CHAPTER III

METHODOLOGY

This chapter includes the design of the study, time and place of study, data and data source, instrument of the study, data collection, and data analysis procedure.

3.1.   Research Design

The design of this study is qualitative research with a case study as a method. Cresswell (2007) stated that a case study is a methodology to gain in-depth understanding involving multiple source data collection (observation, interview, and document). This is selected due to the congruence between the nature of descriptive research with the purpose of the present study. Denzin and Lincoln (1994, p.2.) state that qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. Those means that the researchers study the things in the natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Correspondingly, that this study is aimed to describe and analyze the instructions in guiding students into more utilized thinking which emerge during the learning activity.

3.2. Time and Place of Study

This study was conducted from March until April 2016 in SMA Negeri 88 Jakarta Timur which is located on Jl. Sawo Indah Perahu, Jakarta, JakartaTimur. The school adapts 2013 curriculum and the English Subject is carry out once a week with time allocation 45 minutes x 2 learning hours for each meeting. The study was established at tenth grade of Senior High School. It consists of one teacher and 72 students. This study was applied by using classroom observation which was conducted for four meetings in two classes at the same level (Social and Science program).

3.3. Data and Data Sources

The spoken language was the focus of this study. The data of this research covered the transcription of teacher's instruction with the total 314 instructions were recorded in the classroom activity. To answer the first and second research questions the data were the teachers' instructions for each activity transcribed from recorded video of classroom observation during four meetings. The teacher's talk were further examined to find out interpersonal language function that referred to the activities related to the instructions given to the students delivered during classroom activity. Those became the data to be examined to provide the evidence if teachers' instructions

categorized referring to the levels of thinking in the revised Bloom's taxonomy by Anderson and Krathwohl (2001).

The data were obtained from one teacher and 72 students in different classes at the same level (Social and Science program). The necessary data in this case are instructions which are addressed for whole class instead of individual.

3.4. Instrument of the Study

In gathering data, the researcher used non-participation observation and document analysis. This study used non-participation observation since the writer only observed the learning activity at the classroom by recording the data using video-taping. Then, transcribed it which was aimed to find out which instructions that promote students' level of thinking.

3.4.1. Observation

The classroom observation was conducted in four meetings. Observation was carried out to collect information about instructions that emerge in the classroom. The data were collected from the teacher's instruction given to students in the teaching and learning process and how the instructions promote the students' level of thinking. It's also to explore their relation with learning outcomes showed by students during their performances in following the instructions.

After the data were recorded, the recordings were transcribed and put into table containing columns of types of instruction by Holmes (1983) and categorization of teacher's instruction level based on Revised Bloom's Taxonomy by Anderson and Krathwohl (2001).

3.4.2. Document Analysis

The documents which analyzed in this study were the transcription. The transcriptions contain teacher's statements during the class activities.

3.5.   Data Collection Procedure

Some steps are going to be conducted by the researcher in collecting the data. The steps of analyzing the data are as follows:

1. Copied the assessments used in the classroom.

2. Observed and recording the classroom activity.

3. Transcribed the video.

4. Classified the spoken instructions posed by teacher in the classroom in IRF table.

5. Wrote the instructions into table of analysis; Types of Instruction based on Holmes (1983) and in analyzing the teacher's level of instruction and students' level of thinking, the researcher categorized it based on Revised Bloom's Taxonomy by Anderson and Krathwohl (2001).

6. Made percentage of the result from the classification.

7. Interpreted the data analysis result from the teacher's instruction analysis.

8. Described the results of the data analysis.

9. Drew findings

10. Drew conclusions.

3.6. Data Analysis Procedure

In analyzing the data collected, the researcher did the following steps as follow:

1. The researcher studied the classroom observation videos and recordings to comprehend the context under which the interactions are given.

2. Classified teacher's talks that emerge during the classroom observation in IRF table by Halliday (2004) to reduce the data need. Teacher's talks are classifying into classroom language.

Table 3.1. Teacher's Talk Analysis IRF Table based on Halliday

No.	Teacher' turn	No.	Students' turn	Initiation				Response								followed up	Comment
				offer	command	statement	question	acceptance	rejection	undertaking	refusal	acknowledgment	contradiction	answer	disclaimer		
1	sudah- sudah ayo masuk				x												teacher asked students to come to class
		1	/// make some noises///														students made some noises by walking to their each seat
2	Hei Revi, ayo cepet-cepet				x												teacher refered one students who left behind
		2	/// iya mam///					x									answered teacher's command
3	Rama! How many? How many students? Ada berapa?						x										teacher asked one students about the number of students that has presentation on that day
		3	///empat///											x			answered teacher's question
4	Ayo! Rama, Hei! aduh. You make me angry ya! Hei ayo, udah ayo!				x	x											teacher pointed one students who will present the first presentation and asked him to hurry up
		4	///make some nioses///										x				students ignored teacher's talk and busy with their own bussiness
5	Are you afraid? Tadi saya bilang easy going. Oke all the audience keep silent !				x		x										teacher asked Rama if he is afraid to come forward and commanded another students to be quite.
		5	///silent///								x						students keep silent

Halliday M.A.K., 2004, Introduction to Grammar, p. 108.

3. After the teacher's talk is classified in IRF table. The talks are reduced by choosing only the teacher's command to be classified in Types of Instruction table by Holmes (1983). This is conducted to answer first question " What types of instruction do the teacher given to the students in the class?".

Table 3.2. Teacher's Instruction Analysis Based on Holmes

| No. | Teacher's Instruction | Types of instruction | | | | | | | | | | Domain of Learning |
| | | imperatives | | | | | | interrogatives | | declaratives | | |
		Base form of verb	You + imperative	Present participle form	verb + elipsis	Imp + modifier	Let + 1st pers.pro	modals	non- modals	embedded agent	hints	cognitive (thinking level
51	Ya coba ayo, Coba silahkan. (Yes, come on, please)					x						
52	Bianca dengan Alvian, itu ambil dua dialog atau tiga dialog coba. (Bianca and Alvian, pick two or three dialogues)				x							
53	ya, stop!	x										
54	Yak coba diulang amazingnya! (Yes, repeat the amazing one!)					x						x

Syntactic forms of directives. Based on Holmes, 1983

4. To answer second research question "What levels of thinking are promoted in the instruction?", the researcher then classified instruction from Holmes table to level of thinking table based on Revised Bloom's Taxonomy Table. By Anderson et.al (2001).

Table. 3.3. Teacher's Instruction Analysis in Level of Thinking Based on Anderson

| No. | Teacher's instruction | Level of Thinking | | | | | | Comment |
		1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create	
2	you may speak in English ya			x				teacher asked one student to apply his speaking skill by speak in English.
3	Iya, pake bahasa inggris.			x				Teacher confirmed the student to state his/her comment in English.
4	Yak coba diulang amazingnya! (Yes, repeat the amazing one!)			x				Teacher asked the student to express the expression of amazing.

Adapted from Anderson et.al. 2001

6. The researcher discussed the findings.

7. Finally, the researcher drew conclusion.