

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method used in this study. It covers the discussion of the Research Design, Data and Data Source, Technique of Data Collection, Technique of Data Verification and Data Analysis.

A. Research Design

Before going to the point of research, it is better to know first the definition of research. According to Lodico (2006:264) qualitative researchers is the research that focus on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under study, this is based on the belief that knowledge is derived from the social setting and that understanding social knowledge is a legitimate scientific process. The design of this research is descriptive research with qualitative approach. This research use qualitative approach it means that the data collected is not in the form of number, but the data derived from interviews manuscripts, field note, personal documents, record memos, and other official documents.

The purpose of qualitative study was to describe the empirical reality behind the phenomenon in depth, detailed, thorough. In this study, the descriptive research was done in the classroom and out of the classroom, and the main point of this research is to collect and to accumulate the basic data in

descriptive way. It describes the phenomena that occur in the classroom such as the interaction conducted by the teacher and learner, the aspect of classroom interaction and the pattern of interaction during teaching learning process in female class of tenth grade at Jawahirul Hikmah Senior High School in academic year 2014/2015.

B. Data and Data Sources

1. Data

Data refers to the answer of the research question. Bogdan and Biklen, (1998:106) define data as the rough materials researchers collect from the world they are studying. Data include materials the people doing the study actively record, such as interview transcripts, and participant observation field notes. In this research, the researcher used qualitative data based on the data from field and other source. The data of the study belong to descriptive-qualitative data. Those data were the interaction conducted by teacher and learner during the teaching-learning process in the classroom, the aspects of interaction in the classroom and the pattern of interaction which occurred during the English class. In this research there were two forms of the data. The first data are gathered from the observation field. The second data are interview transcript of the teacher and the student that was recorded by the researcher during conduct interview.

2. Data Source

Data source is a source which data is taken from. The source of the data is very significant in the research, because the researcher will not enable to

get information without the source of data. In this study the sources of the data got from:

- a. Teachers who taught English in Tenth grade female students of SMA Jawahirul Hikmah Tulungagung,
- b. Female Students of Tenth Grade that include X-1 and X-2 students.

Since the study is directed to describe about the classroom interaction, the subject of the study are taken from the class who use English in their teaching learning process. The selected students as the subject of the study are those female students in class X-1 and X-2. In this case the researcher does not involve boys' students as the subject of the study, because in this school between boys and girls students are separated and teach by different teacher. Here are the following reasons to involve female students as the subject of the study: First, these two classes are taught at the same time by the same teacher, second those two classes are in the same level, third taking consideration into the classroom teacher female classroom are more active talking in the conducting interaction than boys students, and the last consideration the class was conductive and communicative. Based on that all suggestions the researcher take consideration to use the girls or female students as the subject of this study.

C. Technique of Data Collection

The data of the present study are collected through the two following methods, doing observation in the classroom and conducting interview.

1. Classroom Observation

Observation is a method of data collection in which researcher comes to the field to observe what is going on in the field. According to Ary *et al* (2010: 431) define that observation is a basic method for obtaining data in qualitative. The qualitative research goal is complete description of behavior in a specific setting rather than a numeric summary of occurrence or duration of observed behaviors.

For doing observation the observer directly observed the classroom, and took notes on the relevant events while the teaching-learning process was going on. In the meantime, video recording of the whole proceeding was also made to acquire more complete data about the classroom process. In collecting the data, the researcher conducted non-participant observation, in which the researcher as the passive participant. It means that the researcher didn't involve herself in the subject activities in the classroom.

The data concerning teacher talk and learner talk in the classroom interaction were collected by doing classroom observation, which was the most widely used instrument in collecting data about all kinds of classroom verbal and non-verbal behavior.

2. Interview

Interview is data collection method in which there is a dialogue between an interviewer and interviewee which talk about the content of observation. Ary *et al* (2010: 438) stated that interview may provide information that cannot be obtained through observation, or they can be used to

verify observations. Based on the objective of research, it can be used to validate the data from the observation. According to Ary et al (2010: 438), there are three kinds of interview as follows:

- a. Free or unguided interview. In this method the interviewer carries out the interview without any systematically plan of question as the guided line to handle it.
- b. Guided interview. Here the interviewer carries out the interview by using a set of questions that planed systematically as the guided line for having the interview.
- c. Free guide interview. The interviewer uses a set of questions and each question in developed to gain details information.

Based on the method of interview explained above, the researcher uses free guided interview. In this research, before conducting interview the researcher brings general idea by some questions that were prepared before. The structure of the interview is developed prior to the interview.

For the instrument of collecting data the researcher make an interview guide. Interview guide is list of question that is formulated by researcher used to get information needed for the research through interview between interviewer and interviewee. In order to get validity and credibility of the instrument, the researcher asks help to the expert teacher to validate the interview guide. In this time Dr. Susanto, SS., M. Pd (English lecture in IAIN Tulungagung) was chosen to be validator of my instrument. The interview guide can be seen in Appendix II.

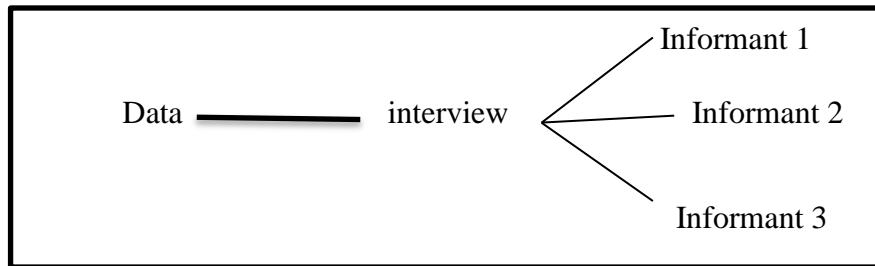
D. Technique of Data Verification

Verification of the result of the data analysis is necessary to be checked in order to reduce the researcher's biases and prejudices. In this study, triangulation is applied in order to check the verification of the data analysis.

Triangulation may be defined as the use of two or more methods of data collection in the study of some aspects of human behavior. Furthermore, according to Lodico (2006:267), in the process of collecting data the researcher will typically include more than one data collection technique to validate findings, these different data sources are then compared with another in a process called triangulation. Based on Denzin (1978) cited in Miles and Huberman (1994: 267) reveals that there are four kinds of triangulation techniques, they are: (1) source or data triangulation, (2) investigator triangulation, (3) theoretical triangulation, (4) methodological triangulation.

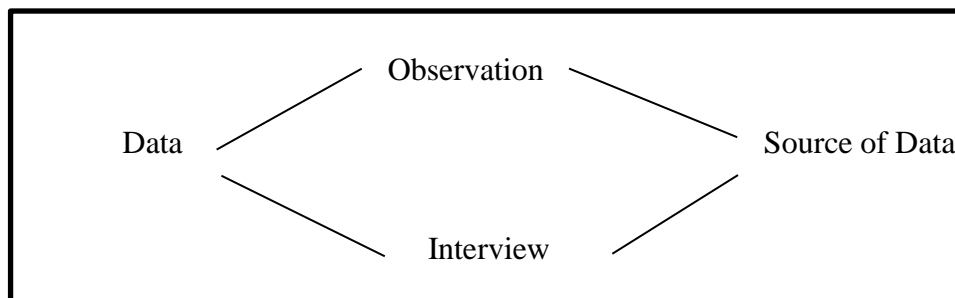
From those techniques of triangulation method, the researcher used source or data triangulation and methodological triangulation. Source of data triangulation is a process in which various sources of data are collected. The variety of source can refer to time, space, and person (Denzin, 1978). In this present study, the source of data refers to person; they were the teacher and the students. The data triangulation for the study was done by analyzing the teacher and learner talk in the classroom interaction.

Figure 3.1: The source of the data



Methodological triangulation is a process in which various methods are used to measure the same unit (Denzin, 1978). In the present study, methodological triangulation will be done by employing different method of collecting data, they are: observation, interview.

Figure 3.2: The methods of collecting data



E. Data Analysis

Data analysis is the process of systematically searching pattern and arranging data in such a way, so that the data will be understandable. In other word data analysis is the final activities in a research are analyzing and interpreting the data collected and presenting the result. Analysis involves reducing and organizing the data, synthesizing, searching for significant pattern and discovering what is important.

In analyzing the data the researcher employed the method as suggested by Miles and Huberman (1994) covering data reduction, data display, and conclusion drawing.

1. Data Reduction

Data reduction is a form of analysis that sharpened sorts, focuses, discards and organizes data in such a way that final conclusion can be drawn and verified. The selected data in this study were data which referred to the proposed research question. Thus, the selected data deals with the main data (the interactions between teacher and learner conducted in the classroom during the teaching learning process, which is identify the aspects of interaction, and the patterns during done the interaction) and the additional data (the classroom organization, classroom activity, and the approach of teaching method in the classroom such as using GTM, direct method, CTL and communicative approach and others).

2. Data Display

After data reduction the next step in analyzing the data is data display. Data display is a form of analysis that describes what is happening in the natural setting, so that it finally can help the researcher to draw a final conclusion. The process of display the data are based on the formulation of the research problem. It is about how the teacher and learner conduct interaction in the classroom, the aspects of classroom interaction that include the teacher talk and the learner talk, and the pattern of interaction during the teaching learning

process. The most frequent form of data display in the study is in the form of narrative texts. After displaying the data, a conclusion is drawn.

3. Conclusion Drawing

This is the last step of data analysis that is Drawing Conclusion or Interpretation. Here, the researcher begins to see what is in the data. The researcher examines all entries with the same code and then merges these categories and finding the connection among categories. Then, it continues to tell the stories and to make connections among stories. The researcher begins to make meaning of the categories and themes to connect them. So, we can get the idea from this step.

Conclusion drawing involves reflecting about the words and acts of the study's participant and abstracting important understanding from them. The researcher makes generalization based on the connections and common aspects among the categories. The conclusion in qualitative research is a new discovery that can be an answer of the research problem. The conclusion is in the form of description of the object of this study. Finally, in this step the researcher can get the result and conclusion of the research.

In the last procedure of data analysis, the researcher concluded and verified the transcribed data. The conclusion was the essence of analysis that tells about the classroom interaction, to identify the aspects of interaction used by the teacher and learner in the classroom, and investigate the patterns of interaction between teacher and learner occur during teaching learning process.

To have clear understanding about the process of analyzing data, look at the Figure 3.3 for the procedure of analyzing the data.

