CHAPTER 3

METHODOLOGY

This chapter explains the design of the study, time and place of study, participants of the study, data collection, and data analysis method.

3.1 Design of the Study

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. Likewise, discourse analysis can provide insight about the way things are in a given situation, a sort of basic research, and can also provide insight into the way in which that situation.

3.2 Time and Place of Study

This study was conducted at SDN Cipinang Muara 14 Jakarta. It is located in Cipinang Muara, East Jakarta. It was started from September to November 2012.

3.3 Participant of the Study

The participants of this study were the English teacher and the fifth grade students. The role of the researcher is participant observer in which the researcher took part in the interaction as the English teacher.

3.4 Data and Data Source

The data of this research was talks of the teacher and also students in English fun learning activities, while the source of the data was the teacher and students when they were engaged in English fun learning activities.

3.5 Instrument of the Study

The researcher used video-recorder as the tools when doing classroom observation in order to gain the data of teacher and students talks during English fun learning activities.

3.6 Data Collection Procedure

The source of data was gained through the recordings of classroom interactions. Afterward, the recordings were transcribed. Those transcriptions were put into a table containing columns for teacher's and students' turn. The data were talks of the teacher and also students in English fun learning activities which were described through the verbal interaction during English learning process.

3.7 Data Analysis Procedure

The following steps are done to analyze the data:

1. Determining the teacher's and students' turns into the categories of moves: initiation, response and feedback (IRF)

2. Categorizing the moves according to their interpersonal functions

3. Calculating teacher and students' moves according to their interpersonal functions

4. Classifying which moves done by teacher that guide students to English learning activities and its interpersonal functions

5. Classifying which moves done by teacher and its interpersonal function that enhanced English fun learning activities based on the principles of fun learning activities

6. Drawing the findings

7. Drawing conclusion