

CHAPTER III

RESEARCH METHOD

A. Research Design

Descriptive qualitative research was used as the design of this study. This study will adopt a descriptive qualitative research design, which is appropriate for examining naturally occurring phenomena - in this case, teacher talk - in the real-life context of the classroom. The focus of this research design is to explore and analyze the types, functions and patterns of English teacher talk used during classroom interactions, as well as how these forms of communication affect students' engagement, participation and language acquisition. Allowing for an in-depth exploration of the teacher's communication strategies and their effects on students. The qualitative approach will facilitate a rich understanding of the context and nuances of teacher talk in the classroom setting. In addition, according to Creswell (2016) that qualitative research is research that explores and understands the meaning of several individuals or groups of people who come from social problems.

The research design for the study titled "An Analysis of an English Teacher Talk in the Classroom Interaction at MTs Humaira Kota Bengkulu" will employ a qualitative approach to gain in-depth insights into the dynamics of teacher talk and its impact on student engagement and learning outcomes. The main focus of this study is not to measure outcomes numerically, but rather to provide a comprehensive description and interpretation of how teacher talk facilitates (or hinders) interaction and learning. This study will focus on

one English teacher at MTs Humaira, the research aims to capture the specific strategies and techniques used, such as the use of praise, encouragement, code-switching between English and Indonesian, and questioning techniques. Data will be collected through classroom observations, where the researcher will record the types of teacher talk used, classroom interactions, and student responses using field notes and audio recordings (with consent).

B. Researchers Participation

The participants will consist of one English teacher at MTs Humaira and a students from the English class. Teachers will be selected based on their experience and willingness to participate, while students will be selected to represent a range of proficiency levels and backgrounds.

C. Place and Time of Research

The research will be conducted at MTs Humaira Kota Bengkulu, English teacher there is 1 person who will be the focus of research. Data collection will take place over approximately one month at least.

D. Data Source

Data sources refer to the origin of information that has been collected and organized by the researcher. The needs and quality of factual data heavily depend on the data sources.

1. Primary Data Sources

Primary data refers to first-hand data collected by researchers themselves (Ajayi, 2023). Primary data contains the main information collected directly from the field, such as from respondents or informants. The main data is obtained directly from the process of classroom interaction between teachers and students.

- a) Classroom Observation: Audio/video recordings of classroom activities to document types and patterns of teacher talk. Field notes on teacher-student interactions, including turn-taking, feedback, and student responses.
- b) Interviews: Semi-structured interviews with English teachers to gain an understanding of their views on teacher talk and teaching strategies.

2. Secondary Data Sources

Secondary data refers to data used to complement primary or main data. Secondary sources mean data collected by others before. Secondary data is data collected by parties unrelated to the research study, but collected this data for other purposes and at different times in the past. If the researcher uses this data then this data becomes secondary data for the current user (Ajayi, 2023). Examples include theses, Relevant books, journals, and scientific articles on teacher talk, classroom interaction, and English learning strategies. Additionally, the researcher employs secondary sources from the internet, such as articles on websites, e-books, online media, social media, and other related data.

E. Research Subjects and Objects

1. Research Subjects

Research subjects refer to individuals, objects, or entities that serve as the source of required information during the data collection process. Sometimes, the term "respondents" is used to describe individuals who respond to treatments or questions in a research context.

The research subjects in this study were selected using Random Sampling and techniques: Random Sampling: A technique where samples are randomly selected based on the researcher's judgment about which samples are most suitable, beneficial, and representative of the population. The researcher chooses samples according to specific criteria to identify respondents as data sources.

The research subjects in this study are individuals selected based on certain criteria, namely English teachers and students, an English teacher who teaches at MTs Humaira, Kota Bengkulu. This teacher was chosen as the main focus to analyze the use of teacher talk in classroom interaction, and the students in the class taught by the English teacher. The role of students as supporting subjects is to observe their response and participation to teacher talk, including in terms of interaction patterns, level of engagement, and feedback.

2. Research Object

The research object refers to the characteristics or conditions of an object, individual, or group of elements that are the focus of the study. These attributes may include qualities such as behavior, activities, opinions, evaluations, attitudes, sympathy, antipathy, emotional states, or even processes.

The research object in this study is English teacher talk in the classroom interaction.

F. Data Collection Technique

In qualitative research, the researcher is the key instrument. Therefore, researchers must be validated by about their ability to collect data. According to Marshall and Rossman in Sugiyono, direct observation, interviews, documentation, and participation are the basic

techniques used by qualitative researchers to collect data. Researchers will use observation, interviews, and documentation in this study.

1. Observation

One of the data collection methods is observation, which is observing ongoing activities (Hardani et al., 2020). Observation is a data collection technique that involves directly observing the phenomenon being studied (Rizky Fadilla & Ayu Wulandari, 2023). According to Sugiyono (2016), observation allows researchers to gain insights into behaviors and the meanings behind them. In this study, the researcher will observe the teacher's communication strategy, the type of teacher talk, and student interaction during the lesson. Observations will be documented through field notes and audio recordings (with approval).

Table 3.1 Some observation

No	Aspects	Question	Yes	No
1	Teacher's use of language (e.g. instruction, praise, correction, question, feedback)	1. Are the teacher's instructions clear and easy to understand? 2. Does the teacher give praise when students answer correctly or behave well?		
2	Communication strategies used by the teacher	1. What does the teacher do if students cannot understand the explanation? 2. Does the teacher use body language or hand gestures to clarify meaning?		

3	Verbal and nonverbal interactions between teachers and students	1. Is there a two-way conversation between the teacher and students during the lesson? 2. Does the teacher maintain eye contact when talking to students?		
4	Does the teacher use English completely or mix it with Indonesian	1. Are students understanding the lesson better when the teacher mixes the two languages? 2. Does the teacher use English fully during the lesson?		
5	Students response to the teachers communication	1. Are students enthusiastic when the teacher speaks or explains the material?		

Source Data: The observation instruments in this study were developed based on the adaptation of the classroom interaction analysis model by Flanders (1970), the classification of teacher talk by Brown (2001), as well as the principles of Communicative Language Teaching (Richards & Rodgers, 2014) and Vygotsky's sociocultural theory (1978) related to teacher verbal support (scaffolding) in students' zone of proximal development.

2. Interviews

The most important data collection technique used by qualitative researchers is interviews. Interviews can provide information that cannot be obtained through observation or can be used to validate observations. Interviews can be used to validate observation data based on research objectives (Ary et al., 2010). Stainback in Sugiyono states, "Interviews provide researchers with a way to gain a deeper understanding of how participants interpret a situation or phenomenon that cannot be obtained through observation alone". At this stage, Semi-structured interviews will be conducted with English teachers and selected students. These interviews aim to collect qualitative data regarding their experiences and perceptions of teacher talk and its influence on learning.

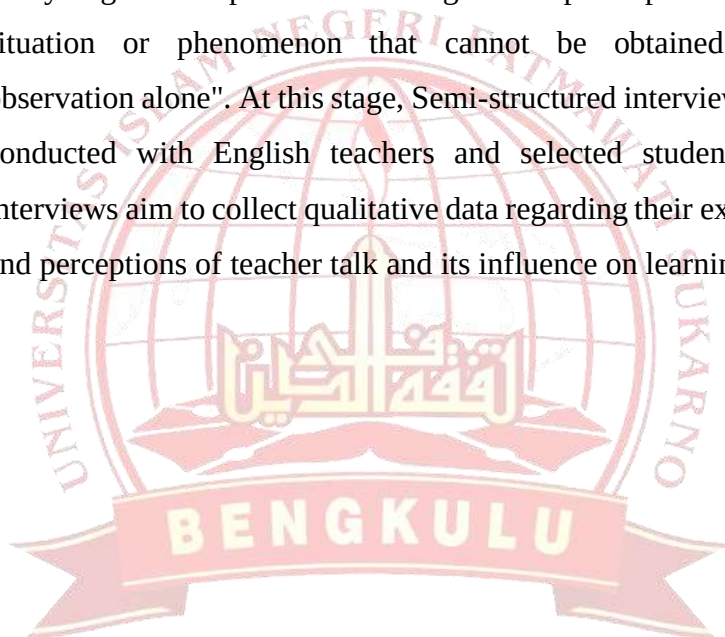


Table 3.2 Some Interviews

No	Variable	Indicator	Question
1	English Teacher Talk	1. Strategy Use 2. Challenge 3. Type 4. Usage 5. Clarity 6. Tone 7. Body Language 8. Facilitating 9. Feedback Delivery 10. Code-Switching	1. What communication strategies does the teacher use when teaching English? 2. What obstacles does the teacher face when delivering material to students? 3. What types of teacher talk use in classroom interaction 4. How does the teacher use English and Indonesian when explaining the material? 5. How clearly does the teacher speak so that students can understand?
2	Classroom Interaction	1. Effort 2. Turn-taking 3. Student Participatio 4. Questioning Techniques 5. Responsiveness 6. Group Dynamics 7. Encouragement 8. Student Confidence 9. Use of Visual/Media 10. Exchange ideas	1. How do you feel about the interaction happening in the classroom? 2. How often do students get opportunities to speak or ask questions? 3. How do students show their active participation in discussions or activities? 4. What types of questions does the teacher ask—open or closed? 5. How do students respond when the teacher asks questions?

Source Data: The interview instruments in this study were developed based on the adaptation of the classroom interaction analysis model by Flanders (1970), the classification of teacher talk by Brown (2001), as well as the principles of Communicative Language Teaching (Richards & Rodgers, 2014) and Vygotsky's sociocultural theory (1978) related to

teacher verbal support (scaffolding) in students' zone of proximal development.

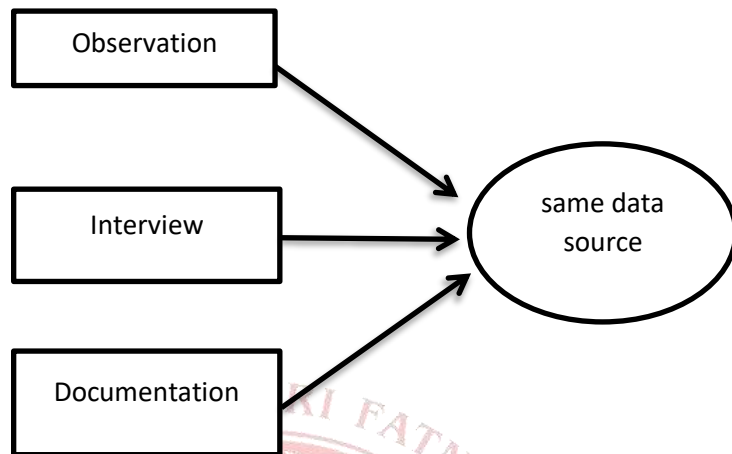
3. Documentation

Documentation is a method of collecting data that complements interviews by using various sources, such as books, archives, writings, images, and letters. The documentation process involves gathering data in line with the research needs. Documentation data will be used as supporting material in this study and will facilitate the analysis process. In the context of the research relevant teaching materials, lesson plans, and student work will be analyzed to provide context for the observed teacher talk. This analysis will help understand the instructional strategies employed by the teacher and their alignment with classroom interactions.

G. Data Analysis Technique

The process of methodically searching for and organizing field notes, interview transcripts, and other materials that researchers collect to improve researchers' own understanding of these materials and to be able to share what has been found with others is known as data analysis. (Miles, Huberman & Saldana, 2014) stated that the three processes of data analysis in qualitative research are data reduction, data display, and conclusion drawing/verification.

Grafik 3.1 Triangulation Data



1. Data Reduction

Data reduction involves the process of selecting, focusing, simplifying and transforming the raw data collected during the research. This step is crucial for managing the volume of data and ensuring that the analysis remains relevant to the research questions. The following activities will be carried out during data reduction:

- a) **Transcription:** Audio recordings of classroom observations and interviews will be transcribed verbatim to create a manageable text format for analysis.
- b) **Initial Coding:** The researcher will identify significant segments of data related to teacher talk and student interactions, and assign initial codes to those segments. Codes may include categories such as “instructional talk”, “management talk”, “interactional talk”, and “student engagement”.
- c) **Filtering:** Irrelevant or redundant information will be filtered out, focusing on data that directly addresses the research objectives. This will help narrow down the data to the most relevant themes

and patterns.

2. Data Display

Data display refers to presenting the reduced data in an organized way that facilitates understanding and analysis. This step allows the researcher to visualize relationships and patterns within the data. The following methods will be used to display the data:

- a) Thematic Matrix: The researcher will create a thematic matrix or chart that summarizes the main themes identified during the coding process. Each theme will be accompanied by relevant quotes or examples from the data to illustrate the findings.
 - b) Graphs and Diagrams: Visual representations, such as graphs or flowcharts, can be used to illustrate the relationship between different types of teacher talk and their impact on student engagement and learning outcomes.
 - c) Narrative Summary: Narrative summaries will be developed to provide context and detail for each theme, explaining how teacher talk influenced classroom interactions and student responses.
- ## 3. Conclusion Drawing

The last step of data analysis for this study is conclusions drawing. Based on the information gathered and presented in the data display step, the researcher will draw a conclusion in this step. Based on field note observations and student interviews, the researcher draws conclusions and verifies them.

H. Data Analysis

1. Triangulation

Multiple validation strategies were employed. Triangulation was conducted by cross-verifying data from classroom

observations, teacher interviews, and document analysis, ensuring consistency across different sources and methods. Member checking was implemented by sharing transcriptions and preliminary findings with the teacher and students to confirm accuracy and authenticity. Peer debriefing involved discussing the research process and interpretations with colleagues or experts to minimize bias. Prolonged engagement in the classroom provided a deep understanding of teacher talk and interaction patterns, while an audit trail was maintained to document all research activities systematically. Finally, a thick description of the classroom context and interactions was provided, allowing readers to comprehend the findings and their implications in detail. These strategies collectively ensured credible and dependable research outcomes.

2. Thematic

Thematic analysis is a qualitative data analysis method used to identify, analyze, and interpret patterns or themes that appear in the data. In the context of research on teacher talk in the classroom, thematic analysis helps researchers understand the different forms of communication that teachers use during learning interactions, such as giving instructions, questions, praise or correction. This process involves steps such as reading the transcripts in depth, coding important parts of the conversation, grouping the codes into specific themes, and interpreting the meaning of the themes in relation to the research objectives. Thematic analysis is considered flexible and particularly useful for exploring meaning in complex conversational data such as classroom interactions.