

CHAPTER III

RESEARCH METHODOLOGY

In order to have a well-managed research, the researcher will implemented the following procedures:

A. Research Design

Classroom research was chosen as the design of the current research. The design was considered as the appropriate one since it helped the researcher investigate a classroom phenomenon about impacts of a teacher talk on students' participation in teaching and learning process. It is supported that the research design tries to look at classroom phenomena (e.g., teacher talks, students' talks, teacher-student interactions, seating arrangements) without providing any pedagogical treatments in the classroom (Widodo, 2013, p. 16). Therefore, the design was believed to be appropriate design for the research.

B. Data Collection Techniques and Research Instruments

The researcher of the current research collected research data by doing the following two techniques;

1. Observations

After deciding the research site and having permission for conducting the research, the researcher acted as an observer and started doing the observations by recording the research phenomenon which occurred in a classroom. This technique was chosen as the first data collection technique since it helped the researcher capture actual events related to teacher talk and its impacts on students' interaction in EFL classroom in the form of

video recordings. The observations were conducted twice. Each observation run 40 minutes. The results of the observations became the primary data of the research.

2. Semi-structured interview

It was the second technique to collect the research data. The researcher used the technique to obtain personal information from the participants based on their experiences related to the teacher talk and its impacts on their interaction in the teaching and learning process in EFL classroom with the teacher. The interview involved an English teacher and 4 students to be the interviewees. While the teacher was interviewed on her own, the students were interviewed together at the same time in order that they could share information under the research in a more relaxed situation. During the interview, the researcher recorded everything they said with audio recording, so that the researcher did not miss any important information. After the interview was done completely, the researcher then transcribed and typed the data into a computer file for analysis.

C. Setting and Participants

This research was conducted in one of the junior high schools located in Tasikmalaya, West Java, Indonesia. The school managed the English as the compulsory subject which was taught as a foreign language. The school was chosen because it had the phenomenon under the research. In addition, the school also provided easy access for the researcher to conduct the research

there, so that the researcher believed that the school was appropriate setting for the research to have required information.

Students of a grade 7 were involved as the research participants. There were 32 students of class 7A, 16 males and 16 females and 30 students of 7B, 13 males and 17 females. Their ages ranged from 13 to 14 years old. They were chosen based on negotiation done by the researcher with the school authorities, the head master and an English teacher teaching in the class. They were recommended by the school authorities as the research participants because they could be involved cooperatively during the research, especially when the researcher collected the research data by using observation. In addition, an English teacher and 4 of the students were invited to be the interviewees based on their classroom interaction quality during the observation. As a consequence, they could be good sources of information for the research.

D. Data Analysis Technique

Gaining the research data, the researcher attempted to analyze it by using thematic analysis. It is explained that the thematic analysis enables the researcher to search for themes within the data (Braun & Clarke, 2006). Since this is a qualitative research, the researcher believed that the technique was appropriate for analyzing the research data. It is supported that “thematic analysis should be seen as a foundational method for qualitative analysis” (p. 4). Furthermore, in order to have the themes which answer the research

question correctly, the research followed the guideline of doing the technique, as follow:

1. Familiarizing with research data

Having the video and audio recordings transcription about the teacher talk and its impacts on students' interaction in a classroom, the transcriptions then were read several times in order that the researcher could have good understanding about the research data along with its information, especially about the impacts of the teacher talk on the students' interaction in the classroom. Afterwards, to ease the researcher understand the data, the researcher highlighted important information of the data by coloring it differently.

2. Generating initial codes

In this phase, the researcher attempted to generate some initial codes based on information highlighted in the previous phase. In each color, the researcher tried to break down general information of the data into some more detail codes and named the codes based on information they carried.

Table 3. 1 *Generating Initial Codes*

Colour	Code
Yellow	Students' learning participation
Green	Students' Responses
Blue	Students' collaborative work

3. Searching for themes

After having the initial codes, the researcher searched for themes from the codes by sorting them into a thematic table. The researcher put some codes

having similar information into one column of the table. By doing so, the researcher was easier to decide the initial themes.

Table. 3.2 *Searching for Themes*

I	II
Students' Response	Students' collaborative work
	Students' learning participation

4. Reviewing themes

The initial thematic table was needed to be reviewed. The researcher had to be sure that the themes found were correct to answer the research question. It was done by reconsidering the themes and sorting each codes in the column whether they were relevant to the themes. The irrelevant codes in a column were put into different column in order that the researcher could decide which themes were correct for the research.

Table 3. 3 *Reviewing Themes*

I	II
Students' Response	Students' collaborative work
	Students' learning participation

5. Defining and naming themes

After deciding the themes, the researcher named the themes based on the codes within them. The names given needed to be representative for the codes and its information. More importantly, the names must be able to answer the research question correctly.

Table 3.4 *Defining and Naming Themes*

Teacher- Students Active Communication	Students' Active Involvement in Learning
Students' Response	Students' collaborative work Students' learning participation

6. Producing report

Having the themes, the researcher then put them into the research report. The report also included some data displays and data interpretation in order that the themes as the findings could be clear and reliable. In addition, the researcher registered some theories from some experts under the research topic for supporting the research findings in order that the report compiled could be valid.

E. Research Timeline

This research has been conducted based on the following timeline;

Table 3.5 *Research Timeline*

Activities	Estimated Time						
	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May. 2019	June. 2019	July. 2019
Writing Research Proposal							
Enrolling research proposal examination							
Collecting data							
Analysing data							
Producing report							
Enrolling research examination							

The research timeline helps the researcher organize this current research in order that the research can be completed on time.