

CHAPTER III

METHODOLOGY

This chapter presents the methodology applied in conducting this study. It explains how the study was conducted in helping the researcher in finding the answers of research questions stated previously.

3.1. Research Design

This study employed the classroom discourse analysis as the research design. Nunan (1997, p.7) states that discourse analysis is the analysis of language in use that the aim of analytical write is to show and to interpret the relationship between regularities of language and the meanings and the purpose realized through discourse. While discourse analysis according to John Stone (2001, p.2) is the study of language, in daily sense which most people use the form. Swales (1997, p.1) defines that genre (type of text) analysis is a means of studying spoken or written discourse.

Based on the statements from the expert above, it is obvious that text analysis or discourse analysis is a medium of analyzing spoken or written discourse. In this study, the discourse analysis is as device form of analyzing communicative event, as the subject under this study is teachers' scaffolding talks, which belong to spoken text type or spoken discourse.

3.2. Participant of the study

The study will be conducted at SMP Pondok Pesantren Putri At-Taqwa, with the participants of 25 students from all students in class VIIA and an English teacher at SMP PM At-Taqwa.

3.3. Time and Place of the study

The research is conducted from March to May 2016, and took place at SMP Pondok Pesantren Putri At-Taqwa. SMP PM At-Taqwa is an Islamic Boarding School which is located in Ciangsana, Gunung Putri, Bogor.

3.4. Instruments of The Study

The instrument that used in this study is classroom observation. In observing the classroom, the researcher used non-participation observation to gather the data about teaching learning process. The researcher recorded the teaching and learning process from the beginning until the end of the lesson. The observations were conducted in one class of seven grade in SMP PM At-Taqwa; this class was observed three times. The researcher also transcribe the lesson in order to check and to complete needed information. The observational sheet could be seen in the Appendix.

3.5. Data and Data Sources

The data used were the teacher's utterances during the teaching and learning activities in the classroom. The source of the data was gained from the teacher and students in the video recording of classroom interactions.

3.6. Data Collection Procedure

In doing observation, the researcher obtains video and observes classroom activities to get detail and accurate information about teacher scaffolding talks in English class activity. After that, the researcher transcribed the teacher-students classroom interaction. After finished the transcript, the researcher placed all utterances by classifying them into a table of division of teacher's talk. Those utterances were then to be analyzed into a table of scaffolding talks types.

3.7. Data Analysis Procedure

The researcher analyze the data through some stage. Those stages are as follows:

1. Transcribe the videotaping of observation
2. Put the teacher and students' utterances from the transcription into the table division of scaffolding talks (table 3.1.) Adopted from Agustien (2000) and Scrivener. This step is to help the researcher to differentiate teacher's scaffolding talks and teacher's main talks

Table 3.1

Lesson Stages	Speaker	Teacher's Talk	
		Main Talks	Scaffolding Talks
Opening			
Main lesson delivery			
Closing			

3. Put the scaffolding talk into a table of Scaffolding Types proposed by Afda Walqui (1995), Roehler1997, and wood (1998) which consist of modelling, explaining, inviting students participation, and question that consist of basic question, advance questioning, clarifying students' understanding, and developing students' understanding.

No	Teacher's Scaffolding Talks	Modelling	Explaining	Inviting Student Participant	Reviewing	Questioning		Reinforcing
						Basic questioning	Clarifying student's Understanding	
1.								
2.								

4. Calculating the frequency of scaffolding talk towards table of Scaffolding Types proposed by Afda Walqui (1995), Roehler1997, and wood (1998). This would help researcher counted the number of scaffolding talks during the interactions. Until this step, the research question is answered to see what types of teacher's

scaffolding talks that used in teaching speaking English in the classroom. In this step, the researcher also will know when the teacher using scaffolding talks in the classroom.

5. After that, from table of Scaffolding Types proposed by Afda Walqui (1995), Roehler1997, and wood (1998) also the second research question is answered The researcher displays the result of this study.
6. The researcher draws conclusion of this study.