

Chapter 3

Methodology

This chapter discusses the design of the study, the data and the data sources, the place and the time of the study, the instrument of the study, the data collection procedures and the data analysis procedures.

3.1 Design of the Study

This study employed classroom discourse analysis as the research design. A common practice in classroom discourse is the IRF sequence (teacher initiation -student response - teacher feedback) which was proposed by Halliday. IRF deals with social interactions aims to identify the function and meaning behind language performed, in this case, the classroom interaction. The teacher's and the students' turns were categorized into types of learning activities based on the classification of Lazaraton, Ur, Harmer, Kayi, Brown, Murcia & Olshtain, Nunan, and Richards.

3.2 Data and Data Sources

The data were the utterances of spoken utterances by a teacher and students during the teaching and learning process. The data sources were a teacher and students of the eleventh grade of SMA Negeri 53 Jakarta. The researcher observed two classes of the eleventh grade student taught by an

English teacher. The class XI MIPA 1 consists of 35 students and class XI MIPA 3 consists of 36 students. There were five times observations.

3.3 Place and Time of the Study

The study was conducted at SMA Negeri 53 Jakarta. SMA Negeri 53 is a senior high school located on Jl. Cipinang Jaya II B, Jatinegara, Jakarta. The study was conducted from October to November 2014.

3.4 Instrument of the Study

The researcher used classroom observation and video recording as the instrument for collecting the data. While for analyzing the data the researcher used the theory of classroom discourse analysis proposed by Halliday.

3.5 Data Collection Procedures

The data was collected through observation and video recording during the teaching and learning process. Digital camera and recorder were used to record the interaction between students and teacher for the classes observed.

The data collection procedure was adapted from Douglas (2001) which will be described below.

1. Recording the teaching and learning process

The researcher chose the class from SMA Negeri 53 to be recorded. Then, the researcher put the video recorder to record the whole teaching and learning process. The process of recording the data took five times in the two different classes.

2. Viewing the video recording

After getting the data from observation, the researcher viewed the whole videos observation to get the information.

3. Transcribing the recording

The next step was transcribing the recording for each meeting. Then, the researcher identified the teacher's and students' turns occurred in the meeting and analyzed it by putting the transcription in the table of turns.

4. Analyzing the data transcription

The last step of data collection was analyzing the data found in the transcription. In this step, the researcher identified and classified the teacher's and students' turns in the classroom interaction. After that, the data were analyzed to make description on how the teacher delivered learning activities. And then the data were classified based on the types of learning activities.

3.6 Data Analysis Procedures

After the data has been gathered, the researcher analyzed the data to achieve the purpose of this study. In doing so, there were steps to analyze the data

1. The transcription of the classroom interaction of the teaching and learning process was put in the table of turns.

Table 3.1 Table of Turns

N o.	Teacher's turn	N o.	Students turn	Initiation				Response								Follow Up	Commen t
				G G	D G	G I	D I	GG	DG	GI	DI						
				Offer	Command	Statement	Question	Acceptance	Rejection	Undertaking	Refusal	Acknowledgement	Contradiction	Answer	Disclaimer		
1																	
2																	

Source: Halliday, M. A. K. (1978). *Language as Social Semiotic: The Social Interpretation of Language and Meaning*

2. The teacher's and the students' turns were counted based on the occurrences of IRF (Initiation-Response-Follow-up).
3. To answer how the teacher conduct learning activities, the turns are put in the form of learning activities which have been modified from Lazaraton, 2001; Ur, 1991; Harmer, 2002; Kayi, 2006; Brown, 2001; Murcia & Olshtain, 2000; Nunan, 2003; and Richards, 2001.

Table 3.2 Table of Learning Activities

Teacher's Turns	Students' Turns	Activity						Comment
		Reading	Writing	Listening	Speaking	Grammar	Vocabulary	

Source: Compiled from Lazaraton, 2001; Ur, 1991; Harmer, 2002; Kayi, 2006; Brown, 2001; Murcia & Olshtain, 2000; Nunan, 2003; and Richards, 2001.

4. After having the occurrences of learning activities, it was counted to reveal the learning activities experienced by students and the one that was dominant and then drawing the conclusions.