

Chapter Three

Research Methodology

To achieve the goals which are specified in Chapter One, the researcher conducted the research in a High School classroom of an international school in Yogyakarta. The research method is described in this chapter, which includes research design, research setting, research participants, data collection method, and data analysis.

Research Design

In this research, the researcher used qualitative research. It means that the researcher made a systematic description about the finding from the data clearly. The researcher observed real situation occurred in the class to get natural result, especially when the teacher got into her talk.

Bogdan and Biklen (1982) say that a qualitative approach is a research bringing about the descriptive data in the form of written or oral form of the subjects of the research being investigated. According to Cresswell (1994), a qualitative research is descriptive, in that, a researcher is interested in processing, meaning, and understanding the theory. Moreover, Cohen (2007) pointed out that qualitative research involves organizing and explaining the data. It is often, for example, to interpret, to describe, or to understand a theory.

Bodgan and Biklen as cited by Sugiyono (2008) also stated that qualitative research is descriptive research. Based on the theories above, therefore, it can concluded that qualitative research is related to descriptive study.

The aim of the descriptive method itself is to obtain systematically description and accurate facts. It concerns with the collected data that often uses words or sentences. Since they are in the form of words or utterance, there are several ways to obtain them such as doing interview, taking note, recording and videotapes etc. This research collected the data using the participants' words and the researcher was the key instrument.

Moreover, Bagdan and Biklencited in Sugiyono (2008:21) said that there are five characteristics of qualitative research method, they are (1) Qualitative research has the natural setting as the direct source of data and researcher is the key instrument, (2) Qualitative research is descriptive. The data collected is in the form of word of pictures rather that number. (3) Qualitative research is concerned with process rather than simply with outcomes or products. (4) Qualitative research tend to analyze their data inductively (5) “*Meaning*” is of essential to the qualitative approach. Therefore, the qualitative method is a suitable way to conduct this research.

Research Setting

This research was conducted at an international school in Yogyakarta. The researcher chose an english class of tenth grade in the academic year of 2017/2018, because English class is more challenging in the tenth graders.

The researcher came to the school and asked for permission from the school board for conducting research and observation there. The researcher observed the situation first then will continue with documenting the process of teaching and learning process to get an authentic data.

Research Participant

The participant of this research was a female English native speaker from Australia. She has been teaching English in the school since 2016. This research observed the English teacher of tenth grade at an international school in Yogyakarta in the Academic year of 2017/2018. All the students are Indonesian. Generally, their English are not so good in speaking ability, they sometimes are not confident enough to speak English spontaneously. They are afraid of making mistakes with the structure of the language. The researcher focused on the teacher's talk that contained communication strategies. The researcher chose the English teacher of tenth grade because the teacher is a native English-speaker. The researcher thought that the teacher faces some problems in interacting with her students in teaching and learning process, so certain strategy is applied in her teaching process.

Data Collection Method

The method to collect the data in this research was using observation checklist. In addition, to obtain the data in research, research instruments are important device. According to Wilkinson and Birmingham (2003), the research

instrument is simply device for obtaining information relevant to the research project. Various kinds of instruments such as documentation, interview list, observation checklist or field notes, etc. Burns (1994) states that the role of the researcher in qualitative research is as an instrument. The instrument of the research was the researcher herself. The researcher acts as the planner, data collector, analyst, the data interpreter and the reporter of the research findings (Moleong, 2001: 121). In this research, the researcher herself was the observer who collected and investigated all the participants' voice and performance during the conversation between teacher talk and the students.

The researcher also used some other instruments to support the process of collecting the data. The instrument was a recorder. It was needed for recording the teacher's talk in the classroom. The data were collected through observation. According to Cohen et al. (2007: 305), observational data are attractive as they afford the researcher the opportunity to gather 'live' data from 'live' situations. It means that the researcher will be able to understand the context of programmes, to be open-ended and inductive, to see things that might otherwise be unconsciously missed, to discover things that participants might not freely talk about in interview situations, to move beyond perception-based data (e.g. opinions in interviews), and to access personal knowledge. The researcher sat in the class observed and recorded the conversation between the teacher and her students during the teaching learning process and took some notes. The observation lasted in around forty minutes.

Data Analysis

To analyze the data, the researcher did some steps. Firstly she listened to the recording of the conversation between the teacher and her students for many times carefully in order to make them into a transcription text. After transcribing in written form, then, the researcher did member checking.

The next step was classification of the data. The researcher classified the data according to the different communication strategies, such as; avoidance or reduction strategy, achievement or compensatory strategy, stalling or time gaining strategy, self monitoring strategy, and interactional strategy as proposed by Celce Murcia et al (1995: 28), then put the data into the data sheet.

In order to make the easy reading of the communication strategies used in teacher talk and her students, she made a data card. The form of data card is as follows:

Table of Data Card

Strategies	Data
Avoidance or Reduction Strategy a. Message Replacement b. Topic Avoidance c. Message Abandonment Achievement or Compensatory Strategy: a. Circumlocution b. Restructing c. Word coinage d. Nonverbal Signals e. Literal translation from L1 f. Foreignizing g. Code switching Stalling or Time Gaining Strategy: a. Using gambits, fillers or hesitation device b. Self and other repetition Self Monitoring Strategy: a. Self initiated repair b. Self-rephrasing	

Interactive Strategy: a. Appeals for help b. Meaning negotiation	

The data card above consisted of two columns: (1) strategies, to record the number of strategies used in the data (2) data, to record the characteristics of the utterances which were supported the strategies.