

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter the researcher described the method that was used to conduct the study. The researcher described the research design, the subjects, 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 were formulated in the first chapter. The first question was types of teacher talk that is used by English Native Teacher in the class during the teaching and learning process. The next question was how the language is used by the teacher in the class. In order to find out the answers of those questions the researcher must have a clear description of types of teacher talk and language use by Native Speaker in the classroom. Thus, to give a brief and clear description of types' teacher talk and language use, the researcher tended to use descriptive qualitative method. It was considered as the most appropriate to use in this study because the objectives of the study were to describe the types of teacher talk and language use by Native Speaker. 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 two teachers. They were English Native Speaking Teacher. Their names were:

1. Natasha Kristina Wright
2. Gretchen Karin Knoth

Both teachers were chosen because they had teaching experiences more than 3 years. The first native speaker, named Natasha Kristina Wright, graduated from Reed College, Portland. She had two years experience teaching ESL in the USA and two years teaching EFL in Indonesia exactly in MAN Gresik with Peace Corps USA. The second native speaker, named Gretchen Karin Knoth, graduated from Bryn Mawr College, Pennsylvania USA. She had two years experience taught English to Elementary students in Italy. She had one year experience prepared for the TOEFL exam with Italian university students in the Engineering department and nine months teaching ESL in SMA Muhammadiyah 1 Gresik with Fulbright or AMINEF.

### **3.3 Setting**

The research was conducted on March 2012. A state school and a private school (MAN Gresik and SMA 1 Muhammadiyah Gresik) in Gresik were chosen as the study site. MAN Gresik is located in Bungah, Gresik on Jl. Raya Bungah No. 46. While SMA 1 Muhammadiyah Gresik is located on Jl. KH. Kholil 90 Gresik. Both schools were chosen because they are one of Senior High Schools that become a pilot project of international standardized school. It means all of the subjects in teaching learning process were taught using English as tool of

communication. In addition, these schools also provided Native Teacher in order to facilitate the students to communicate with real person who lives in English Speaking country, especially for English lesson.

### **3.4 Data of the Study**

The data of this study were 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 were obtained through the observation. Those data were significant in providing answers for the formulated questions in the first chapter. They gave a clear description about types of teacher talk that is used in teaching learning process and also language used by the Native English Teacher.

### **3.5 Research Instrument**

In this study, the researcher became the key instrument because no one could 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 were 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 observed the class since she wanted to know what types of teacher talk that is used by English Native Speaking Teacher during the class opened until closed. In doing this observation, the researcher used recording observation and field note. The researcher did observation in twice. In this study, the researcher observed superior class or the class which is international standardized school. In MAN Gresik the researcher observed in X-1 class while in SMAM 1 Gresik the researcher observed in X-5 class.

#### **3.5.1.1 Recording Observation**

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

#### **3.5.1.2 Field Note**

This field note was used to write anything about teacher talk and language use by the Native Speaker during teaching process in the class. The researcher also used field note to complete in collecting information and data if the other instrument was 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, 2003:431)

### **3.5.2 Interview**

According to Ary (2002:434) the interview is one of the most widely used methods for obtaining qualitative data. Interview was used to gather data on biography of the native speaker and to recheck the data.

### **3.6 Data Collection Technique**

The data observed were types of teacher talk during the teaching and learning process. In doing the observation the researcher decided to act as a non-participant observer that she did not take any part of teaching and learning process because she just observed the learning process done by the Native Speaker in the class. She only came, sat on the back of the class and recorded the process. Meanwhile, the researcher also used a recorder; it was in the form of video recorder. It was used to avoid the missing part of information that might happen in collecting the data.

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

1. The researcher conducted an interview with the English Native Speaking teacher to know the biography first.
2. Recording the learning process done by the English Native Speaking teacher in the class. The first step, the researcher observed the class by recording the activities done by the teacher including the teacher talk and language use.
3. After recording the teacher talk and language use in the classroom, then the researcher made field note what were being told and how was the language used by the English Native Speaking Teacher in the class.

4. Finally, the researcher conducted interview with native speaker again 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 consisted of data reduction, data display, and drawing conclusion.

#### **3.7.1 Data Reduction**

Data reduction referred to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appeared in written-up field notes or transcription. The researcher selected all of teacher talks and languages used by Native Speaker in the classroom based on the transcription from the video recording.

#### **3.7.2 Data Display**

The second analysis activity was data display. Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action. The data were in verbal form from the recording of teacher talk and language by Native Speaker in the classroom. They were briefly transcribed.

#### **3.7.3 Conclusion Drawing / Verification**

The third stream of analysis activity was conclusion drawing or verification. From the start of data collection, the qualitative analyst is beginning to divide what things mean, patterns and explanations. In short, researcher compared the data in form of words to the underlying theories which were written

briefly in chapter two. Finally, making the conclusion of teacher talk and language use related to the fact in the class and the relation between the theories became the last activities.