

CHAPTER III

METHOD OF INVESTIGATION

A scientific research has to use methodology. This study will be a descriptive qualitative research. As David Nunan quotes from Merriem states that the qualitative case study can be defined as an intensive, holistic description and analysis of single access, phenomenon, or social unit. Case studies are particularistic, descriptive, heuristic and rely deeply or inductive reasoning in handling multiple data resources. The ideas of descriptive qualitative which strength the approach are:¹

1. Qualitative research is concerned with the description and explanation of phenomena as they occur in routine, ordinary natural environment.
2. The researcher can approach the data in different frame and mind.
3. It is emphasized ins rich descriptive and subjective character of data which is produced by using qualitative techniques.

A. Setting

This research will be conducted at the first grade of bilingual class in SMP 01 Tayu. It is located at R.A Kartini Street no. 50 A.SMP 01 Tayu is Junior High School that has International Standard. There are six classes of 7th grade and two of them are bilingual class. The bilingual class uses English during the lesson. This is multimedia class where the setting of class is set out to make students comfort when teaching and learning process with all of high technology.

B. Participants

There are two teachers at the first grade of bilingual class in SMP 01 Tayu. All of the teacher will be the participants of this study. The writer will observe two teachers.

¹Graham Hitchcock and David Hughes, *Research and the Teacher, a Quantitative Introduction to school-Based Research*, (New York, Routledge, 1995), p. 296

C. Instrument

In gathering the data, the writer needs some instruments to collect the information for this study. The writer uses two method of collecting data; they are observation, and interview. The researcher uses observation checklist, recording and interview guideline for the instrument.

1. Observation Checklist

Ari Kunto says that observation is the way to get information by observes and takes notes systematically about observed phenomenon.² Using observation form is the most effective way to analyze what kind of activities in the classroom. Things that will be observed are related with teaching and learning in the classroom, how the teachers deliver the materials and how the students comprehend it. The researcher will fill the observation form and write things for additional information. The observation will be done five times.

2. Interview Guideline

Interview is the next method after the writer doing the observation. According to Sutrisno Hadi, interview is data collection method by doing asking and answering systematically and with research's purposes.³ There two types of interview; they are structured and unstructured interview. The writer will use both of them to collect the data of this research. The writer hopes she will get information in more detail from the participants.

D. Method of Analysis

² Suharsimi. Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktek*, (Jakarta : Rineka Cipta, 2006), P. 229

³Sutrisno Hadi, *Metodologi Research*,(Yogyakarta:Andi,2004), 2nd Ed., p.179

According to Prasetya Irawan, data analysis of qualitative research is analysis data toward non numeral data.⁴ Such as; interview result, notes or report from books, articles, included photograph, pictures, or films.⁵

“ Analysis involves discovering and deriving patterns in the data, looking for the general orientations in the data and, in short, trying to sort out what the data are about, why and what kinds of things might be said about them “⁶

The analysis of qualitative data can be done through some stages. The researcher can begin with collecting and comparing the data, coding the data then begins to organize ideas which emerge from the data. For the next stage, the researcher moves from description of what is the case to an explanation of why is the case, is the case.⁷

The analysis of the data will be done through some steps, there are:

1. The data from observation will be combined with transcript of data recorded then the writer will analyze it. In this study concerned on the teachers' scaffolding talks.
2. Next, the teachers' talks will be analyzed whether they belong to scaffolding talks or not based on the characteristics and types of scaffolding suggested by some authors mentioned above, such as:
 - a. Using open-ended questioning where the adult asks questions to elicit response from the child.
 - b. Providing feedback that is encouraging, evaluative, clarifying, acknowledging, informational and interpretative.
 - c. Provide direct instructions through modeling, suggesting the child, asking for a particular action, or completing the activity together.
 - d. Offering explanations.
 - e. The teacher provides cognitive structuring which assists in problem solving and reasoning. This includes explicitly teaching rules and

⁴Irawan Prasetya, *Logika dan Prosedur Penelitian*, (Jakarta: STA-LAN Press, 1999) p.

⁵Irawan Prasetya, *Logika dan Prosedur Penelitian*, (Jakarta: STIA-LAN Press, 1999), p.

⁶Graham Hitchcock, David Hughes, *op.cit.* , p. 295

⁷*ibid.* , p.297

helping the child become aware of relationships between objects and events.

3. Next, the functions of teachers' scaffolding talks will be analyzed and categorized by micro teaching elements by Turney *et al.* There are the micro teaching skills according Turney *et al.*:
 - a. Explaining
 - b. Basic and Advanced Questioning
 - c. Reinforcement
 - d. Introductory Procedures and Closures
4. The categorization from kinds and functions of teachers' scaffolding talks will be made into table. The table is :

Topic	Kinds of Teachers' Scaffolding Talks	Functions			
		E	B-A	R	I-C

Notes:

E = Explaining

B-A = Basic and Advanced Questioning

R = Reinforcement

I-C = Introductory Procedure and Closure

5. The data from interview will be transcribed and interpreted to know the reasons of using each scaffolding talks.

E. Research Procedure

This research is conducted on the first week of March until the third week of March at the first grade of bilingual class at the SMP 01 Tayu. Here are schedule of this this research:

No	Task description	Time schedule in week				
		I	II	III	IV	V
1.	Asking permission to the headmaster to do research and getting familiar with the school situation					
2.	Enrollment the participants					
3.	Doing observation					
4.	Analyzing observation data					
5.	Interviewing the participants					
6.	Analyzing data from interview					
7.	Combining data from interview, observation and recorded data					
8.	Making data conclusion					
9.	Writing report of research					

The researcher collects the data on March. At the first week, the researcher visits SMPN 01 Tayu to ask permission to the headmaster and survey the condition and situation there. The writer also informs the English teachers of the bilingual class that the researcher wants to do research there. After the research get the permission, the researcher starts to visit SMPN 01 Tayu regularly during a month, then the researcher observes classroom activities there in the second and third week. After do classroom observation, the researcher tries to find more information from the participants by doing interview. The data from classroom observation and interview then analyzed. At the fourth and fifth week, the researcher makes data conclusion and writes it as a research report.