

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research is descriptive qualitative research. According to Miles & Huberman (1994, p. 10) qualitative research is conducted through an intense and prolonged contact with a life situation. These situations are typically normal ones, reflective of the everyday life of individuals, groups, societies, and organizations. This research used qualitative methods, it means that the data collected is not in the form of numbers, but the data gained from interviews, recording videos and observations.

This research is focused to know what questioning techniques the teacher uses in classroom interaction and how the teacher applies questioning techniques in classroom interaction.

B. Research Setting

This research was conducted in VIII Grade MTs Negeri 1 Murung Raya. MTs Negeri 1 Murung Raya is located on Jl. KH Ahmad Dahlan Puruk Cahu, Central Borneo. The researcher chose VIII Grade as the setting of the study because the teacher asks the students in the classroom. Hence, the researcher wants to know questioning techniques and how to apply questioning techniques by the teacher. Moreover, this research started from 26th September – 26th November 2021.

C. Participants / Subject

The subject of this research is an English teacher at VIII Grade at MTs Negeri 1 Murung Raya. Questioning is effective learning for make students interaction in class whether with the teacher or students. So the researcher choose english teacher as a participant for this research.

D. Data/Source of Data

The data in this research what the questioning techniques does the teacher use in classroom interaction and how the teacher apply questioning techniques in classroom interaction. Furthermore, the data are collected from by observation and interview. The source of data in the descriptive qualitative research could human, events or activities, place or location, things, various pictures and record, documents and archives (Sutopo, 2006). The source of data is an English teacher of eight grade in MTs Negeri 1 Murung Raya. The researcher chooses one English teacher. There is sources of this research:

1. Events

The event is the teacher's activities during teaching and learning process. The data obtained by video recording of teaching and learning process at VIII grade in MTs Negeri 1 Murung Raya. Through observation of the teaching and learning process to get events the teacher's activities about the types of questions used by the English teacher, how the classroom interaction when the English teacher uses questioning techniques.

E. Technique of Data Collection

Sugiyono (2007, p 166) stated in his book “Metode Penelitian Administrasi” that observation is a research instrument which there are some complex activities in the process, they are biological and psychological activities. Two most important things during the observation are the process of observing and remembering. Observation is needed when the object of the research is like human behavior, work process, natural phenomena, and the observed respondent is not too broad. Based on the explanation above, this observation aims to gain deep information about the whole process of teacher questioning techniques and how does she apply.

To get an accurate data, this study used some instruments; classroom observation and interview.

1. Classroom Observation

The main purpose of classroom observation is to know how often teachers use questioning technique and the effect of teachers questioning technique in classroom learning activity. In this research, the researchers chooses the observation to investigate teachers’ questioning technique in improving students’ motivation in English classroom learning activity. The researcher observed only one English teachers. In classroom observation were see real teacher teaching situation, look at students’ enthusiasm, behavior, response and activity in teaching learning process. The researcher did observation in the class to collect the data by using recording video.

2. Interview

Interview is a dialog used to acquire information from someone interviewed. Interview is used to appraise someone's condition. For example: To look for the data about variable of students' background, parents, education, attention, perception (Arikunto, 2013). In this research, the aim of interview is to collect information from the teacher about questioning techniques. The result of interview would be analyzed by using theme and the researcher took the conclusion in each theme. Interviewing aimed to get the addition of information in response by implemented teacher questioning technique to improve students' motivation in learning English. The results obtained determined to extent doing of the application of teacher questioning technique in class and using teacher questioning technique during learning process. In this research, the researcher gathered data by using English teacher.

F. Data Analysis

The analysis of this research used descriptive qualitative based on Miles & Huberman (1994, p. 10) by data reduction, data display, drawing and verifying conclusions. Data analysis is conducted as follows:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. (Miles & Huberman, 1994, p. 10). In data condensation, the researcher

reduced information during the research activities if data was unimportant or did not support of questioning techniques and how applying questioning techniques by the teachers will be reduced. Then, the data result of observation was transcribed in written form and summarized.

2. Data Display

A display is an organizing, compressed assembly of information that allows conclusion drawing and action (Miles & Huberman, 1994, p. 10). In this step, the researcher organized and displayed the data of questioning technique and how applying questioning techniques by the teachers. The results of observation were explained systematically according to the research questions. As the second component in analyzing data, this technique was used arranging the information, description, or narration to draw conclusion.

3. Conclusion and Verification

This activity is the third element of qualitative analysis. Conclusion drawing involved stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand (Miles & Huberman, 1994, p. 12). Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross check or verify these emergent conclusions. In this step, after conducted data condensation and data display, the researcher drew conclusion and verification. It started from data collection until data analysis by taking the points that refer to formulation of research problem. After drawing the conclusion, the next is verification by comparing the theory in chapter II.