

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Research Design**

The current study employed a qualitative descriptive method for both data collection and data analysis in this case, the study described the kinds of teacher talk when the classroom interaction took place Alwasila (2019).

#### **3.2 Research subject**

The primary focus of this study is an English instructor at SMPK Adisucipto in Kupang city. According to the initial data, the class consists of 30 pupils who will receive instruction. The researcher will conduct an observation and documentation of a single English classroom session, during which the English instructor will deliver instruction. The researcher will select a class consisting of 8th grade students

#### **3.3 Research Instruments**

The primary tool for this research is observation. The observation includes both teacher and student interactions in an English classroom. This interaction was recorded using a video recording tool.

##### **1. Video Recording**

In order to foster authentic communication between educators and students in the educational setting, researchers employ video recording as a method. Scientists consider this technique to be a valuable means of achieving precision. Details regarding the fluctuation patterns of turnover, specifically in the context of teachers and students, in relation to alternating current. The rationale for employing this

methodology aligns with the statement made by Burns. Given its potential value in offering unbiased information to academics and concrete data for analysing teacher and student behaviour in the classroom, this record holds significance.

Recording will take place during a single English meeting at SMPK Adisucipto. The lecture will be recorded throughout a span of three days. Nunan (1992) advocates for the utilisation of recorded data as a means of safeguarding the original data, such as through audio and video recordings. The study will employ video recording as a method to meticulously capture the authentic classroom interactions. The researcher will document the process of teaching and learning English language skills in order to acquire exact data on the content of the teacher's and learners' discourses in the classroom. The presence of an observer in the classroom will not bother the students. They participate in spontaneous communication, albeit with awareness that the observer is filming their actions.

## **2. Transcription**

After various forms of communication events take place in the classroom, researcher will transcribe it to identify the types of teacher talks

### **3.4 Data Collection**

This research will employ the interaction analysis technique to get the data. The researcher utilised Flanders' Interaction examination Categories (FIAC) for the examination of the interaction. This system entails the process of analysing classroom discourse by coding and categorising the spoken statements into seven predetermined categories, as mentioned earlier. It allows the researcher to classify various forms of communication events take place in the classroom.

Data collection steps:

1. Observation

Through observation researcher will observe and review carefully the learning process without participating at all during the learning process takes place.

2. Recording

Using this methodology, the researcher will document the complete educational progression occurring within the classroom. The researcher will employ a video-recording equipment to comprehensively document the entirety of the spoken exchange between the teacher and the pupils, as well as to document any non-verbal actions that may be pertinent to the research subject.

### **3.5 Data Analysis**

This study will concentrate on what teachers and students discuss in the classroom. To address these questions, the researcher will use the techniques detailed below:

#### **3.5.1 Transcribing**

One method of analysing data obtained the purpose of the recording is intended to transcribe the outcomes of recorded classroom exchanges. This is performed in a manner similar to pre-analysis. Transcription is utilised by researchers as a primary written source for analysis.

During the course of transcribing the data, the researcher will employ specific techniques outlined by Burns (1999). These techniques include simplifying transcribing as much as possible, identifying Speakers utilize letters, numbering lines or sentences, providing contextual information to clarify important elements such as nonverbal interaction, and the use standard orthographic transcription with appropriate punctuation. In addition, the researcher assigned the labels "T", "S", and "Ss" to each

utterance. T is the verbal expression made by the teacher; S denotes the verbal expressions made by an individual learner, and Ss denotes the verbal expressions made by a group of learners.

### **3.5.2 Coding**

The interaction analysis system entails the identification and analysis of classroom discourse by coding and categorising utterances into seven predetermined categories. Upon finishing in the transcribing, the observer will categorise each statement into the appropriate category according to Flanders' Interaction Analysis Categories (FIAC). As previously stated, the coding procedure included two coders in addition to the observer.

### **3.5.3 Analyzing**

Finally, the researcher analyzed video recordings was transcribed, coded, and classified, using Flanders interaction analysis (FIAC)