CHAPTER III

RESEARCH PROCEDURES

A. Method of the Research

This research is using descriptive case study method because the researcher conducted this research based on the phenomenon and describe it to get the data. Case study is used to many situations to contribute to our knowledge of individual, group, organizational, social political and related phenomenon (Yin. 1983. as cited in Yin. 1994. p. 2). The researcher used descriptive case study because of her own experience teaching speaking

In general, case studies are the preferred strategy when "how" or "why" questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context (Yin. 1994. p. 1).

B. Setting and Participant

The participant is an undergraduate student from one of university in Tasikmalaya and taking English Education Department as his major. The participant of this research is a teacher of an English course in Tasikmalaya teaches to speak English. The teacher has been experienced teaching in an English course for one year. I interviewed him as data collection to be used in this research because he is passionate in speaking English, based on his record in speaking class. He is a talk-active person while teaching in the classroom, that is why the researcher chose him to be participant in this research.

This research took place in an English course speaking classroom because the researcher wanted to analyze more about teacher talk that is used actively by the teacher in the classroom. Especially in speaking classroom when the course gave the teacher guidelines how to make students to speak more in the classroom, but still it is the teacher's responsible to make the goal achieved.

C. Steps of the Research

Here are the several steps to conduct this research:

1. Formulating the problem and uses of the research.

2. Specifying the data collection techniques and the data analysis.

3. Interviewing the participant while watching his video using video stimulated recall interview.

4. Record and transcribe the interview.

5. Processing and analyzing the data.

6. Making conclusion.

D. Data Collection

As cited in Alshenqeeti (2014. p. 36), the value of interviewing is not only it builds a holistic snapshot, analyses words, reports detailed views of informants; but also it enables interviewees to "speak in their own voice and express their own thoughts and feelings". In this research, the researcher used video stimulated recall interview to get the data. Firstly, the researcher recorded the teacher's teaching activity around one hour and thirty minutes. After that, the researcher conduct the video stimulated recall interview with

the teacher. The next step is the researcher transcribed the interview and analyzed the data using thematic analysis. Furthermore, the teacher's answers towards the questions given along with the videos would be the main data of this study.

E. Data Analysis

All of the data will be analysed using thematic analysis. Because, this method is simply used for them who are new to the qualitative research (Braun & Clarke, 2012). According to Braun and Clark "Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within the data." (Braun and Clark, 2006) There are 6 phases of thematic analysis:

1. Familiarizing yourself with the data

The writers must engage themselves to the data and become intimately familiar with their data. In this phase, the writers need to read and re-read their data. It is important to actively read the whole data, at least once, before going to find the patterns and meanings of the data. In this research, the researcher found it hard to familiarize the data. She had to read the transcription for couple times because there were so many categorizations found in the interview.

> The researcher: So in that point you fill the blank of his head, I mean he lost of his words and he just he seemed to be confused about the words that he wanted to say but he didn't know it so you just said 'mocking' and something like that and he just agreed with that. Do you think he knows the word?

The teacher: Yea I think he knows the word because when I said the word that he accepted like it's the right word I wanted to say but he forgot about the word. When I mentioned the word, yeah he knew and understood it that it is the word he was trying to say.

The researcher: So how do you know that is the word that he trying to say?

The teacher: Because when I said the word that he tried to say he explained the procedure right away, so it is the meaning that he was trying to say but he forgot it in English so I just said it and then he explained the word, yea it means that it was the exact word that he wanted to say.

Figure 3.1 Part of the interview

2. **Generating initial codes**

The researcher codes every data item and ends this phase by organizing all their codes and relevant data extracts.

The researcher coded all of the data and identified whether there are the same code or not, and whether they were relevant or irrelevant to the purpose of the research by giving colors the codes.

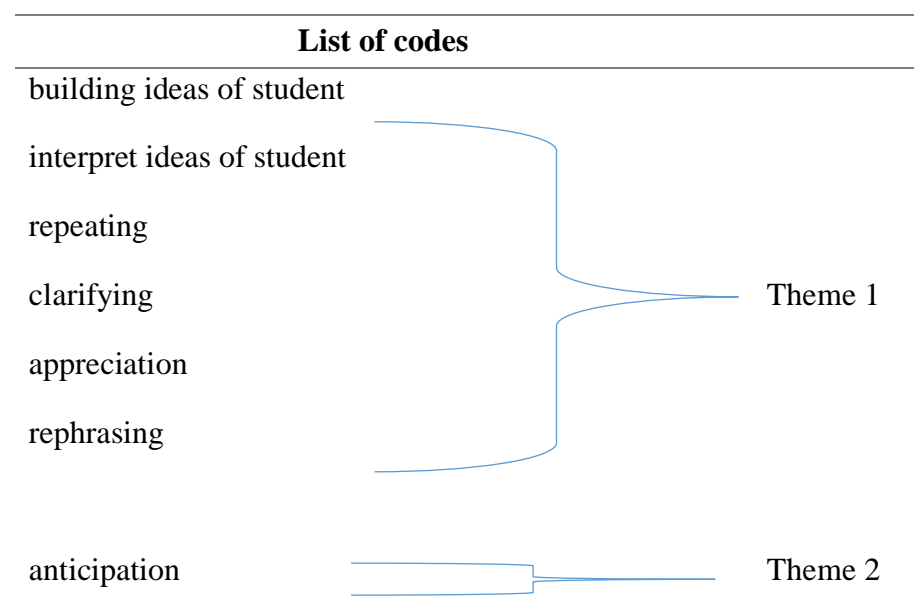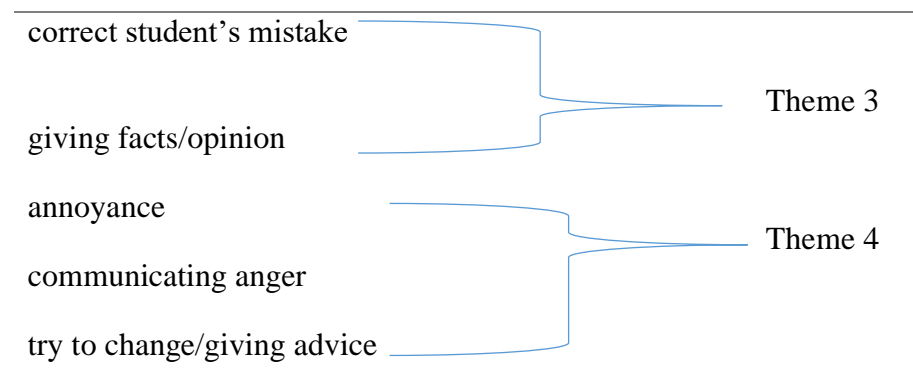|	
Ok so here you seem not repeating his word but you just say another new opinion about girls bullying. Why did you do that?	giving facts/opinion
Actually I was just making fun since we are boys in here so to make sure that boys not really that bad because woman also do bad things	
Ok. In here are you trying to give him another information about bullying things?	
Yes maybe like that but I only said that yea woman also do something like that not like the	

specific things what woman do when they bully each other. Ok. But did you accept his words? Like what? About boys bullying? He said that bullying is bad, and you said but girls are worst. Yea, everyone can be a bully, even if it's boy or girl. So you give him information not like denying his words. Yeah	building ideas

Figure 3.2 The process of generating initial codes

3. **Searching for themes**

A theme is a coherent and meaningful pattern in the data relevant to the research question. I would have grouped a list of different codes. Those codes were sorted into potential themes.

List of codes	
building ideas of student	
interpret ideas of student	
repeating	
clarifying	Theme 1
appreciation	
rephrasing	
anticipation	Theme 2

correct student's mistake

Theme 3

giving facts/opinion

annoyance

Theme 4

communicating anger

try to change/giving advice

Figure 3.3 The process of searching for themes

4. **Reviewing potential themes**

      The writer reflects on whether the themes tell an undoubted story about the data and begin to define the nature of each individual theme, and the relationship between the themes. The themes appeared in the data are reviewed due to the frequency of the data emerged. Some of the themes may need to be removed whereas some other themes need to be blended.

Teacher Talk based on indirect influence	Teacher Talk based on direct influence
• Building the ideas of student • Interpret the ideas of student • Repeating • Clarifying • Appreciation • Rephrasing • Anticipation	• Correct student's mistake • Giving facts/opinion • Annoyance • Communicating anger • Try to change/giving advice

Figure 3.4 The process of reviewing themes

5. Defining and naming themes

The writer conducts and writes a detailed analysis of each theme. The names of the themes were checked due to the correlation with the data and interpretation. I captured the essence of what theme is about and give the exact name for each theme.

6. Producing the report

Tell the reader a coherent and logical report about the data and contextualize it in relation to existing literature. I had my final report after I finish this phase.

F. Research Schedule

No.	Activities	2017 Aug.	2107 Sept.-Nov.	2017 Dec.	2018 Jan.-Sept.	2018 Oct.-Dec.	2019 Jan.-Oct	2019 Nov
1.	Submission of Research Topic	■						
2.	Research Topic Approval	■						
3.	Writing Research Proposal		■					
4.	Proposal Approval		■					
5.	Seminar Proposal Examination			■				
6.	Conducting the Research			■	■			
7.	Chapter 4					■		
8.	Chapter 5						■	
9.	Final Thesis Examination							■

Table 3.1 Research Schedule