

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

It was important to know and use the right method in order to get a good understanding about the research problem. In this research, the researcher used descriptive qualitative method. As stated by Sugiyono (2010:1) “Qualitative research is research method which used to reveal natural phenomenon through researcher as a key instrument.” This research focused on the use of teacher talk and how the teacher assists his/her students to understand the teacher talk in EFL classroom. Qualitative research is descriptive and it is not deal with numbers. It is supported by Moleong (2001:6) “The data collected in qualitative research through words, picture and it is not numbers.” It was considered as appropriate method that used in this study because objective of the study was to describe the use of teacher talk in EFL classroom and how the teacher assisted his/her students to understand the teacher talk in EFL classroom. The researcher collected the data, analyzed and also interpreted the data.

#### **3.2 Subject of the study**

The subjects of this study were three EFL teachers in Elementary School in Gresik and Lamongan. The researcher intended choose from that two regions as representation from the same region in the northbeach of Java. She interviewed and observed some English teachers in some Elementary Schools who would fulfill the criteria. In this research the researcher chose subjects by using criteria those were English teacher who were able to communicate in English both spoken

and written, graduated from S1 English Department, had 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 those teachers until she got answer of her research questions about the implementation of teacher talk and how the teacher assisted his/her students to understand the teacher talk in EFL classroom. She would change to another teacher if the data that she got from one subject until three subjects was not same and saturation or she did not get the answer of her research.

Those three English teachers would describe as follow: the first English teacher was a teacher from the first grade of SDN Unggulan Made IV Lamongan. He was able to communicate in English both spoken and written. He got S1 degree of English department, had experience in teaching was about 7 years, and used English almost all the time especially when he implemented the teacher talk in EFL classroom.

The second English teacher was a teacher from the second and the third grade of SDN Unggulan Made IV Lamongan. She was able to communicate in English both spoken and written. She got S1 degree of English department, had experience in teaching was about 5 years, and she was also English teacher who used English almost all the time especially when she implemented the teacher talk in EFL classroom.

The third or the last English teacher was a teacher from the second grade (ICP-class) of SD Muhammadiyah Manyar Gresik. She was an English teacher who able to communicate in English both spoken and written. She got S1 degree

of English department, had experience in teaching was about 4 years, and used English almost all the time especially when she implemented the teacher talk in EFL classroom.

Therefore, the researcher chose this setting to describe the implementation of teacher talk in EFL classroom and know the way the teacher assisted the students to understand the teacher talk in EFL classroom.

### **3.3 Instrument of the Study**

The research instrument in this study was researcher herself as the main instrument. It was because the researcher was able to absorb all the information and behave naturally with what happened in the field. She would conduct observation and interviewed with teacher relate to teacher talk in EFL classroom that equipped by observation form and interview form. She also used video recording as additional tool. It was used to record all the talk in the class (teacher talk and student talk). Teacher talk would be compared in each EFL classroom such as when teachers were asking question, lecturing and giving direction. Students' response was the form of good interaction, observation result in the form of teacher verbal account and interview result that reflected teacher talk was made by the teacher.

### **3.4 Data Collection**

Data collection in this research was done to the subject who had criteria above through observation and interview about the use of teacher talk and how the teacher assisted his/her students to understand the teacher talk in EFL classroom.

In conducting this study, the researcher used two kinds of data collection technique. They were:

### **3.4.1 Observation**

The researcher used nonparticipation observation that she did not take much role in the teaching learning process and did not communicate with people being observed. She made no effort to manipulate variables or to control the activities of individuals, but simply observed and recorded what happened as things naturally occurred.

The researcher would do nine observations in her study because there were three subjects in this research. These nine observations got from three observations to every subject. She would add the time to do observation if the result from all of the observations was not consistent and it had not answered the question in problem statement. The researcher would record all the talk in the class (teacher talk and student talk) but she focused on observing the use of teacher talk and how the teacher assisted his/her students to understand the teacher talk in EFL classroom. Here, the researcher observed and paid attention to the object by using all of her instruments and equipped with video recording and observation form. To know the script of observation see *appendix I*.

### **3.4.2 Interview**

The researcher interviewed in the form of giving questions to the English teacher related to the use of teacher talk and how the teacher assisted his/her students to understand the teacher talk in EFL classroom. This interview would do two times to every subject. The first interview was done to get information and the second interview only sought validity from the first interview.

Here, the researcher interviewed the English teacher using standardized-open-ended interview. This type of interview enabled the subject to know he/she was given interview and he/she knows the purposes of interview. She chose this type because the researcher would ask the same open-ended questions to all subjects that enabled her to analyze and compare them. Besides, the researcher used *Bahasa Indonesia* to conduct the interview in order to avoid misunderstanding. To know the interview the script of teacher' interview see *appendix II*.

### **3.5 Data Analysis**

In qualitative research, the analyzing of the data involves all the information that the researcher obtains from various source (observation, interview, document analysis, etc), Moleong (2001:190). According to Sugiyono (2010:91) "Data analysis in qualitative research is done during and after collecting the data in certain period." In this study, the researcher conducted three steps to analyze the data that consists of data reduction, data display, and drawing conclusion. The researcher explained each data analysis steps below.

#### **3.5.1 Data Reduction**

Reduction was the first step in analyzing the data, it was during the research activities. Sugiyono (2010:92) stated that "Many data which is gotten, it is needed reduction to choose the main data and focusing important things." This process involved selection, simplification and abstraction of the data in the field note. First, the data came from observation by observing teacher talk was made by the teacher and the way he/she assisted the students to understand the teacher talk

in EFL classroom. Second, the data came from interview with the teacher about their teacher talk and the way he/she assisted the students to understand in EFL classroom.

### **3.5.2 Data Display**

The next step after reduction was data display, it was in the form of extended text, table, chart, etc. Miles and Huberman (1984) quoted that “Looking at displays help us to understand what is happening and to do something further analysis or take caution on that understanding.” First, the data came from observation form which conveyed all teacher talk were made by the teacher, its categories, and the way he/she assisted the students to understand the teacher talk in EFL classroom. Second, the data came from interview with the teacher in the form of transcription about their teacher talk and the way he/she assisted the students to understand the teacher talk in EFL classroom in EFL classroom.

### **3.5.3 Drawing Conclusion**

The last step in analyzing was drawing conclusion. The researcher did the first analysis from observation form data. This conclusion was aimed to give clear description even the categories or types of teacher talk were made by the teacher and the way the teacher assisted the students to understand the teacher talk in EFL classroom. She also compared her research finding to the previous study in order to find out the good description and classification of teacher talk. The second analysis was from interview form to get more understanding of teacher talk that the teacher were made in EFL classroom and the way the teacher assisted the student to understand the teacher talk in EFL classroom. Here, the researcher

made formulation or accumulation on her interpretation and analyzed throughout the course of the study during or after collecting data. The further discussion would be explained in the next chapter.