

CHAPTER 3

METHODOLOGY

This chapter discusses research design and methodology in conducting the study.

3.1 Research Design

This study employed qualitative designs in order to find deeper knowledge and understanding of instructions given by the teacher. As Borg and Gall stated that descriptive qualitative research attempts to describe, explain and interpret conditions of the present by specifically answering “what is” question (1989, p.290).

3.2 Time and Place of the Study

The study was conducted at Labschool Senior High School, East Jakarta. The classroom observation was conducted around two months, started from April to May, 2016. The researcher did the observation in five meetings. The duration of each meeting was 90 minutes.

3.3 Data and Data Source

The data used in this study was the teacher’s utterances during classroom interaction, while the source of the data was gained through the recordings of classroom interaction, which then transcribed.

3.4 Data Collection Technique

In collecting the data, the researcher used two kinds of method. They are observation and interview.

3.4.1 Observation

The researcher used audio and video recording as the instrument the observation. In the observation, the researcher was not involved and had no intervention. The researcher recorded the learning activity started from opening until closing section. The video recording was placed in the back of the classroom to capture the instructions of the teacher.

3.4.2 Interview

Interview was used to support the data found in observation. The interview concerned in the understanding on instruction used by the teacher during classroom interaction. The interview was done after classroom observation ended.

3.5 Data Collection Procedure

The source of data was obtained by the recordings of the classroom interaction. The equipment in recording was camera video. The camera video was placed at the back of class. This procedure did since the researcher needed to capture all the learning activities in order to find the function and meaning behind classroom discourse. Afterwards, the researcher transcribed the recordings. The data that appeared as instruction were identified into the functions according to Childs and Ryan (2013), and were specified into some categories of purpose as mentioned by Scrivener (2012), Ur (1991), and Watson (1997). The categories were overview (inform the planning of the task), outcome (require the result of task), procedure

(sequence in executing the learning activities or tasks), strategy (plan of accomplishing the sequence properly), and direction (the do's and don'ts in carrying out the activities or tasks properly). Later, the purposes were analyze and determine to find the types of knowledge and level of thinking appeared based on Revised Bloom's Taxonomy.

3.6 Data Analysis Procedure

After the transcripts were organized, the following steps were done to analyze the data:

1. Transcribe all the classroom discourse during the classroom interaction
2. Code the transcriptions to collect all instructions that are given for each learning activity and task.
3. Make description of the instructions that emerged as recorded in the classroom observation videos in a detailed elaboration.
4. Sort all the coded instructions in the table observation and analyze them in the sense of what they are leading the students to do.
5. Analyze the types of knowledge that able to be gained by the students and determine the level of thinking demanded by the instructions based on Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001).
6. Drawing the findings
7. Drawing conclusion