

CHAPTER III

METHODS OF INVESTIGATION

This chapter presents the research design, method of the study, setting and procedure of data collection, data analysis and unit of analysis.

A. Research Design

Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue¹⁰³. The topic which is discussed in his research is the interpersonal meanings realized on teacher's utterance in EFL Classroom. The investigation was to find the realization of the interpersonal meanings by descriptively elaborating the field data. Based on the categorization of research design from Nunan, D., & Bailey, K.M. (2009) this study is case study within a descriptive qualitative method. A case study is an empirical inquiry that investigates a contemporary phenomenon and context are not clearly evident¹⁰⁴. This study is considered as a case study research because the case in this study has physical boundary, temporal boundary and bounded instance¹⁰⁵. Physical boundary means that this research is conducted in English course in MA Hasan Kafrawi Jepara. While temporal boundary means that this research conducted in certain lesson session which had a beginning

¹⁰³ John W. Creswell, *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition*, (Boston. Pearson: 2002), p. 3

¹⁰⁴ David Nunan, *Research Methods in Language Learning*, New York: Cambridge University Press. 1992), p. 76

¹⁰⁵ David Nunan & K.M. Bailey, *Exploring second language classroom research*. (Boston: Heinle, 2009), p. 162

and an ending. And boundary instance, it focuses on a classroom with a teacher and her students of MA Hasan Kafrawi. This study was also conducted in naturally occurring situation and context without manipulating variables¹⁰⁶. This study applied a qualitative approach by taking transcripts of a video recording to find out the interpersonal meaning realized from teacher utterances when she interacted with students.

This research has been conducted in a case study within a descriptive qualitative method. It is collecting, transcribing and analyzing, and interpreting data by observing one teacher as participant of EFL Classroom since case study typically observes the characteristics of an individual unit-a child, a clique, a class, a school, or a community¹⁰⁷. This study focuses on a particular phenomenon which describes natural situation. As what Creswell states that qualitative research concerns with the understanding of human behavior from natural setting in daily life¹⁰⁸. Thus, through this study the writer tried to identify and explore the interpersonal meanings which realize from the English teacher's utterances in the classroom during teaching and learning process. The setting of the research was taken as natural as possible in order to get the original data about the

¹⁰⁶ David Nunan, *Research Methods in Language Learning*, New York: Cambridge University Press. 1992), p. 77

¹⁰⁷ David Nunan, *Research Methods in Language Learning*, New York: Cambridge University Press. 1992), p. 76

¹⁰⁸ John W. Creswell, *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition*, , p. 17

teacher and students' interaction during the teaching and learning process.

The description of this study is hoped to give clear explanation on how this study was carried out the answer of the research question above. Graham Hitchcock asserts that qualitative research has characteristic of descriptive and tends to use analysis with inductive approach, that it does not need statistical calculation instead the researcher tends to analyze word or image¹⁰⁹.

B. Method of Study

The interpersonal meanings realized from teacher's utterances were analyzed qualitatively on the basis of mood types approach suggested by Halliday. Qualitative research is research analysis which involves data such as words; therefore it does not need statistical calculation. Since the qualitative research is interpretative, I need to make an interpretation of data collected¹¹⁰. Analysis of this uses theory of Mood system introduced by Halliday (1994). The data were analyzed based on Mood types and its component.

¹⁰⁹ John W. Creswell, *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition*, (Boston. Pearson: 2002), p. 19

¹¹⁰ John W. Creswell, *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition*, (Boston. Pearson: 2002), p. 238

C. Focus of Study

The focus of study in this research is determining mood types of interpersonal meaning on English teacher utterances in terms of: Declaratives, Interrogatives, Imperatives, and Exclamatives.

D. Setting and Data Collecting Technique

Selecting subject of the study is an important step in conducting a research because it is related to participants or people and place that supply the information to answer research questions¹¹¹. The subject of this study was one of the English teachers of MA Hasan Kafrawi Jeparu and its students of a class were the participants in this study. However, the writer chooses one of two English teachers and selected the class XI of social science program. It is considered that the students of class XI are more active and critical in responding teacher's questions. Therefore, they were expected to able to participate well during English teaching and learning process. This assumption was based on the writer's experience when he was studying at senior high school, where he found that students of the grade XI were easier to manage and more active during the teaching and learning process so that it impacts on the feedback between teacher and students.

The technique of collecting data of this study was using classroom observation. The writer had a class observation (video

¹¹¹ John W. Creswell, *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition*, (Boston. Pearson: 2002), p. 141

recording observation) in order to yield real situation. The classroom observation used here is non-participant observation in which the researcher didn't participate in the activity being observed, but rather sat on side or backline and watched¹¹². The writer also provided the transcript of the teaching and learning process which had been recorded as a data base composed in form of text and clauses, because the text or clauses it selves would become the object of analysis¹¹³. Then the transcript would be broken down into clauses and be divided into two, Indonesia and English clause. The researcher here would analyze only the English clause by the mood type's category.

E. Data Analysis

Analysis of this uses theory of Mood system introduced by Halliday. The data were analyzed based on Mood types and its component. The researcher did several steps in analyzing the data.

1. The researcher replayed video which has been recorded.
2. Transcribing the data. Here the researcher broke the transcript down into clauses and divide the clause into Indonesia and English clause.
3. Analyzing the English clauses by recognizing Mood types. Here the researcher identified the whole English Classroom as Mood

¹¹² Fraenkel, Jack R and Wallen, Norman E, *How to design and evaluate research in education*, (New York: McGraw-Hill Pub. Co. 1990), p. 449

¹¹³ Corrine Glesne, *Becoming Qualitative Researcher 3rd Edition*, (Boston. Pearson: 1992), p. 147

types, which express; statements, questions, offer and command as a choice within delivering of the material.

4. Finally the researcher categorized the Mood Types into declaratives, interrogatives, imperatives and exclamation.

5. Unit Analysis

The unit analysis of this study is clauses that have been gained from the data transcription. Clause is a group of words which form a grammatical unit and which contain a subject and a finite verb¹¹⁴. The clause was taken from the Mood System realized from teacher utterances. Mood is a system belongs to interpersonal meanings which realized within a conversation as a resource of interactive move in the dialogue. Moreover Eggins states that Mood is part of the clause carrying the argument that cannot disappear when the responding speaker takes up his/her position¹¹⁵.

Table 1 Analysis Pattern

Clause				
Subject	Finite	Predicator	Complement	Adjunct

Table 2 Sample analysis of indicatives

1.1. Declarative

a. Statement

I	Wrote		a letter
ubjec	'past' Finite	'write' Predicator	Complement
Mood		Residue	

¹¹⁴ Jack Richards, John Platt, Heidi Weber, *Longman Dictionary of Applied Linguistics*, (UK. Longman: 1990) p 39

¹¹⁵ Suzanne Eggins, *An Introduction to Systemic Functional Linguistics 2nd Edition* (New York: The Tower Building, 2004), p. 149

1.2. Interrogative

a. Polarity

Did	You	Make	Those biscuit
Finite	Subject	Predicator	Complement
Mood		Residu	

b. WH-Question

Who	Killed		Cock Robin
Wh-Subject	Finite	Predicator	Complement
Mood		Residue	

Who	Did	Ricardo	Kill
Wh-Complement	Finite	Subject	Predicator
		Mood	
Residue			

c. Exclamative

What tremendously easy riddles	You	Ask	
Wh-complement	Subject	Finite	Predicator
		Mood	
Residue			

How fast	We	Are	Going
Wh-complement	Subject	Finite	Predicator
		Mood	
Residue			

Table 3 Sample analysis of Imperative

Come	into my office	Will	You?
Predicator	Adjunct	Finite	Subject
Residue		Mood tag	