

CHAPTER III

RESEARCH METHOD

In this chapter the researcher describes the method that is used to conduct the study. The researcher describes the research design, the subjects of the study, the setting of the study, data and source of the data, research instrument, data collection technique, and data analysis technique.

3.1 Research Design

A research is an approach to obtain the answer from a certain question. The questions of this study are formulated in the first chapter. The first question is what types of teacher talk that is used by English Teacher in the class during the teaching and learning process. The next question is how the effectiveness of teacher talk in the teaching and learning activities. The last question is what aspects of teacher talk occur in the classroom interaction. In order to find out the answer of those questions, the researcher must have a clear description of types of teacher talk, the effectiveness of teacher talk and the aspect of teacher talk that used by the teacher in the classroom. Thus, to give a brief and clear description of types' teacher talk, Effectiveness of teacher talk and the aspect of teacher talk, the researcher tend to use descriptive qualitative method. It is considered as the most appropriate to use in this study because the objectives of the study are to describe the types of teacher talk, Effectiveness of teacher talk and the aspect of teacher talk. As states by McMillan (1992:9) qualitative research stresses a phenomenological model or focuses on understanding and meaning through verbal narratives and observations rather than through numbers. This type of research emphasized natural setting, understanding of a natural phenomenon.

3.2 Subject of the Study

The subjects of this study were three EFL teachers in junior high School. The researcher interviews and observes some English teachers in some junior high Schools who will fulfil the criteria. In this research the researcher chose those subjects by using some criteria. Those are English teacher who are able to communicate in English both are spoken and written, graduate from S1 English Department, have experience in teaching more than 3 years, and used English almost all the time in EFL classroom. The researcher intended to choose three EFL teachers in her research because she wanted to focus on these teachers until she got answer of her research questions about the type of teacher talk, the effectiveness of teacher talk and the aspect of teacher talk that occur in classroom interaction.

Those three English teachers will be described as follow: the first English teacher is a teacher from the Seventh grade of SMP Muhammadiyah 12 GKB. He is able to communicate in English both spoken and written. He got S1 degree of English department, he has experience in teaching about 10 years, and he uses English almost all the time especially when he implements the teacher talk in EFL classroom.

The second English teacher is a teacher from the Eighth grade of SMP Muhammadiyah 12 GKB. She is able to communicate in English both spoken and written. She gets S1 degree of English department, she has experience in teaching about 3 years, and she is also English teacher who uses English almost all the time especially when she implements the teacher talk in EFL classroom.

The third or the last English teacher is a teacher from the ninth grade of SMP Muhammadiyah 12 GKB Gresik. She is an English teacher who is able to communicate in English both spoken and written. She gets S1 degree of English department, she has experience in teaching about 10 years, and uses English almost all the time especially when she implements the teacher talk in EFL classroom.

Therefore, the researcher chooses this setting to describe the types of teacher talk. The effectiveness of teacher talk and the aspect of teacher talk in the classroom interaction.

3.3 Setting

The location of this study is in three classes at SMP MUHAMMADIYAH 12 GKB Gresik. The location is on Jalan Jawa No.60 GKB Gresik. This school is chosen because this school is one of Junior High Schools that become a pilot project of international standardized school. It means all of the subjects in teaching learning process are taught using English as tool of communication. In addition, this school provides three teachers that have the criteria which is decided by the researcher, they are English teacher who are able to communicate in English both spoken and written, graduate from S1 English Department, have experience in teaching more than 3 years, and use English almost all the time in EFL classroom

3.4 Data of the Study

The data of this study are in the form of words. According to McMillan (1992:12) qualitative data are collected in the form of words or pictures rather

than numbers, (Bogdan and Bicken ,1998:381). It is in line with Susanto (2008: 38) who states that data in qualitative study is a description of phenomena that is written in form of text, it can be words, sentences or even picture. The data are obtained through the observation. Those data are significant in providing answers for the formulate questions in the first chapter. They give a clear description about types of teacher talk that is used in teaching learning process, the effectiveness of teacher talk and also the aspect of teacher talk used by English Teacher.

3.5 Research Instrument

In this study, the researcher becomes the key instrument because no one can replace her to get the information or data from the observation during conducting this research. Susanto (2008: 38) states that in qualitative study the researcher becomes key instrument because she or he has significance contribution in deciding the data, subject and so on. While the tools to collect the data which used by the researcher in this research are observation and interview.

3.5.1 Observation

Observation is the most basic method for obtaining data in qualitative research (Ary, Jacobs and Razavieh, 2002: 430). The researcher observes the classes since she wants to know types' of teacher talk, the effectiveness of teacher talk and the teacher talk aspect during the class open until close. In doing this observation, the researcher uses recording observation and field note. The researcher does observation twice for each

teacher. In this study, the researcher observes superior class or the class which is international standardized school.

3.5.1.1 Recording Observation

In this study, the researcher uses video recorder during teaching process in the class to get the data and information. If it distracts or creates an obstacle between observer and the observation, recording observation is recommended (Best, 1981:161).

3.5.1.2 Checklist observation

In this study, the researcher uses checklist observation to get the data and information about the effectiveness of teacher talk and the aspect of teacher talk.

3.5.1.3 Field Note

This field note is used to write anything about teacher talk, the effectiveness of teacher talk and the teacher talk aspect in the classroom. The researcher also uses field note to complete in collecting information and data if the other instrument is less. The researcher may make brief notes during the observation but then later expands his or her account of the observation as field notes. They contain what the researcher has seen and heard (Ary, Jacobs and Razavieh, 2002:

3.5.2 Interview

According to Ary, Jacobs and Razavieh (2002: 430) the interview is one of the most widely used methods for obtaining qualitative data. Interview is used to gather data on biography of the teacher and to recheck the data.

3.6 Data Collection Technique

The data observed are types of teacher talk, the effectiveness of teacher talk and teacher talk aspect during the teaching and learning process. In doing the observation the researcher decided to act as a non-participant observer that she does not take any part of teaching and learning process because she just observes the learning process do by the teachers in the class. She only comes and sits on the back of the class and records the process. Meanwhile, the researcher also uses a recorder; it is in the form of video recorder. It is used to avoid the missing part of information that may happen in collecting the data.

There are some steps that need to be done by the researcher as the procedure to collect the data, such as:

1. Conducts an interview with the English teacher, each teacher is interviewed by the researcher before teaching once.
2. Records the learning process done by the Teacher in the class. The researcher sits in the corner without take any part of the class and observed the class by recording the activities done by the teacher including the teacher talk that they use.
3. Uses checklist observation to know about the effectiveness of teacher talk and the aspect of teacher talk in every meeting of each teacher.

4. Makes field note about what are being told about the type of teacher talk, the effectiveness of teacher talk and the aspect of teacher talk that occur in the teaching learning process. The researcher does it in every meeting of each teacher.
5. And conducts interview with each teacher once again after the class end to recheck the information or the data.

3.7 Data Analysis

“Analysis involves reducing and organizing, searching for significant patterns, and discovering what is important”(Ary, Jacobs and Razavieh, 2002:465). Data analysis are consisted of data reduction, data display, and drawing conclusion.

3.7.1 Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription. The researcher selected all of teacher talks, the effectiveness of teacher talk and the aspect of teacher talk in the classroom based on the transcription from the video recording.

3.7.2 Data Display

The second analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action. The data are in verbal form from the recording of the type of teacher talk, the

effectiveness of teacher talk and the aspect of teacher talk in the classroom. They were briefly transcribed.

3.7.3 Conclusion Drawing / Verification

Last of analysis activity is conclusion drawing or verification. From the start of data collection, the qualitative analysis is beginning to divide what things mean, patterns and explanations. In short, researcher compares the data in form of words to the underlying theories which are written briefly in chapter two. Finally, the researcher makes the conclusion of teacher Talk, the Effectiveness of teacher talk and the teacher talk aspect of classroom interaction related to the fact in the class and the relation between the theories become the last activity.