

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design of this study is descriptive qualitative research, descriptive qualitative research is that asks questions about the nature incidence, or distribution of variable, it involves describing but not manipulating variable. That relies on the collection of qualitative data. A research design is a plan or strategy for conducting the research. It is required to get dependable and useful information.

The research design is plans and the procedures for research to detailed methods of data collection and analysis. The function of a research design is to ensure that the evidence obtain enable us to answer the initial question as unambiguously as possible (Creswell, 2009).

This research uses descriptive qualitative research, because the researcher had enough time to collect and process data in the field and analyze text information. Mec et.al (2005) explained that descriptive research was descriptive research that the information was obtained by in-depth interviews with the participants. One type of descriptive qualitative research is research in the form of a case study method or approach. This research intensively focuses on one particular object that studies it as a case. Researcher uses case study because strategy deoart from the answers to three epistemological questions, namely related to the type of question,

control over objects, and research findings. The case study data can be obtained from all parties concerned, in other words data in this study is collected from various sources by Nawawi (2003). Furthermore Arikunto (1986) argues that the case study method as a type of descriptive approach, is an intensive, detailed and in-depth study of an organism (individual), an institution or specific symptoms with a narrow area or subject.

This research that the qualitative inquirer deals with data that are in the form of word or pictures rather than numbers and statistics (Ary, 2010). That the qualitative research is descriptive which the data is collected in the form of word or pictures rather than numbers. Data in the form of quotes from documents, field notes, and interviews or excerpts from videotapes, audiotapes, or electronic communications are used to present the findings of the study (Bogdan and Biklen, 1982).

B. Research Setting

This research was conducted with two observations of the SMA Bilingual Boarding School, observations by looking directly at the way teachers teach and students' responses to teachers, and interviews with teachers and students who were the subjects of the study. Two months of research took place in September-October 2019.

The research is conducted at SMA Banua, Jl. A. Yani KM. 17, Kayu Bawang, Kecamatan Gambut, Kabupaten Banjar, Kalimantan Selatan 70652. This school was chosen as a place of research because at

the school the teacher used pedagogical teacher talk in teaching English. SMA Bilingual Boarding School is an educational institution which is a system of learning in classrooms separated between boys and girls. This place is a school that provides various facilities. This school was chosen as a place of research because there have a variety of ways teachers teach in the classroom.

C. Subject and Object

Subjects in the study are required to obtain the necessary information. According to Lodico et.al (2006: 266) revealed that in qualitative research, the researcher chooses a subject based on the knowledge of the subject who is able to answer the question.

The subjects of this study were teacher and students at SMA Banua who used pedagogical teacher talk in teaching English. The object of this research is pedagogical teachers talk and students talk in learning English.

D. Source of Data

Data is an important tool in research. From the data, the researcher knows the answer from the research formula. Data collection should be relevant to the research question. Data in this research the researcher use qualitative data procedure for data analysis.

The data in this study were obtained from conducting interview with teachers and students to get validity in classroom learning, and

documentation as evidence. In retrieving data, researchers need source to obtain available data. Data sources are research subjects from which data can be obtained. An important data source in conducting research. Thus, the source of data is the substance from which the researcher will get the information needed.

Source of research data obtained from informants or people who provide information, information sources, or data sources. According to Aryet,al (1985) argues that in qualitative research, we can use two source to get that is with primary source and secondary source.

In this study, the researchers used the results of observations and interviews with 8 students who has been determined based on the results of the selection. In this qualitative research, interview results are used as the strongest source of information. This study also uses secondary sources to obtain data, the researchers use documents as photo of teaching and learning activities in class as evidence to collect data in a study.

E. Technique of Data Collecting

To collect the data of this research, the writer will use some techniques that are observation, and interview. The explanation bellow:

1. Observations

Collecting data through observation, researchers will came directly and participate in observing the teaching and learning process at SMA

Banua. The researcher observe how the teacher teaches the student with pedagogical teacher talk in classroom.

2. Interview

Interviews are needed to get deeper information about how the teacher teaches the student with pedagogical teacher talk in classroom and the response of students to the teacher, so that the results are more accurate.

The researcher conducted interview with 8studentsat SMA Banua. The researcher conducted interview in a relaxed manner so that students more relaxed in explaining what is requested by the researcher. The researcher ask general questions before the students are not surprised and more relaxed in the interview process.

F. Data Analysis

According to Milles and Huberman (2007), analysis of organized data on the site confirms that the columns in a time matrix are arranged with time periods, in the order of stages, so that it can be seen when certain symptoms occur. The basic principle is chronology. To present data to be easy understood, the data analysis steps used in thus study are interactive Model Analysis from Milles and Huberman, which divides the steps in analyzing data with several parts, namely data collecting, data reduction, data display, and conclutons.

1. Data Collection

In the analysis of the first model data collection was conducted on interviews, observations, and various documents based on categorization that was in accordance with the research problems which then developed sharpening data through subsequent data searches.

2. Data Reduction

Data reduction is a form of analysis that sharpens, classifies, directs, discards unnecessary data and organizes data in such a way that final conclusions can be drawn and verified Miles and Huberman(2007, p.16).According to Mantja in Harsono(2008, p.169), data reduction takes place continuously while the research has not ended. Products from data reduction are in the form of summaries of field notes, both from initial records, extensions, and additions.

3. Data Display

Data presentation is a series of information organizations that allows research conclusions to be made. The presentation of the data is intended to find patterns that are meaningful and provide the possibility of drawing conclusions and giving actions Miles and Huberman(2007, p.84). According to Sutopo in Harsono(2008, p.169) states that the presentation of data in the form of sentence narratives, images / schemes, networks and tables as the narrativetext.

4. Conclusion drawing/verification

Drawing conclusions is part of a complete configuration activity (Miles and Huberman, 2007: 18). Conclusions were also verified during

the study. Conclusions have been drawn since researchers wrote down records, patterns, statements, configurations, causal directions, and various propositions (Harsono, 2008: 169). The guidelines used in the data analysis process can be as follows:

- a. The results of interviews, observations, recording documents, complete field notes are made. This field more consists of description and reflection.
- b. Based on field notes, data reduction is then made. This data reduction is the form of important findings.
- c. From data reductions then followed by the preparation of data presentation in the form of systematic stories with the edits of researchers so that the meaning is more clearly. This data presentation, equipped with supporting factors, includes methods, schemes, charts, tables, and so on.
- d. Based on the data presentation, then the conclusions are formulated temporarily.
- e. The temporary conclusions will always continue to grow in line with the discovery of new data and new understanding, so that there will be a solid conclusion and really in accordance with the actual situation. And so on this research activity takes place, that is, it occurs, continuous interaction between the three components of the analysis together with these components of the analysis together with new data collection is

felt to produce complete data so that final conclusion can be formulated.

In formulating final conclusions and suggestion, in order to avoid subjective elements, efforts are made, completing qualitative data and develop “intersubjectivity”, through discussion with others. The suggestion (1) the use of teacher talk is having a big influence in the interaction of teaching and learning English in class. (2) for the principal, in order to motivate teachers and students to continue to use good and right teacher talk and student talk. (3) the next researcher is expected to be able to conduct more extensive research on teacher talk and student talk. Among the comparison of teacher talk and student talk in schools with a religious background with conventional schools and comparison of teacher talk and student talk in schools with a city background with schools in rural areas. In addition, researchers hope that the Bilingual Boarding School High School can be a motivation for other schools, so that other schools can emulate the existence of the school using teacher talk and student talk.