

CHAPTER III

RESEARCH METHOD

The study focused on types of feedback used by teacher and the functional production uttered by students of private English classes at one of private institutions in Semarang in the light of classroom discourse analysis. This study was an observational type of the descriptive method. The following procedure was adopted for studying types of feedback and learner uptake and repair in classroom discourse.

A. Population

The population as the sources of the data in this research were the English private class students of i-tutor.net, Semarang. The students and the teacher became the subjects of this research. There were twelve students and one teacher, Mrs. Diana, SS.

B. Sample

The sampling technique used in this research was purposive random sampling. The sample consisted of one teacher, two students of Primary 1, and one student of Kindergarten 2. They were chosen based on the following reasons;

1. The students belonged in the target oral language developmental stage (2;06 to 6;00).

2. The subjects covered integrated skills and were various (Science, Mathematics, and Language and Art).

C. Research Data Types and Sources

The data used in this research consisted of primary and secondary data. The primary data were verbal and the source were teacher and students. The secondary data was researcher's own notes.

D. Data Collection Procedure

In this research the writer used observation as the instruments to collect the data. The writer observed the interaction between teacher and students in teaching – learning process. This observation was done to explore the feedback types used by teacher and their effects on student uptake and repair.

As stated before, the observation data were taken from the primary one and kindergarten class students of i-tutor.net Semarang. In order to obtain the data, the following observation procedure was adopted:

1. In each class period of 60 minutes, all 60 minutes (3600 seconds) were used as observation period.
2. Tape recorder was settled in the best position to record the classroom interaction, while the researcher sat at the back of the classroom to take back up notes on students' responses which were not recorded.

E. Research Design

This research used observational design. The approach used in this research was the qualitative one supported by simple statistic calculation (frequency) in order to support the findings.

F. Research Setting

The research was conducted in i-tutor.net Semarang. i-tutor.net Semarang is one of the private language institutions located in Semarang Indah.

G. Data Analysis

In order to be able to grasp the data as a whole, the data were displayed by using tables and graphs. In order to find out the results, the data were analysed by using discourse analysis and quasi-statistics.

1. Discourse Analysis

Discourse analysis, as its name suggests, is an approach to analysis, rather than to 'data collection.' DA that was developed by Halliday and has been used extensively in various studies regarding classroom interaction is basically a linguistic analysis of ongoing flow of communication. This model is certainly not the only valid approach to analysing discourse, but it is a relatively simple and powerful model.

Tapes are used so they can be played and replayed. Four sessions of classroom interaction were recorded. Selections from the tape recordings were transcribed and coded using an intensive system of discourse analysis

adapted from the work of Sinclair and Coulthard focusing on teaching exchanges or the three-part IRF structure. The teacher feedback and children uptake and repair in the four sessions were then categorized according to the categories or types presented above.

2. Quasi-statistics

Quasi-statistics means counting the number of times something is mentioned in field notes as very rough estimate of frequency. Often enumeration is used to provide evidence for categories created or to determine if observations are contaminated.

In this study, the first step of the quasi-statistics analysis was to quantify the number of occurrences of each of the teacher's feedback, student's uptake and student's repair which was already coded using the IRF structure.

The findings of quasi-statistics were combined with the findings of discourse analysis to draw some conclusions by using inductive technique, which means that it started from the data or facts obtained in the field for abstraction and then drawing the conclusion.