

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employs a qualitative descriptive research design. Qualitative descriptive research is appropriate because it allows the researcher to describe and interpret social phenomena naturally as they occur in the classroom without manipulating variables (Creswell & Creswell, 2017). This research specifically focuses on teacher-students interaction during the English teaching and learning process in the EFL classroom of class XI F1A at MAN 3 Kota Padang Panjang. Teacher-student interaction is considered a crucial element in language learning because it provides opportunities for students to practice the target language and negotiate meaning through communication (Allwright & Bailey, 1991).

The interaction examined in this study is limited to verbal interaction between the teacher and students, including how the teacher initiates communication, asks questions, gives directions, and provides feedback, as well as how students respond or initiate interaction during classroom activities. The focus is placed on identifying the patterns of teacher talk and student talk, as classroom interaction in many EFL contexts tends to be teacher-centered (Sari, 2018).

To analyze these interaction patterns systematically, this study applies the Flanders Interaction Analysis Category System (FIACS), which classifies classroom verbal interaction into teacher talk, student talk, and silence or

confusion (Flanders, 1970). By focusing on teacher–student interaction, this study aims to describe whether the classroom interaction in class XI F1A is teacher centered or student-centered and how such interaction influences students’ opportunities to use English in the classroom (Nunan, 1991).

B. Research Setting

The research is conducted at MAN 3 Kota Padang Panjang, which is located in West Sumatera. This study focuses on classroom interaction in an English as a Foreign Language (EFL) classroom, specifically in class XI F1A. MAN 3 Kota Padang Panjang is one of the public Islamic senior high schools that emphasizes both religious and academic education. English is a core subject taught at this institution, aiming to develop students’ communicative competence and linguistic proficiency.

Class XI F1A was deliberately chosen as the research setting because it represents an active EFL classroom with varied levels of student participation. The class consists of students with diverse language abilities and interaction styles, enabling the researcher to capture a wide range of interaction patterns between the teacher and students. Therefore, class XI F1A of MAN 3 Kota Padang Panjang serves as a relevant and appropriate setting for examining the nature and patterns of classroom interaction in the EFL context.

C. Respondents

In this research, the respondents are eleventh grade and an English teacher of MAN 3 Kota Padang Panjang. One class, namely class XI F1A

consisting of 24 students, was selected as the respondents because they show more active participation in oral English interaction compared to other classes.

The data consist of primary data. The primary data are classroom interactions involving the respondents during the English teaching and learning process, focusing on verbal interaction between the teacher and students.

Data collect through classroom observation to analyze teacher–student interaction, and interviews with one English teacher to gain deeper insights into classroom interaction. This data collection is appropriate for achieving the research objective of analyzing EFL classroom interaction.

D. Instrument of the Research

This research used observation as the main instrument to collect data on classroom interaction during the teaching and learning process. The observation instrument was prepared in the form of a FIACS-based observation sheet, which guided the researcher to record and classify verbal interaction between the teacher and students.

In the classroom observation, the teaching process was divided into three stages: pre-teaching, main teaching, and post-teaching. Each stage was observed from the beginning of the learning activities until the end of the lesson. During these stages, the researcher focused on identifying every instance of verbal interaction and categorizing it based on the Flanders Interaction Analysis Categories System (FIACS).

1. Observation sheet

The observation sheet contained ten FIACS categories. Each utterance was assigned to one category according to what occurred in the classroom interaction. The categories were grouped into teacher talk (categories 1–7), student talk (categories 8–9), and silence/confusion (category 10).

The categories used in this study were:

- 1) Accepts feeling
- 2) Praises or encourages
- 3) Accepts or uses ideas of students
- 4) Asks questions
- 5) Lecturing
- 6) Giving directions
- 7) Criticizing or justifying authority\
- 8) Student talk – response
- 9) Student talk – initiation
- 10) Silence or confusion

a. Stages of Observation

The data were collected by observing the lesson sequentially and describing the interactions in each stage:

- 1) Pre-teaching: The researcher recorded and categorized verbal interactions at the beginning of the lesson, such as greetings,

opening activities, attendance checking, and initial leading questions.

- 2) Main teaching: The researcher recorded and categorized verbal interactions during the core activities, including explaining material, asking questions, teacher prompts/instructions, students' responses, and interaction while solving tasks and discussing examples related to passive voice.
- 3) Post-teaching: The researcher recorded and categorized verbal interactions at the end of the lesson, such as giving closing tasks, checking understanding, summarizing learning content, and closing remarks.

b. Use of the Instrument for Data Analysis

The final FIACS frequency results were used to interpret classroom interaction patterns by identifying:

- 1) which categories appeared most frequently overall (dominant interaction types),
- 2) How the distribution of teacher talk, student talk, and silence/confusion appeared across stages, and
- 3) whether interaction was more teacher-centered (teacher-dominant categories) or student-centered (student-dominant categories).

As shown in the frequency table, each FIACS category had a specific total occurrence across the lesson stages, producing an

overall description of classroom interaction during the implementation of passive voice teaching.

2. Interview

The researcher employed an open ended interview to explore the reasons underlying the teacher's choice of particular classroom interaction types during the teaching and learning process. This interview was intended to obtain in depth information about the teacher's instructional considerations, teaching goals, students' abilities, classroom management strategies, and challenges faced in encouraging student participation. An open-ended interview allows respondents to express their views freely using their own words; therefore, this technique enabled the teacher and students to provide detailed and personal explanations regarding classroom interaction without being limited by fixed answer choices.

To gain a deeper understanding of the factors influencing the selection of classroom interaction patterns, the open ended interview was considered the most appropriate technique. The data obtained from the interview were analyzed using a descriptive qualitative approach to identify themes related to teaching strategies, student participation, and interactional decision-making.

E. Technique of Data Collection

In conducting this research, the researcher employed qualitative data collection techniques. The data were collected through observation and

interview as the main techniques. The classroom observation was conducted as a non-participant observation, in which the researcher observed the teaching and learning process without being directly involved in classroom activities. To ensure accurate data, the observation was supported by audio and video recordings.

In addition, an observation sheet based on the Flanders Interaction Analysis Category System (FIACS) was used to systematically record and categorize classroom interaction, including teacher talk, student talk, and silence or confusion. Interviews with one English teacher and several selected students were conducted to support and clarify the findings obtained from the classroom observation.

1. Observation

Observation will conduct to identify the actual classroom interaction that occurred during the English teaching and learning process. The researcher will observe the class XI F1A of MAN 3 Kota Padang Panjang while the English lesson was taking place. During the observation, the researcher used an observation sheet based on Flanders Interaction Analysis Categories (FIAC), which classifies classroom interaction into ten categories of teacher talk, student talk, and silence (Flanders, 1970). The researcher will take notes of the teacher's and students' utterances and behaviors during the lesson.

The purpose of using this technique is to analyze the types and patterns of interaction that appeared, such as teacher talk, student talk, and

silence/confusion. Therefore, this method was appropriate to identify the interactional features in the EFL classroom context.

2. Interview

After conducting the classroom observation, the researcher carried out semi structured interviews with the English teacher to explore the reasons underlying the choice of particular classroom interaction types during the teaching and learning process. Semi-structured interviews were chosen because they allow the researcher to prepare guiding questions while still providing flexibility to explore emerging issues in greater depth (Creswell, 2012).

The interview questions focused on the teacher's instructional goals, considerations in selecting interaction strategies, students' participation, classroom conditions, and challenges in encouraging student interaction, in order to answer the third research question concerning why certain interaction types were chosen.

The interviews were conducted in both English and *Bahasa Indonesia* to ensure that the respondents fully understood the questions and could express their opinions comfortably. The data obtained from the interviews were recorded, transcribed, and analyzed using a descriptive qualitative approach to identify themes related to teaching strategies, student involvement, and factors influencing the teacher's interactional decisions.

Through the integration of classroom observation and interviews, the researcher applied data triangulation to strengthen the credibility of the findings by comparing interaction patterns with the participants' explanations (Creswell, 2012). This procedure enabled the researcher to obtain valid and reliable data that reflect not only the patterns of classroom interaction but also the reasons behind the teacher's choice of interaction types in the EFL classroom of class XI F1A at MAN 3 Kota Padang Panjang.

F. Technique of Data Analysis

In this research, the data analyze qualitatively because the purpose of the study is to describe and interpret the nature of classroom interaction rather than to test a hypothesis. The data analysis follow the qualitative analysis model proposed by Miles, Huberman, and Saldaña (2014), which consists of data reduction, data display, and conclusion drawing and verification. These stages were applied systematically and integrated with the Flanders Interaction Analysis Category System (FIACS) to analyze classroom interaction.

1. Data Reduction

Data reduction involved selecting, focusing, and organizing the raw data obtained from classroom observation and interviews (Miles et al., 2014). At this stage, the researcher transcribed the classroom interaction from audio and video recordings and interview recordings. The utterances produced by the teacher and students were then coded based on FIACS categories. Irrelevant or repetitive data were eliminated, while data related

to teacher talk, student talk, and classroom interaction were retained for further analysis.

2. Data Display

After the data were reduced and coded, the researcher displayed the data in descriptive and tabular forms. The results of classroom interaction analysis were presented in tables showing the classification of interaction into teacher talk, student talk, and silence or confusion based on FIACS. Interview data were presented narratively to support and clarify the findings from classroom observation. Data display helped the researcher to identify patterns and tendencies of classroom interaction.

3. Conclusion Drawing and Verification

The final step involved interpreting the data and drawing conclusions regarding the patterns of classroom interaction between the teacher and students. The conclusions were drawn by interpreting the results of FIACS based observation and supported by interview data to ensure data triangulation (Creswell, 2012). Verification was conducted throughout the analysis process by reviewing the consistency of the data and comparing the findings with relevant theories of classroom interaction to ensure credibility.

Through these systematic procedures, the researcher obtained a clear and comprehensive understanding of how classroom interaction occurred in the EFL classroom of class XI F1A at MAN 3 Kota Padang Panjang.