

CHAPTER III

RESEARCH METHOD

This chapter focuses on the discussion of the aspects of research method that cover research design, the subject selection stage, data collection and data analysis.

3.1. Research Design

Research design is an important to conduct the research and also to answer certain question. The research question was explained in the first chapter. The question was how the classroom interaction in speaking class. To find out the answers of that question the researcher must have a clear description of classroom interaction in speaking class. So that way, the researcher intended to use descriptive qualitative method in this research. The Qualitative research usually works with small samples of people. Qualitative research can refer to person' lives, emotion, lived experiences, behaviors, social movement, culture phenomena and interaction between nations. So, it was considered as the most appropriate method to use in this study because the objective of the study was to describe how the classroom interaction in speaking class.

3.2. Research Subject

The subjects of the study were the English teacher and eight grade students at SMP Muhammadiyah 7 Cerme. The researcher took the English teachers in order to know how the teacher interacted with their students. The subject explained more specific as follow:

3.2.1. Teacher

The English teacher at SMP Muhammadiyah 7 Cerme were a male teacher and a female teacher, and the researcher observed only one teacher who taught in VIII-C class at eight grade in the school into the three steps of the teaching process, which are pre activities, whilst activities, and post activities. The teacher had main role in teaching learning process as motivator, facilitator, and instructor. The researcher wanted to know how the teachers interacted with her students in the classroom.

3.2.2. The Students

The students had an important role in learning process. The researcher took eight grade students as the objects of his study. There were four classes of eight grade consisting of VIII-A until VIII- D. The researcher wanted to concern or focused his study in class VIII-C as the subject to represent all of the classes. This was because the researcher wanted to know how interaction occurred between teacher and students in the classroom.

3.3. Data Collection

Data collection in this study was held to the subjects who have already been chosen. Research subjects were observed and interviewed about the way teacher implementing of ten categories interaction and the students responses regarding with classroom interaction. Data collection was stopped if the data that the researcher got had already been same or saturation, both in the form of interview and observation.

3.3.1. Research Instrument

In this study, the researcher became the key instrument because there was no one could replace her to get the information or data from the observation during conducting this research. Susanto (2008: 38) states that in qualitative study the researcher becomes key instrument because she or he has significance contribution in deciding the data, subject and so on. While the tools to collect the data the researcher used three instruments that were observation, interview and questionnaire. The researcher conducted interview by using interview guide and observation. This observation was equipped with video camera ,voice recorder and also questionnaire.

3.3.1.1. Questionnaire

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured often numerical data, being able to be administered without the presence of the researcher (Wilson and Mclean in Cohen et. al., 2007: 317). In this research, questionnaires contained of 14 items which it was adapted from 10 categories of interaction which developed by Flanders (1970). Fourteen items were developed based on Seven categories were used to categorize various aspects of teacher talk, seven items were based on two categorize various aspect of student talk, and three items based on the last categorize of silence or confusion. The writer asked the 32 students of VIII-C class students in SMP MUHAMMADIYAH 7 Cerme to fill up the questionnaire. The finding of the questionnaire was to conclude students' opinion about teacher and students interaction.

3.3.1.2. Interview

The researcher also interviewed the subject. The researcher used it to gather the data on the subject opinions, beliefs and feelings about the situation in their own word. In this study the researcher interviewed the teacher and the students. The purpose of teacher's interview used to get the information about interaction in speaking class and information which had related with ten categories of Flanders. Meanwhile, the purpose of students' interview used to support the result of students' questionnaire. It to make sure that the answer of students' questionnaire was correct and valid. Here for students' interview the researcher used snowball method. The researcher would choose one subject who will be interviewed and asked several questions. Then, the researcher asked to this subject who the next two subjects will be interviewed for the complete data. Questions of Students' Interview also about ten categories which developed by Flanders. From the interview the researcher got more information about how the interaction in speaking class. The interview conducted through oral communication and transcribe in the appendix II, all of the information would report descriptively.

3.3.1.3. Observation

In this research, the researcher got the data and some information by observing the class. The researcher was doing observe the nature of the class. The goal of observation here was to check the result of interview about interaction in speaking class that involved ten categories of interaction. Before the class started, the researcher sit behind the students. Then, during process learning, the researcher observed all aspect of the class to get data about what kinds of

interaction categories which appeared during the process of teaching in the class. The researcher used recording observation and field note. The data was stopped if the data that the researcher got has already been same or saturation.

3.3.1.3.1. Recording Observation

In this study, the researcher used video recorder during teaching process in the class to get the data and information. If it distracts or create an obstacle recording observation is recommended. (Best, 1981:161)

3.3.1.3.2. Field note

This field note was used to write anything about interaction during teaching process in the class. The researcher also used field note to complete in collecting information and data if the other instrument was less

3.4. Data Analysis

Data analysis was important in order to conclude the result of the research. The researcher conducted three steps to analyze the data, which were data reduction, data display and drawing conclusion. It was supported by Miles and Huberman (1994:10) they stated that qualitative data analysis consisting of three concurrent flows of activity: data reduction, data display and drawing conclusion.

3.4.1. Data Reduction

The data reduction come from the observation during the teaching learning processes and interview statement of the teacher and students. The researcher made a script based on the nature of the class during recording process. The researcher discarded unimportant activities and information then the data simplified by categorizing based on Flanders Interactions Analysis Categories.

3.4.2. Data Display

According to Miles and Huberman (1994:11) Data display is an organized, compressed, assembly of information that permits conclusion drawing an action . In data display, the researcher analyzed the data from questionnaire, Interview and observation. The researcher analyzed the data by using descriptive analysis. The first data display was from the result of questionnaire which has filled up by the students about how classroom interaction in speaking class based on ten categorize of Flanders. The Second, the data display from interview of teacher and student, the last observation transcription. It aimed to recheck the result of students' answers from questionnaires and interview.

3.4.3. Drawing Conclusion

The last step in analyzing the data is drawing conclusion. Based on the data that was obtained or from the result of data reduction and data display that answered the problem statement, the researcher concluded and formulated the data into the result of discussion about the answer of research questions namely classroom interaction in speaking class and categories of classroom interaction that appeared in speaking class.