

CHAPTER III

METHODOLOGY

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

3.1 Design of the Study

The method employed in this study was a classroom discourse analysis. The analysis was aimed to identify the teacher's language in the classroom interactions and finally the researcher can find the answer of the research question about the teacher's language to scaffold primary students in English learning.

The role of the researcher was as a non participant observer since the researcher was not involved in the classroom interaction. The researcher was recorded what is happening in the classroom and then transcribed the interaction without intervention in the teaching and learning process. Creswell (2008: 122) stated that non participant observer "as an observer who visits a site and records notes without becoming involved in the activities of the participant".

3.2 Time and Place of the Study

This study was conducted at SDN Cipinang Muara 13, SDN Cipinang Muara 14 Pagi, and SDN Cipinang Muara 16. It is located in Cipinang Muara, East Jakarta. It was started from September to October, 2013. The researcher observed five classroom

interactions with different teachers and schools, and recorded three times for each teacher.

3.3 Data and Data Source

The data used in this study was the teacher's utterances during the English learning, while the source of the data was gained through the recordings of classroom interaction, which then transcribed, between a teacher and her students in class.

3.4 Instrument of the Study

In this study, the researcher applied classroom observation as the instrument to collect the data. While collecting the data, the researcher was not involved and had no intervention in the observation.

3.5 Data Collection Procedure

The data was collected by doing the following procedure:

The source of data was gained by the video recordings of the classroom interaction was transcribed. Afterward, those transcriptions were put into a table containing teacher's turn and students' turn. Those utterances were then to be analyzed there functions to determine were used for scaffolding in English learning.

N o.	Teacher's turn	N o.	Students' turn	Initiation				Responses								Followed up	Comment
				G G	D G	G I	D I	G G	DG		GI		DI				
				Offer	Command	Statement	Question	Acceptance	Rejection	Undertaking	Refusal	Acknowledgement	Contradiction	Answer	Disclaimer		

Table 3.5

Notes:

GG = Giving Good

DG = Demanding Good

GI = Giving Information

DI = Demanding Information

3.6 Data Analysis Procedure

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

1. Determining the clauses on the table of class analysis both teachers' and students' turns into the categories of moves. This would help the researcher in focusing the teacher's or students turn on the interactions.
2. Calculating the frequency of the moves and Initiation-Response-Follow-up (IRF). This would help the researcher counted the number of interpersonal functioned that occurred during the interactions.
3. Determining the teacher's language functioned in scaffold. In this step, researcher gives pink colors to make different with the others clauses and functioned.

4. Calculating the frequency of the teacher's language in scaffold towards IRF. This would help researcher counted the number of scaffolding functioned that occurred during the interactions.
5. Drawing the findings
6. Drawing conclusion