CHAPTER III

RESEACH METHOD

A. Approach and research design

The design of this study used qualitative method because the researcher started from the theory of the Eliciting technique to encourage the students. Furthermore, data was collected through the transcription of the class and interview from the lecturer and the students. The purpose was to get fully understanding about the lecturer's eliciting technique in the speaking classroom activities and the effect of the lecturer's eliciting technique for the students.[1] After that, the researcher used one of the qualitative interpretations: construction of patterns through analysis and re-synthesize of constituent parts.[2] From this interpretation the researcher analyzed the data collection of the transcription of the lecturer's eliciting technique with eliciting theory. For the reason that this research was done by beginning from the sources of elicitation then analyzed the existence in Everyday Communication class

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[1]Donald Ary, Cheser Jacobs, and Sorensen,C,. *Introduction to Research in Education Eighth Edition(* Canada**:** Wadsworth, 2006)

[2]Donald Ary, Cheser Jacobs, and Sorensen,C,. *Introduction to Research in Education Eighth Edition(* Canada**:** Wadsworth, 2006)

(speaking), then this research was appropriately analyzed by qualitative approach.

B. Researcher presence

In this research, the researcher was as obsever of the research as well as data collector. By this purpose, researcher attended to the class and collected the data through instrument and made an observation about the classroom. Furthermore, the role of the researcher in the classroom was the pure observer which the researcher only observed the classroom activity without active participation. At the same time, the participants fully realized to the presence of the observer since the observer made a consolidation with the lecturer before the class about what was going to observe.

C. Research location

The researcher should take the appropriate object to come up with the valid result. Here, the researcher chose two classes in State University Sunan Ampel Surabaya, at A and B class as the object for the four considerations:

1. The Everyday Communication students fully knew the basic of English.

2.   The students were demanded to master English language to face future challenge.

3.   Thelecturer understood about the use of Eliciting techniques

4.   The students had adequate ability that need more eliciting technique in order to be active.

Furthermore, there are 25students for A class and 18 students for B class. In both class, Mr. Sigit Pramono Jati is as the lecturer. The researcher had an overview to know how the eliciting technique couldbe used well in the speaking activities, and also, to help the lecturer to find effective technique for his/her teaching strategy.

D.   Data and source of data

To gather the information about the subject of study, the researcher used three kinds of data collection technique. Those were documentation (recording), transcription and Interview.

   a.   Observation

To have an overview about the classroom activity the researcher recorded the whole class activities during speaking activity. In addition, to give more detail information the researcher noted some important parts of the class that might be unrecorded. To make sure in getting the real classroom

context of the class and lecturer's teaching behavior the researcher recorded the class for four meetings since the researcher is to fulfill the minimum amount of data collection in teaching the speaking activity. For this reason, the researcher assumed that to get fully portrayed of the lecturer's eliciting technique; the researcher had extended the information from the interview.

In this research, the researcher observed eight meeting in two classes. The first meeting was on 15th of April, the second meeting was on 6th of May, the third meeting was on 13th of May and forth meeting was on 20th of May

b. Transcription

In this study the researcher transcribed the data as it could fulfill the required information of the classroom. Moreover the researcher made a note about the classroom activity that was useful for the more detail information about the class. In addition, the transcription processes are from the video recording, the researcher transcribed the data by himself then checked the transcription with some fellows in the English education department and finally validated the transcription to the lecturer being observed.

c. Interview

This technique was purposed to complete the understanding of the eliciting technique used by the lecturer. It was also used to confirm why the lecturer used the eliciting technique to encourage the students' activeness in

speaking classroom activity. In addition, to make sure about the impact of eliciting technique, the researcher interviewed the students to know students' reflection about the lecturer's eliciting technique. In this research, the researcher took five students in each class.

E. Research instrument

To help the researcher in collecting the data, the researcher used Video recorder to maintain the more detailed data about the classroom interaction the researcher interviewed the lecturer. For the instrument the researcher used mobile phone that has good quality video recording. Then the researcher transcribed the interaction among students and lecturer from the recording.

F. Data analysis technique

This is the most important step of the research as it leads the researcher to the interpretation about the data collected. For this reason we should choose the appropriate data analysis to come up with the valid result of the study.

First of all, the researcher collected the data from the class by recording then transcript it. Then from the transcription, the researcher decided what kind of eliciting technique used by the lecturer. After knowing
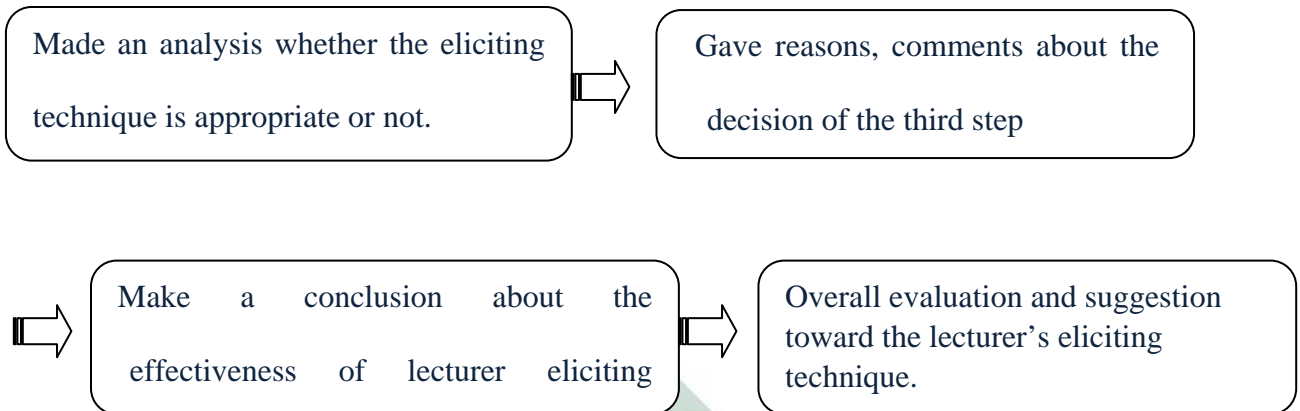
the eliciting technique, the researcher examined whether the eliciting encouraged the students actively participates in the speaking classroom speaking activity.

The next step, to complete the understanding of lecturer's eliciting technique the researcher used interview of the lecturer to know the reason why the lecturer use the eliciting technique in teaching learning process. Here researcher used qualitative research where the conclusion is derived from the data by making an analysis.[3]

Then, to answer the second research question, the researcher used the interview and observation toward the lecturer's eliciting technique. For the observation, the researcher overviewed from the speaking activity whether in the class or from the recording. For the interview, the researcher asked the lecturer and the students toward the effect of eliciting technique used in speaking classroom activity.

> The researcher chose threliciting technique used by the lecturer.

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[3]DonaldAry, Cheser Jacobs, and Sorensen, C, .*Introduction to Research in Education Eighth Edition(* Canada**:** Wadsworth, 2006)

| Made an analysis whether the eliciting technique is appropriate or not. | ⇒ | Gave reasons, comments about the decision of the third step |

| ⇒ | Make a conclusion about the effectiveness of lecturer eliciting | ⇒ | Overall evaluation and suggestion toward the lecturer's eliciting technique. |

G. Checking validity of findings

It is very important for a research to check the validity of the finding after having a final analysis of the research. By this purpose, the researcher re-checked the lecturer's eliciting technique in recording, the note of the researcher and the transcription that made by researcher. This step enabled the researcher to overview the continuity and rationality among these instruments.

H. Research stages

Here is the research guide for the data analysis:

1. Collected the data from the class by recording then transcribe it.

2. Interviewed the lecturer and the some students.

3. The researcher encoded the eliciting technique used by the lecturer.

4. Made an analysis whether the eliciting technique is appropriate or not.

5. Gave reasons, comments about the decision of the third step.

6. Made a conclusion about the effectiveness of lecturer eliciting technique.

7. Overall evaluation and suggestion toward the lecturer's eliciting techniques