

CHAPTER III

METHOD OF INVESTIGATION

3.1 Setting of the Research

The research was conducted at SMK Al-Husain Keling. This school is located at Jl. Sambungoyot - Watuaji Km.05 Keling, Jeparu 59454. SMK Al-Husain Keling has 13 classes from tenth grade up to twelve grades. Four classrooms from X grade, five classrooms from XI grade, and 4 classrooms for XII grade. The researcher took the X-AP 2 students of SMK Al-Husain Keling as the sample. The writer chose this school because SMK could not be same as SMA. English in SMK is complex of substantive and syntactic structure, and beliefs about subject discipline.

3.2 Subject of the Research

The subject in this research was the teacher and the students in tenth grades of SMK Al-Husain Keling. The writer conducted the research in X-AP 2 grade. This class has 22 students consists of 7 male and 15 female. In X-AP 2 English is taught once a week. The time divided 3x45 minutes a week. The English teacher taught in this class on Monday. The writer choose X-AP 2 grade because this class is qualified to conduct the research.

3.3 Research Approach

Research is about finding things out, and the term covers a multitude of sins and virtues (Rugg & Petre, 2007:60). A research conducted to get the result or solve the problem in the field of social life or educational. Meanwhile, a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevant to the research purpose with economy and procedure (Kathori, 2004:3). The research began with the problem in general conditions or statements. The researchers need to know the problem that would be researched by them and what the method that they use in doing research.

The writer used qualitative research in conducting the research. Qualitative research is focusing on the students and teachers characteristic and also the interaction between teaching-learning processes of speaking. Qualitative

research seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data (Ary et al. 2010: 29). To describe the interaction between teacher and student in the classroom, the writer used descriptive study. According to Arikunto (2010:21), one of the characteristic of qualitative research is descriptive. The goal of descriptive study is a comprehensive summarization, in everyday term, of specific events experienced by individuals or groups of individuals (Lambret, 2012:255).

In this research, the writer used Flanders' Interaction Analysis to observe the classroom interaction in teaching learning process of speaking. Flanders' Interaction Analysis is developed by Flander that is coding categories of interaction analysis to know the quantity of verbal interaction in the classroom. The Flanders' Interaction Analysis Category System (FIACS) records what the teacher and the students do or say during teaching and learning process (Flander, 1970) as cited by Asmara (2007:20).

There are some categories to in verbal interaction including into three groups, named, teacher talk, students talk and silence or confusion. Those categories will explain in the form of table.

Table 3.1. Interaction Categories

TEACHER TALK	INDIRECT INFLUENCE	1	ACCEPTING FEELING: accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included.
		2	PRAISES OR ENCOURAGES: praises or encourages students' action or behavior. Jokes that release; not at the expense of another individual, nodding head or saving, "um hm?" or "go on" are included.
		3	ACCEPTS OR USES IDEAS OF STUDENTS: clarifying, building, or developing ideas suggested by a student. As a teacher beings more of his own ideas into play, shift to category five.

		4	ASKS QUESTIONS: asking a question about content or procedure with the intent that student answer.
	DIRECT INFLUENCE	5	LECTURING: giving facts or opinions about content or procedure: expressing his owns ideas, asking rhetorical questions.
		6	GIVING DIRECTIONS: directions, commands, or orders to which a student is expected to comply.
		7	CRITICIZING OR JUSTIFYING AUTHORITY: statements intended to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he doing; extreme self-reference.
	STUDENT TALK	8	STUDENT TALK-RESPONSE: a student makes a predictable response to the teacher. Teacher initiates the contact or solicits student statement and sets limit to what the student says.
		9	STUDENT TALK-INITIATION: talk by students which they initiate. Unpredictable statements in response to teacher. Shift from 8 to 9 as student introduce own ideas.
	SILENCE OR CONFUSION	10	SILENCE OR CONFUSION: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

Adopted from Allwright and Bailey (1991: 202)

3.4 Method of Data Collection

Data is a piece of information that can be something know in organized form that refers to conditions, ideas, or object. Data collection is the process of gathering and measuring information on targeted variables. In this research, the

researcher use interview and observation to collect the data. Each method that used in this case study is:

3.4.1 Observation

Observation is the process of observing something or someone in order to gain certain information. Observation is used to see the real activity in teaching and learning process in the classroom. Observation can be subdivided in several ways. One useful is between direct observation and indirect observation (Goh, 2007:109). Furthermore, the writer observes the interaction between the teacher and students in teaching-learning process of speaking. The writer used direct observation to collecting the data. She used the recorder to record the activity in teaching-learning process of speaking. The data in the observation would be put on the Flander's interaction matrix.

Table 3.2. Flander's Interaction Matrix

		Second Event										Total	
First Event		1	2	3	4	5	6	7	8	9	10		
	1												
	2												
	3												
	4												
	5												
	6												
	7												
	8												
	9												
	10												
Total													

Adopted from Flander (1970) quoted by Allwright and Bailey (1991)

3.4.2 Interview

Interview is a direct method of data collection which is based on the interview where the interviewer asks some questions to respondent. Exploring the views, experiences, beliefs of individual participants are the aims of interview. Ary et al. (2010:438) stated that interview is used to gather data

from people about opinions, beliefs, and feelings about situations in their own words. Interview would be conducted to strengthen the result of observation. In this research, the writer interviewed the teacher and some of the students from tenth grade, especially students in X-AP 2.

3.5 Method of Data Analysis

Data analysis is an activity in reflecting the data of the data collection. In this research, the writer uses triangulation technique to analyze the data. Triangulation is used to develop the validity of the qualitative research. This technique prefers the effectiveness the result of the research. Musfiquon (2012:169) states that there are three kinds of triangulation, they are methodological triangulation, source triangulation and theoretical triangulation. According to Mubarok (2015:56), triangulation is the effort to checking the accuracy of data or information obtained by researchers from many different angles as possibly by reducing the bias that occurs at the time of data collection and analysis.

According to Miles (1994 in Sujarweni, 2014: 34-36), there are three steps to analyze the data that included in the triangulation technique, they are reduction data, displaying data and making conclusion.

1. Reduction data

In this research, the interaction in teaching-learning of speaking is recorded. Then the researcher transcripts the recording into written. After transcription, the data would be reduction based on the certain category that would be gave an illustration of how the interaction between the teacher and the students in the classroom.

2. Displaying data

This method is used to arranging information, description or narration in order to draw the conclusion. In displaying data the research would be used the formulation to calculate the percentage of teacher talk, students talk and silence. The formula is based on Flander's formula (Flander, 1970) as cited by Putri (2014:42-44) as follow:

- **Teacher Talk (TT)**

$$TT = \frac{\sum C}{N} \times 100\%$$

TT = Teacher Talk

$\sum C$ = Sum of all categories in teacher talk

N = Total of matrix

- **Indirect Teacher Talk (ITT)**

$$ITT = \frac{\sum C}{N} \times 100\%$$

ITT = Indirect Teacher Talk

$\sum C$ = Sum of all categories in indirect influence

N = Total of matrix

- **Direct Teacher Talk**

$$DTT = \frac{\sum C}{N} \times 100\%$$

DTT = Direct Teacher Talk

$\sum C$ = Sum of all categories in direct influence

N = Total of matrix

- **Student Talk**

$$ST = \frac{\sum C}{N} \times 100\%$$

ST = Students Talk

$\sum C$ = Sum of all categories in students talk

N = Total of all observation

- **Silence or Confusion**

$$SC = \frac{\sum C}{N} \times 100\%$$

SC = Silence

$\sum C$ = Sum of all categories in silence

N = Total of all observation

3. Making Conclusion

This stage showed the final result of the research. By using the result of finding, the researcher expected to be able gave clear description about classroom interaction in teaching-learning of speaking. The final result would be shown in the form of table and chart.