

CHAPTER III

RESEARCH METHOD

In this chapter. The writer discussed the following aspects: research design, subject of the study, sample of study, instrument, and procedures of the study, research procedure of the study and techniques of the data analysis.

3.1 Research Design

This study is an analysis of teacher talks in classroom interaction with the students of SMPK St. Maria Asumptha Kupang. The purpose is to know and to find out several important objectives stated under in chapter I. By conducting this study, the writer is expected to know more about what actually happens in the English Classroom interaction in the third year students of SMPK St. Maria Asumptha Kupang. In conducting the study, the writer applies the normative survey method which seeks to describe the real existence of facts.

As stated by Issac (1981:46), this method has two distinctive purposes ; first, collecting the detail data or factual information that describes the existing phenomena, having a clear description of real classroom situation and how teacher and students establish classroom communication as real and genuine as possible, and second, identify the problems or justify the current condition and practices; whether the teacher and students in this class have successfully established real and genuine classroom language.

3.2 Subject of the study

The subjects of the study are English teacher and the eight grade students of SMPK St. Maria Asumptha Kupang. There are 4 parallel classes and the total number of the students is 125, each class consists of 27-28 students with only two English Teachers. Since the instrument used in collecting data is classroom observation, the whole teaching and learning process, will be recorded and videotaped. Considering the huge number of the students, the writer chooses one of the (class IX D) consisting of 34 students because the students in this class are active and they are smart. This class will be chosen out of the four classes as the respondent of the study. The reason is related to the schedule of the class which will be discussed with the English teacher.

3.3 Instruments of the Study

There are some instruments in gathering/collecting the data in this study. The first instrument in this study is recording and videotaping of teaching learning process. The writer sat in the class and observed the teaching learning process and examined what is happening during the class hour by taking notes and recording / videotaping the Teaching and learning process.

In order to obtain a complete description of what is going on during the process, the writer adopts the foreign language interaction analysis system purposed by Moskowitz (1968:213) as follows:

T	I	1. TO DEALS WITH FEELINGS
E	N	In a non – threatening way accepting, discussion, referring to, or
A	D	communicating understanding, of past, present or future feeling of
C	I	students.
H	R	2. PRAISES OR ENCOURAGE
E	E	Praising, complementing and telling students why what they have
R	C	said or done is valued. Encouraging students to continue, trying to
T	T	give them confidence, confirming answer are correct.
T		3. JOKES
A	I	Intentional joking, kidding, making puns, attempting to be
L	N	humorous providing the joking is not at anyone’s expense
K	F	unintentional humor is not included in this category.
L		4. USES IDEAS OF STUDENTS
U		Clarifying, using interpreting, summarizing the ideas of students.
E		The ideas must be rephrases by the teacher but still recognized as
N		being students contributions.
C		5. REPEAT STUDENTS RESPONSE VERBATIM
E		Repeating the exact words of students after they participate.
		6. ASKS QUESTIONS
		Asking question to which an answer is anticipated rhetorical
		questions are not included in this category.

D	7. GIVE INFORMATION
I	Giving information, fact, one's opinion or ideas, lecturing or asking
R	rhetorical questions.
E	8. CORRECTS WITHOUT REJECTION
C	Telling students which have made a mistake the correct response
T	without using words or intonations which communicative criticism.
E	9. GIVES DIRECTIONS
I	Giving direction, request, or commands which students are
I	expected to follow.
N	10. DIRECTS PATTERN DRILLS
F	Giving statements which students are expected to repeat exactly,
L	to make substitution in, or to change from to another.
U	11. CRITICIZES STUDENT – BEHAVIOR
E	Rejecting the behavior of student trying to change the non–
N	acceptable behavior communicating anger, displeasure ,
C	annoyance, dissatisfaction whit what student are doing.
E	12. CRITICIZES STUDENTS RESPONSE
E	Telling the students his response is not correct or acceptable and
E	communicating by words or intonation, criticism, displeasure,
E	annoyance, rejection.

S		13. STUDENT RESPONSE, SPECIFIC
T		Responding to the teacher within a specific and limited range of
U		available or previously shaped answer, reading aloud.
D		14. STUDENT RESPONSE, CHORAL
E		Choral response by the total class or part of the class.
N		15. STUDENT INITIATED
T		Responding to the teacher with the student's own ideas, opinions,
		reaction, and feeling. Giving one from among many possible answers
T		which have been previously shaped but from which students must
A		know make selection. Initiating and participation.
L		16. SILENCE
K		17. Pauses in the interaction. Periods of quiet during which there
		is non verbal interaction.

3.4 Procedures of Data Gathering and Data Analysis

3.4.1 Procedure of Data Gathering

The procedure that will be used in data gathering is, the writer came to the classroom and record and video typed the process of teaching and learning English.

3.4.2 Techniques of Data Analysis

There will some processes followed in analyzing data:

1. Watching the videotape:

While watching the video, the writer paid close and careful attention on the conversation between teacher and students, how teacher manages the class and looks for patterns in the teacher's questioning style and impact of student's responses, the teacher and student talk turn distributed during the teaching learning process are also analyzed.

2. Analyzing

The videotape and transcript will be studied and analyzed.

3. Classification

The writer classifies the data based on the categories of teacher talks and student talks using the analysis proposed by Moskowitz.

4. Discussion and interpretation

In this process, the writer will scrutinize the impact of the teacher talks on the students learning of English. In this case, the writer will identify the conversation episodes where there will be an interaction between teacher and student with the structure of initiation, response, and feedback, discussed the result of the analysis to come with the finding of the study. The formula that will be used in calculating the percentage of each category was a:

$$\frac{\text{Frequency of each category} \times 100 \%}{\text{Total category}}$$

