

CHAPTER 3

METHODOLOGY

3.1. Data and Data Sources

The data used in this study is the corpora of students' clauses used in 3 episodes of the EFL classroom oral interaction of 7.3 in SMPN 47 Jakarta. The data was gathered and analyzed during the 8th semester, January-May 2012).

Names of the Episodes	Number of Clauses
Episode 1	8 clauses
Episode 2	21 clauses
Episode 3	10 clauses

Table 3.1. The Corpora of the Students' Clauses

The students' clauses on the table were the clauses representing the interpersonal functions done by the students.

3.2. Data Collection Procedure

The data was collected by doing the following procedure:

- The EFL classroom oral interaction of different classes of K7 was observed in order to choose the class with the richest interaction. Then the chosen classroom oral interaction was recorded by using audio recorder.
- The recording was transcribed by using meaning-based transcription with the focus on the role of the speakers and ignoring time overlapping.

- The teacher and students' utterances were put in different column of the following table.

No.	Teacher's Turn	Purposes	No.	Students' Turn

Table 3.2. Transcription

- Each of teacher and students' utterances was broken down into clauses.

3.3. Data Analysis Procedures

Halliday's SFL (Systemic Functional Linguistics) method (Haratyan, 2011) was applied in this study. It provides the way in analyzing the interpersonal functions and the experiential functions. The following points are the data collection procedure determining the categories of functions of students' interpersonal moves.

- The teacher and students' clauses from 3 episodes were put into the table of speech functions (IRF). The teacher and students' clauses were put into different column of the following table.

No.	Teacher's turn	Students' turn	Functions	Comments
I				
R				
F				

Table 3.3. Interpersonal Functions

- The moves reflected by the students' clauses were determined with different colors: red for the initiations, green for the responses, and blue for the follow-ups. Additional comments were given to the unusual and marked event reflected by the clauses. After that, the frequency of the moves was counted then compared between English and Indonesian in the quantitative and qualitative ways.
- The interpersonal functions of the students' moves were determined and stated in the column of functions. After that, the frequency of the moves was counted then compared qualitatively between English and Indonesian
- The experiential functions of the students' interpersonal expressions were determined by using the following table

No. of turn	Clauses	Type of Process	Comments

Table 3.4. Process Distribution

Then the elements of the process types occurring were determined by using the followings tables.

Intensive identifying relational process

No.	Conj.	Minor Clause	Identified/ token	Process	Identifier/ value	Circumstance	Comment

--	--	--	--	--	--	--	--

Table 3.5. Intensive Identifying Relational Process

Intensive attributive relational process

No.	Conj.	Minor Clause	Carrier	Process	Attribute	Circumstance	Comment

Table 3.6. Intensive Attributive Relational Process

Material process

No.	Conj	Minor clause	Initiator	Actor	Process	Goal	Range	Recipient	Client	Circumstance	Comment

Table 3.7. Material Process

Mental process

No.	Conj	Minor Clause	Senser	Process	Phenomenon	Circumstance	Comment

Table 3.8. Mental Process

Phatic communication

No. of turn	Phatic expression	Comment

Table 3.9. Phatic Communication

After that, the frequency of the process types occurring were counted then compared qualitatively between English and Indonesian.

- Furthermore, the findings of this study were shown to and validated by two of the 47's English teachers through an open interview.