

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is a descriptive study. This research will describe about the interaction models of teaching and learning in listening at MTsN Pantai Hambawang. It is categorized as qualitative research. Parkinson and Drislane (2011) have the definition of qualitative research as a research which uses method like participant observation or case studies which result in a narrative, descriptive account of setting or a practice. Qualitative research is interested in understanding the meaning of people have constructed, that is, how people make sense of their world and the experiences they have in the world (Merriam, 2009:13).

The data that appears in the form of words and not a series of numbers. The data may have been collected in a variety of ways (observations, interviews, document essence, tape) and are typically processed sometime before ready to use (via recording, typing, or over-write), but qualitative analysis keep using words, which are usually organized into expanded text (Miles &Huberman, 1994, P. 9).

B. Research Setting

This research takes place at MTsN Pantai Hambawang Barabai. It is located on Pantai Hambawang Bar Street, Labuan Amas Sel, Kabupaten Hulu Sungai Tengah, Propinsi Kalimantan Selatan. MTsN Pantai Hambawang is one of famous school in Barabai. The people feel that MTsN Pantai Hambawang is really suitable for their

children because this school has complete facilities and infrastructures. The school also habituate the students with discipline in their daily activities.

C. Subject and Object of The Research

The subject of the research is the English teacher of the seventh grade at MTsN Pantai Hambawang Barabai. There are two English teachers that teach at the seventh grade but the researcher only choose one teacher to do this research. The object of the research is the models of teaching and learning interaction in listening at MTsN Pantai Hambawang Barabai.

D. Data and Sources of Data

Data is information which is gathered by the researcher in order to understand the phenomenon and answer formulated problem. “The data was information, evidence, or fact gathered through studies or experiment can be analyzed in order to be better understanding of a phenomenon or to support a theory” (Richard, 1992:96). It means that, the collected data must be relevant with the formulated problem. Data in this research are qualitative data which is in the form of words and pictures rather than in the form of numbers.

The data are consisted of information and description about the interaction model that be used by teacher in teaching listening, the researcher took the data in the form of the utterances from the informant, documentation, interview transcript, and also document file from the school.

Therefore the instrument is very important in a research; its function is to obtain the data or information that consisted of facts, beliefs, feeling or intentions. Arikunto

(1993, P. 122) stated there were six kinds of research instrument; they are interview, questionnaire, observation, documentation, rating scale and the test.

In this research, the researcher used observation field note and interview. In this observation the researcher took notes all of the interaction to get description about the classroom interaction that occurred in teaching listening.

E. Data Collection Procedure

1. Observation

This technique was used to get the data about specific description of research location. For instance school condition, teachers, students, and school facilities, for certain research question, observation is clearly the most appropriate approach (Gay, 1992:234). In this case, the researcher observed the models of interaction that used by teacher when teaching listening. The researcher used observation sheet in the research. There were four steps to do in observation, they were:

- a. Determining observation place.
- b. Determining the subject and object to be observed. The subject is the teacher and the object is interaction models of teaching and learning listening.
- c. Determining what data are needed.
- d. Noting the observations by providing observation sheets, notebook, and camera.

2. Interview

After observing the teaching listening the researcher used interview in this research. There were five questions to know reasons that teacher used models of interaction. They were:

- a. Are the models of interaction important in teaching listening?
- b. Why did teacher use more interaction of speaking to whole class? What are advantages and weakness?
- c. Why was not there interaction of student speak to student?
- d. Why were in the second observation the teacher used group while first observation did not?
- e. Do you think the students excited when teaching and learning process?

F. Data Analysis Procedure

The data analysis in the research is qualitative method. According to Miles and Huberman (1984, P. 21), the activities of data analysis;

1. Data reduction refers to the process of selecting, simplifying, abstracting, and transforming the “how” data that appear in written-up field notes; In this stage, researcher collects the main points that are obtained in the observations about teacher’s models teaching and learning interaction in listening.
2. Data display as an organized assembly of information that permits conclusion drawing and action taking; In this stage, researcher will make a relevant data by arranging the data based on the data in the field to be

easier to categorize in groups or classes on the basis of common characteristics.

3. Conclusion/drawing verifications, the meanings emerging from the data have to be tested for their plausibility, their sturdiness, their “confirmability”-that is, their validity. In this stage, the researcher concludes the result of the data that have been arranged in some kind of concise and logical order which related to the models of teaching and learning interaction with reference to listening.