CHAPTER III

METHODOLOGY

3.1 Design of the Study

This study was aimed to identify the types and level of the teacher's questions in English teaching and learning process. This study is a qualitative research by using a classroom discourse analysis. The teacher's and student's utterances in English language classroom were transcribed and analyzed by using discoure analysis. The teacher's utterances were identified to find the teacher's utterances functioned as question using Initiation Response Followed up (IRF) by Sinclair & Coulthard (1975) and Mehan (1979). The method used to identify the teacher and students' utterances in English classroom interaction. The teacher's utterances identified to find the teacher's utterances functioned as question. The interpersonal functions theory by Halliday (2004) used to determine the functions of the teacher's and students' utterances. Those functions help the researcher to give the description of detail message that is conveyed in the moves. The teacher's utterances functioned as question were analyzed by using Bloom's Taxonomy to identify the types and levels that used in English language learning. One of the instrument of this study was the non-participant observer. Creswell (2008:122) proposed that it as "an observer who visits a site and records notes without becoming involved in the activities of the participant". The researcher recorded and took a note the activities of the participants without making any intervation in teaching and learning process.

3.2 Time and Place of Study

This study was conducted on September to November 2013 and at least 3-4 meeting for each class. This study was conducted and focused at 8th grade in class 8.4, 8.5 and 8.6 at SMPN 28 Jakarta which is located in RT 001 / 05 Jalan Johar Baru Utara 6 Kelurahan Johar Baru, Johar Baru, Jakarta Pusat 10560.

3.3 Participant of the Study

The participants of the study were an English teacher of SMPN 28 Jakarta 8th grade and students in three classes 8.4, 8.5 and 8.6 with 30-35 students in each class. The teacher had 14 years' experience in teaching English.

3.4 Data and Data Sources

The data of this study were classrooms discourses which taken from classroom observations year 8 of Junior High School. The data were the transcription of recording on teaching and learning activities. From the classroom observations, the researcher was focused on the teacher and students interaction and any tasks were given by the teachers. The source of the data of this study was English lesson grade 8th at SMPN 28 Jakarta. The teacher and the students became the subject of this study. The study conducted in three classes 8.4, 8.5 and 8.6 with one English teacher at SMPN 28 Jakarta. The learning process occured naturally without any intervention of the researcher.

3.5 Instrument of the Study

In this study used classroom observation and document review as the instrument. Researcher were non-paticipant observer which is not allow to have any interaction in the learning process so the researcher just watched and recorded the events on the classroom. Non-participant observation was used with an intention to reduce any interaction with the participants and to focus the attention on the events (Burns, 2000) and gave a real description of learning process. The video records of teaching and learning process were transcribed. The video transcription used as the document review of this study

3.6 Data Collection Procedure

The researcher used four steps of a classroom discourse analysis which defined by Douglas (2001)

1. Recording the teaching and learning process

   In this step, the researcher chose the level of Junior High School grade 8th in Center Jakarta. Then the researcher put the video recorder in the each classroom during the whole teaching-learning process. The video recorder was put at the back of the classroom and focus on the teacher and the students interaction. It put at the back of the classroom in order to keep students' concentration and didn't disturb the learning process. The researcher sat at the back of the classroom and took notes during the lessons. The notes gave descriptions and comments about what was

happening in the classroom (e.g. about the materials used) which information which would not be captured on the video recorder.

2. Watching the video record

   In this step, the researcher viewed all the video record of teaching and learning process. The recording was conducted in three different classes with 3-4 meeting each class. From the video record which were already taken, the researcher chose six meeting with 1-2 meeting for each class.

3. Transcribing the lesson in video record

   After viewing then the researcher transcribed six meetings with 1-2 meeting for each class. Then the researcher analyzed the types and the functions of question and identifed the level of question teacher asked during English teaching and learning process.

4. Analyzing the video record and transcript

   From nine meetings which had been observed from three classes, six of them were chosen to be analyzed. It was selected by looking the teacher and students interaction in learning process.

3.7 Data Analysis Procedure

The data of this study analyzed using the table and these are the following steps:

1. Identifying both the teacher and students utterances into clauses based on its function on the table of analysis which were turn into categories of moves.

2. Calculating the frequency of the moves and IRF.

3. Determining the teacher's language functioned in questioning.

4. Calculating the frequency of the questions teacher asked in learning process.

5. Determining the types and the function of teacher's questions occured in classroom observation.

6. Determining level of questions teacher asked in English teaching and learning process.

7. Drawing the findings

8. Drawing the conclusion