 4).

3. Questionnaire

The researcher prepared questionnaire for the students to find the effect of the study from the previous activities done by the teacher (see appendix 5).

After determining and arranging the instrument of the research, the researcher must make valid inferences from the data and the consistency of the data. This is the most common issue in qualitative research. It is known as reliability and validity of the research.

a. Reliability of the Research

Reliability in research can be tough as consistency. The first definition of reliability is given by Stainback in Sugiyono, he defined that:

Reliability is often defined as the as the consistency and stability of data or findings. From a positivistic perspective, reliability typically is considered to be synonymous with the consistency of data produced by observations made by different researcher, by the same researcher at different times, or by splitting a data set in two parts. ¹⁰

Based on the statement above, the researcher concludes that reliability refers to consistency of research finding, it can be the same finding from different researcher in different times or defining the data become two parts. There are some strategies to investigate dependability/reliability of the research, such as; using an audit trail, replication logic, stepwise replication, code-recoding, inter rater comparisons, and triangulation. In this study, the researcher tried one of the strategies that has described above. The researcher used triangulation because there is more than one method to analyze the data in the study; the researcher used descriptive qualitative research in term of classroom discourse analysis and gave questionnaire analysis of percentages in diagrams that show the effects from the students.

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. According to Johnson and Christensen in Ary, it is stated that theoretical

¹⁰ Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D.* (Bandung: CV. ALFABETA, 2009.), 364

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

adequacy concerns the degree to which a theoretical explanation developed from the study fits the data and is credible.¹³ There are three major strategies for promoting theoretical adequacy; extended fieldwork, theory triangulation, and pattern matching.

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.

E. Data Analysis Technique

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

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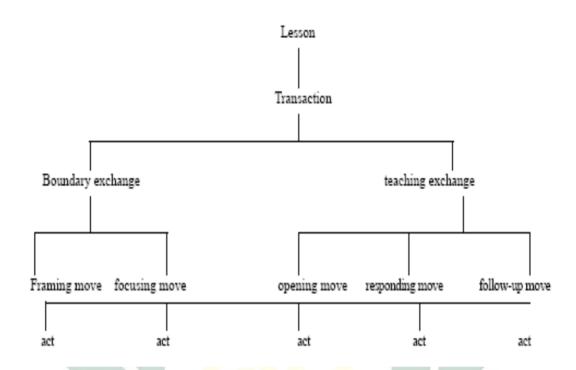
¹³ Donalt Ary, et. Al., *Introduction to Research in Education Sixth........*, 451.

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

of Sinclair and Coulthard has had a huge impact on our understandings of the ways in which teachers and learners communicate and has led to many advances in the field.

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 Sosial 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

evaluate a learner response and move the discourse forward with another prompt (again, in 11, 13, 15). 16

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

- 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);

¹⁶ Steve, Walsh. (*Exploring Classroom Discourse Language in Action*. New York: Rouledge Taylor & Francis Group, 2011.) page 1.

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

- c. Classroom context mode (main focus is on eliciting feelings, attitudes and emotions of learners);
- d. Materials mode (main focus is on the use of text, tape or other materials).
- 3. The researcher listened to the tape a second time, using the IRF instrument to keep a tally of the different features of the teacher's interaction with the students. The researcher wrote down examples of the features she identify. If the researcher did not sure about a particular feature, she used the IRF key (attached) to help her.
- 4. Then the researcher evaluated and analyzed the teacher's interaction in the light of her overall aim and the modes used in forms of table analysis.
- 5. The final stage is a feedback interview with the teacher. Again, the researcher tried to do this as soon as possible after the evaluation. The researcher brought both the recording and IRF instrument with her.
- 6. In total, these steps needed to be completed for about two times. After the final self-evaluation, the researcher organized a video- recording, interview and questionnaire to make the final analysis of the data.

Finally, the problem which was going to be mainly investigated here is patterns of classroom discourse. With focusing on it can be expected to show useful findings which contribute to help to know the ways to improve second language teaching and learning. Moreover, the main part of this research is to know how the ways to use a specific question called Socratic question by the teacher in her eliciting stage through IRF exchanges in classroom discourse analysis.