CHAPTER 3

METHODOLOGY

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

3.1. Research Design

This study employed by observation the class as the research design which was focused on the teacher's and students' utterances, the gestures, and also the moves that happened during the teaching and learning process. A common practice in classroom discourse is the IRF sequence (teacher initiation -student response - teacher feedback) which was proposed by Halliday (2004). This study employed classroom discourse analysis as the research design. Gee (1999) mentions that "discourse analysis as a research method also has the possibility of bridging the divide between theory and practice, or basic and applied research." The possibility come up from the "magical property" of language that is language reflects the situations in which we communicate, as we modify our speech and use appropriate language for the circumstances, and simultaneously constructs the situation. Classroom discourse analysis is aimed at developing our understanding about the nature of classroom talk. It presents how teacher and students interact in the classroom and the implication of their talks to develop understanding about language used in classroom interaction

3.2. Time and Place of Study

This study was conducted at three primary schools; SD Cipinang Muara 13, SD Cipinang Muara 14, and SD Cipinang Muara 16. This study was started from September to October 2013.

3.3. Data and Data Source

The data of this study is the video and sound recording of classroom interaction between teacher and students in year 4, 5 and 6 Primary School. The data source is the teacher's and students' utterances in classroom interactions based on the recording.

3.4. Instrument

This study used discourse analysis as the method to find the students' involvement that appear during main activity in process of English teaching and learning. The researcher used non-participation observation as one of the instrument as Burns (2000) stated that the real information of English teaching and learning activity could be found by using non-participation observation. It means that the researcher portrays the interaction between teacher and students in process of English teaching and learning without intervension

3.5. Data Collection Procedure

The researcher collected the data by recording the English teaching and learning process. Then the video recording was transcribed by the researcher. IRF

was used by the researcher in analysing the data to analyse how often the students engaged during main activity of English teaching and learning process.

3.6. Data Analysis Procedure

The data analysis was using a table and these are the steps to analyze it:

1. The researcher determined the teacher's moves and students' moves into the table of moves analysis.

2. The researcher categorized teacher's and students' moves into the table of moves and then commented in what contexts are the language is talked.

3. The researcher calculated the frequency of the teacher's and students' moves and also the frequency of Initiation, Response, and Followed up.

4. The researcher calculated students' responses during main activity and analyzed it whether the responses of the students showed the engagement or not.

5. The researcher calculated the frequency of students' engagement that appear during main activity toward table of moves.

6. The researcher analyzed the kinds of students' engagement and the stages of students engagement by categorizing the students' responses as a *Standar Proses Pendidikan Dasar dan Menengah* has been proposed.

7. The researcher draws the finding by using a chart.

8. The last step is the researcher draws conclusion based on the findings.