CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the researcher describe how research is performed. This chapter consists of several contents, including: research design, research subject and setting, source of data, technique of collecting data, and technique analyzing data.

1.1 Research Design

This research was conducted using a qualitative method. The data were also analyzed using percentage especially in measuring percentage of the relevant categories of teacher talk. The data is presented descriptively because the researcher wanted to see the teacher in a realistic learning situation. According to Abdullah K. (2018) descriptive research is a description that is designed to obtain information about the status or symptoms of a particular population or area, or to map facts based on the perspective of a certain frame of mind at the time the research is conducted. Anselm Strauss & Juliet Corbin (2007) said that qualitative research is a type of research whose results are not obtained by statistical procedures or other forms of calculation, but are obtained from the stability of the researcher on the basis of observations made, in order to provide more complex details about phenomena which is difficult to express by quantitative methods. Thus, the researcher did not use numerical statistics, instead focusing on how the teacher interacted with students and how they employed communication strategies while teaching English in the inclusive class.

The results are provided in the form of a description, and the researcher provides an accurate explanation of the research analysis.

1.2 Research Subject and Setting

The research site of this study is SD Negeri 263 Gresik which was located on JL. Raden Badrun. This school has been appointed by the Gresik Regency Government as an inclusive pilot project school in Gresik. The subject of this research is an English teacher at SD Negeri 263 with an extents in Indonesian literature. And it consisted of two classes, namely class V and Class VI student of SD Negeri 263 Gresik in academic year 2022/2023. in class V there are 12 students with 9 regular students and 3 students with special needs with types 2 autistic students and 1 mentally disabled. Then in class VI there are 11 students with 7 regular students and 4 students with special needs with the types of hyperactive, physical impairment, speech impairment and slow learning.

In this study the data obtained from the classroom interaction between teacher and student in the learning process. To make it easier to read the communication strategy used in the conversation between the teacher and students, the researcher made a code. The data were analyzed sentence by sentence. the teacher is coded with the initials (T), students with special needs with the initials (S1),(S2),(S3),(S4),(S5),S6,(S7), and regular student with the initials (S8) and so on. Then the students with the initials (Ss).

1.3 Source of Data

The data were collected from implementation during the teaching and learning process of English in the classroom. The data is taken from three sources, including:

1) Activities: Teaching and learning process activities during class. Data will be limited to discussion only. That way the resulting utterances can describe the communication strategy and teacher talk are used during learning process of English lessons in the classroom.

2) Informants: Teacher and students who are involved in the teaching and learning process of English lessons in the classroom.

3) Documentation: Recording audio/video during the teaching and learning process. This provide supporting information about the communication strategies and teacher talk are used during learning process of English lessons in the classroom.

1.4 Data Collection Procedure

In collecting the data, classroom observation and interview were employed in this research. The steps of this research including:

Table 3.1 Data collection procedure

No	Date	Activity
1.	Monday, 01st August 2022	Ask permission from the teacher and students who participated in the study to conduct a recorded conversation during the learning process.
2.	Friday, 05th August 2022	The first observation was done by recording and analyzing certain things that happened in the classroom with a total duration of 40 minutes during the learning process.

3.	Friday, 05th August 2022	To support the data, researcher conduct interviewed the teacher by asking the several questions identified by the researcher.
4.	Friday, 19th August 2022	The second observation was done by recording and analyzing certain things that happened in the classroom with a total duration of 45 minutes during the learning process.
5.	Monday, 22nd August 2022	The third observation was done by recording and analyzing certain things that happened in the classroom with a total duration of 45 minutes during the learning process.
6.	Friday, 26th August 2022	The fourth observation was done by recording and analyzing certain things that happened in the classroom with a total duration of 43 minutes during the learning process.

1.5 Technique of Analyzing the Data

To find out the required data, the researcher applied certain methods. The researcher first describes the results of observations and documentation. After transcribing in written form. There were some theories in data analysis, the researcher use qualitative research data analysis from Gay (2006) cited in Hikmah Muzhawwir Syarifuddin (2019), the qualitative research data analysis process consists of three steps, some of which are as follows:

1) Transcribing

As the first step in data analysis, the researcher listens carefully to the audio recording several times to turn it into written text, write and read all of the field notes, and then codes about various types of communication strategies and teacher talk used by the teacher that occurred in the classroom to manage data.

2) Describing

In the second step, after transcribing in written form, these data sources are analyzed and identified on the basis of the types of teacher's talk from Flanders Interaction Analysis Categories and may be the result of observations.

3) Classifying

The next step is classification of the data. The researcher classified the data according to the the types of teacher talk based on theory Flanders Interaction Analysis Categories, that is; (1) accepting students feeling, (2) praise or encouragement, (3) using students perception, (4) offering question, (5) lecturing, (6) giving direction, (7) justifying authority.