

CHAPTER III

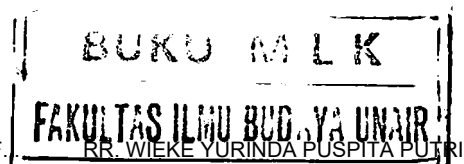
METHODS OF THE STUDY

3.1 Research Approach

The aims of this study are to identify types of teacher talk that occur in teaching activity especially teaching procedure text to the 8th grade students of SMP Negeri 29 Surabaya and to identify the success of the 8th grade students in producing recount text through teacher talk. To achieve those goals, the writer used qualitative approach because the data of this study is not in numbers. The data that the writer obtained is in utterances and the result of the students assignment in producing recount text.

According to Denzin and Lincoln (2005, p.3) qualitative research is a situated activity that locates the observer in the place that the observer tends to interpret the phenomenon in terms of the meaning, and in the qualitative research, the observer needs to have field notes, interviews, etc as the characteristics of qualitative research. Based on the definitions above, this study also did observation in the class while the teacher was teaching recount text in order to obtain the necessary data. The writer also took notes about the condition in class while the teacher was teaching and recorded the teacher's utterances.

The writer used a descriptive analysis method to analyze the data. It means that after the writer collected and analyzed the data qualitatively and the result of the data would be interpreted descriptively. This method is suitable with the aim of the study, which is to identify the types of teacher talk that occurred while the



teacher was teaching recount text and to identify the success of the students in producing recount text through teacher talk.

3.2 Participant of the Study

The research took place at SMP Negeri 29 Surabaya, located on Jalan Prof. Dr. Moestopo 4, Surabaya, Indonesia. All of the levels in this junior high school were appropriate with this study, but the writer only focused on the 8TH grade students. It was the suggestion from the English teacher because in the new curriculum, the 8TH grade students got the lesson about writing text such as descriptive text, narrative text and recount text

This study observed two classes of EFL students in eighth grades students of junior high school at the range age of 14-15 years. There were 30-35 students for each class and had equal numbers of female students and male students. The teaching tools in class were whiteboard, projector, LCD and handouts that could help the students in understanding the lesson. The participants of this study were two women English teachers who taught different classes in 8TH grade students but with the same lesson, recount text.

3.3 Techniques of Data Collection

The writer obtained the data by conducting observation in eighth grade students of junior high school on 24 April 2014 for class 8H and on 28 April 2014 for class 8F. The schedule on the class of the 8th grades students that the writer observed were twice a week for each class but the writer only observed once each class. For class 8F, it was held from 07.00-08.20 and for class 8H was taught from 10.50-12.10. The teaching time per meeting was 80 minutes. The technique that

the writer used to collect the data was conducted in two steps: First is in the class during the teaching activity and second is after the class.

During the teaching activity, the observation, voice recording and taking notes were conducted to obtain the data for the types of teacher talk. The two teachers who taught the same lesson but different classes were chosen as the participants for this study. While the teaching activity was going on, the writer recorded the teacher's utterances and took notes. This technique was useful for knowing the situation and condition both for the students and teacher in classroom.

The observations were in two meetings total at 8th grade student in different class and different teacher which had the same lesson. There were 2 meetings per week for each class but in different schedule. The observation took two weeks and the writer observed two different classes with the same level and different English teachers. The teacher and the students were not given any certain task or questionnaires related to this research. They only did their duty in class as the participants.

Voice recording was used in the observation during the teaching activity. In doing this, the writer recorded all the teaching activity from the beginning of the class until the end on the class by using digital recorder. By using the voice recording, the writer recorded all the activities in the classroom during teaching activity; including the teacher talk and interaction between teacher and students. Besides, the writer also took notes to write the situations that happened while the teaching activity was going on and wrote all the activities in detail. After the

teaching activity was over, the writer asked the teacher to give the students a practice in producing recount text then the students' assignments would be brought and marked by the teacher.

3.4 Techniques of Data Analysis

All the data obtained through observation, recording and taking notes were analyzed using descriptive analysis in order to answer the research questions. During the teaching activity, there were some utterances produced by the teachers and the writer identified the utterances to find the types of teacher talk.

There were four steps of data analysis. First step was listening the recording and writing the transcript. The second step was identifying the types of teacher talk according to FLINT (Foreign Language Interaction System) by Moskowitz (1971) adapted from (Brown, 2007) of the teachers in both classes. The third was interpreting the success of the students in producing recount text through teacher talk by looking at the students' assignment that had been marked by the teacher. The last step was giving the conclusion into basic of overall analysis.

CHAPTER IV

DISCUSSION