CHAPTER III

METHODOLOGY

This chapter presents the methodology used in this study which covers the design of the study, data of the study, instrument of the study, the data collection procedure, and the procedure of data analysis.

3.1 Design of the study

This study employs a classroom discourse as the research design with systemic functional linguistics as the data analysis. This is an approach to pedagogy discourse in order to see what was actually happened while learners were learning and to understand how the target language functions are structured and used between teacher and students (Perret, 1997).

This implies that a classroom interaction or known as the classroom discourse in which language is used can be observed and analyzed in order to see the learning outcome improvement of students' participation in learning process, or in other words, it was used to find the real information about teaching and learning process in the classroom (Christie, 2002).

The researcher was used non-participation observation as the role of the observation since the writer only observed the process of the learning process in a classroom by record it in videotaping and not involved to the classroom interaction (Cresswell, 2007).

3.2   Data and Data Source of the study

This study was conducted in SMP Labschool, East Jakarta. It is located in Rawamangun, East Jakarta. The participants of the study were English teacher and the students that are divided into four classes; 7th a, 7th b, 7th c, 7th d who were chosen as the representatives of junior high school of English teaching and learning condition in general, because the school offers English to be implemented as part of their curriculum and has English teacher with English Education background.

Table 3.2.1 The Number of the Teacher and Students' Clauses as the Data

Name of Teacher/ Student	Number of Clauses (Interaction 1)	Number of Clauses (Interaction 2)	Number of Clauses (Interaction 3)	Number of Clauses (Interaction 4)
Teacher X	176 clauses	52 clauses	74 clauses	34 clauses
Students X	72 clauses	38 clauses	50 clauses	29 clauses

The teacher and students' clauses on the table above are the clauses representing the interpersonal meaning between the teacher and students through classroom observations. To support the data, teacher's statements in the interview are also used as the supporting data of the study who asked their comments about the lesson and to confirm the activities recorded, and in other purpose is to confirm the findings from the classroom interactions.

3.3   Data Collection Procedure

Several procedures are employed to collect the data in order to answer the two research questions classroom observation and interview. The observation is started from March to Mei 2013 as the process of gathering information from the opening

until closing section which is the firsthand information by observing people in a natural setting.

The researcher recorded the teacher's utterances during the interactions by using video and voice recorder. This study conducted observation through video recording since it would give advantages in gaining data for classroom observation in order to study the actual behavior, and to study individuals who have difficulty verbalizing their ideas. (Creswell, 2007).

The recordings of the four chosen interactions were then transcribed to be further analyzed by broke down those transcribed utterances into clauses, then after analyzing the teachers' classroom interactions, the researcher conducts the interview with the teacher to confirm the results and to get a complete picture of the teacher's opinion of the process of English teaching and learning in junior high school.

This an useful tool to collect the data that is the observer can directly observe the participant to get the personal information, and the interviewer also has better control over the types of information received and ask specific question to elicit the information.

3.4   Data Analysis Procedure

The role of analysis is to bring data together in a meaningful way and enable the researcher to reveals in which is going through these following steps;

(1) The researcher put the written transcripts of the classroom interactions in the table moves analysis by breaking down into teacher and

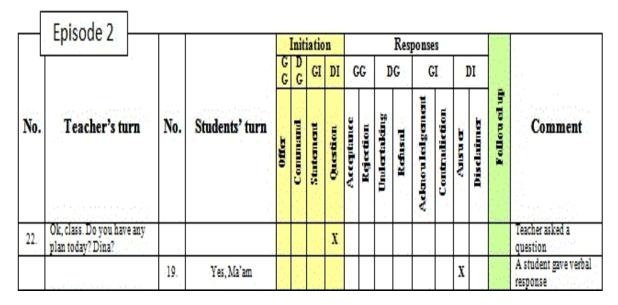students' clauses and giving purpose of their interaction to represent which the teacher's talk functioned.

Table 3.4.1 Table of Moves Analysis

Episode 2				Initiation				Responses								Follow up	Comment
				GG	DG	GI	DI	GG		DG		GI		DI			
No.	Teacher's turn	No.	Students' turn	Offer	Command	Statement	Question	Acceptance	Rejection	Undertaking	Refusal	Acknowledgement	Contradiction	Answer	Disclaimer		Comment
22.	Ok, class. Do you have any plan today? Dina?						X										Teacher asked a question
		19.	Yes, Ma'am											X			A student gave verbal response

(2) The teacher's purposes of interactions representing the interaction between teacher and students selected are classified and counted.

(3) The teacher's utterances functions (Question) representing teacher's language selected is based on IRF moves in order to reveals the pattern of interactions to find out who is dominate the initiation, responses to, and gives follow-up in the interaction (Halliday, 1994).

(4) The interaction between teacher and students represented in the process are classified and counted (Table 4.1.1 & Table 4.1.2).

(5) The results of teacher's talk functioned to develop students' spoken English is used as a basis to make statements about teacher's opinion as represented in their actual classroom interaction are confirmed through the interview.

(6) The researcher analyzed the teacher's and students' talk to find out what kinds of teacher's talk to develop students' spoken English using meta-communication analysis (Stubs, 1976 cited in Cazden, 1988).

(7) The teacher's utterances functions (Question) representing the teacher's talk that further analyzed based on Meta-communication analysis in order to reveal kinds of teacher's talk to develop students' spoken English.

(8) The interaction between teacher and students represented through pie chart (Table 4.2.1) are classified and counted.

(9) The results kinds of teacher's talk meaning to develop students' spoken English is used as a basis to make statements about teacher's opinion as represented in their actual classroom interaction are confirmed through the interview.