

CHAPTER III

RESEARCH METHOD

A. Research Type

The research design of this study is qualitative case Study. According to sugiono (2017:12-13) the qualitative research method is “ an artistic method because the research process is more artistic (less patterned) and is referred to as an intrepretative method because the research data is reviewed by interpreting the data found in field” . this method is also referred to as the constructive method, “ because with qualitative method, scattered data can be found and theme organized into theme that is more meaningful and easy to understand. Qualitative research method are called naturalistic research method because the research is carried out in natural conditions.

According to Creswell (2014) Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. In qualitative research, the research as a human instrument and with participant data collection technique an in-dept interviews, the research must interact with the sources (Sugiono, 2019:11). Therefore qualitative research must really know the person providing the data. There are some characteristic of qualitative research, namely 1) Qualitative has natural setting as direct source of data and the researcher is the key instruments. 2) Qualitative research is descriptive , so the data collected is in form of words of pictures rather than number. 3) Qualitative research concered with process

rather than simply with outcomes or products. 4) Qualitative research tend to analyze their data inductively.

The research approach method used is the case study method. Sugiono (2017:15) state that “ Case study research is where the research conducts an in depth exploration of program, events, process, and activities relating to one or more people. A case is defined by time and activity and research collect data in great details using a variety of data collection procedures in real time. So, a qualitative case study is a research method that allows a complex phenomenon to be explored through the identification of various factors that interact with each other and observed cases are real situations.

B. Setting

The research conducted at SMAN 10 Sarolangun . The research did in the Tenth, and Twelveth grade.

C. Subject of the Research

The subject of this research are English teacher dan students grade tenth an twelveth at SMAN 10 Sarolangun.

D. Instrument of the Research

In Qualitative research methods, the researcher is the research instrument. The researcher's function as human instrument is to set the focus of research, select informants as data sources, collect data, assess data quality, analyze, interpret data, and draw conclusion based on their findings. To collect data of this study, the researcher used instrument is Observation.

This instrument is used to determine both Teacher's Talks and Students' Talks during the teaching and learning activities. The observation format will be taken in accordance with FLINT analysis system (Brown, 2000) as depicted below:

Table 3.1 INSTRUMENT of CLASSROOM OBSERVATION

Types of interaction		Categories	Example sentences	Utterances
Teacher's Talk	Indirect influence	1. Deal with feeling		
		2. Praises or encourage		
		2a. Jokes		
		3. Uses ideas of students		
		3a. Repeating students response verbatim		
		4. Ask question		
	Direct influence	5. give information		
		5a. correction without rejection		
		6. give direction		
		7. Critizes students behaviour		
		7a. Critizes		

		Students respons		
Student's talk		8. Students respons specific		
		8a. students response choral		
		9. Students open-ended and students initiated		
		10. Silence		
		10a. silence-AV		
		11. Confusion, work oriented		
		11a. confusion, non-work oriented		
		12. laughter 13. Use English 14. Non Verbal		

(Adapted from Moskowitz, G. 1971 Cited in Brown 2001)

E. Technique of Data Collection

The procedure for collecting a data used in this study was observation

The researcher conducted the research at tenth grade of Senior High School 10 Sarolangun. The research came at 09.00 am before entering class the researcher first had discussion with the teacher about taking videos. The researcher sits in in the classroom in the best position to hear and see the

participants and start the camera video, and record the learning process for 70 minutes.

The research sets and put the camera videos, so that all activities and learning process can be seen. the researcher sat in the back and silent while recording, the research did not interfere with the learning process. Doing the video recorded in the class three times. After make video recorded the researcher watching video recording, after that the research made transcript the video with the categories of classroom interaction at the tenth grade of Senior High School 10 Sarolangun using the FLINT Analysis System observation sheet.

F. Technique of Data Analysis

According to Miles and Huberman (1994) analysis consists of 3 activities namely: data reduction, data display, and conclusions. In order to answer the formulation of problem, research will use several steps on analyzing data. Research take some steps as follows:

1. Data Reduction

Data reduction means summarizing, choosing the main things, focusing on things that are important, then finds the themes and the patterns and remove unnecessary things.

In this study, the research selects, focuses, simplifies, and organizes the raw data from the observations, recordings, and transcripts of classroom interactions.

Teacher and students utterances were categorized and group into teacher talk students talk (TT) and students talk (ST) according to the foreign language interaction Analysis (FLINT) classification. Reduction is done to find data relevant to the problem formulation.

2. Data Display

After the data reduced, the next step is display data. According to Milles and Huberman(1994), the presentation of data in qualitative research is to use narrative text. In this study, the data presentation is equipped with data analysis that will be obtain through analysis of observation.

The reduced data is then presented in the form of table. The data presentation included the number and percentage of each TT and ST category, as well as a comparison of the two each meeting.

Table . 3. 2
Measures for analyzing patterns of interaction
Source: Sharma & Tiwari, (2021)

Type	of ratio	Symbol	Calculation
% Teacher Talk		TT	100 / total tallies * Σ (cat. 1+2+3+4+5+6+7)
% Student Talk		ST	100 / total tallies * Σ (cat. 8+9)

%	Silence	SC	100 / total tallies
or	Confusion		*Σ (cat. 10)

3. Conclusion

In this stage is drawing conclusions on the results of interpreting the collected data and evaluating activities which include finding meaning and providing an explanation of all the data that has been obtained.

After the data was displayed, the researcher drew preliminary conclusions regarding the dominance of interactions in the classroom and the comparison between TT and ST.

This conclusions was then repeatedly verified by checking back against the original data (transcript and field note) to ensure validity.