

### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter deals with the research methodology as the procedure in conducting the research. The explanations consist of approach and design, research setting, data collection technique, research instruments, and data analysis technique. All the explanations are covered as follows:

##### **A. Research Design**

This research is classified as a case study using descriptive qualitative method. Case study is basically an intensive study of an individual or group that is seen having a particular case. According to Penny (2011) A case study is a single instance of some bound system, which can range from one individual to a class, a school, or an entire community. The data gathered can include interview data, narrative accounts, classroom observations, verbal reports, and written documents. Regarding the explanation, this research is a case study because of its characteristic. This study attempts to explore certain information about a phenomenon or case of the subject. The cases of this research are teacher's questions types and techniques used to conduct the classroom interaction in teaching learning process.

The design of this research is descriptive qualitative, where researcher presents data on to words and descriptive form. According to Creswell, qualitative research as an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. In addition, qualitative method is used when the research aims to describe phenomena; and the data used

are opinion (interview), behaviour, and document which is not analysed using statistics pattern. This research uses qualitative method, it means that the data collected is not in the form of number, but the data gained from interview manuscripts, field note, audio recording and observation checklist.

The purpose of qualitative study is to describe the empirical reality of the phenomenon in depth, detailed, thorough. In this study, the descriptive research is done in the classroom, and the main point of this research is to collect the data on descriptive way. It describes the phenomena in the classroom, such as the interaction between teacher and students while asking and responding questions on XI Multimedia at SMKN 1 Pelaihari.

#### **B. Research Setting**

This study took place in SMKN 1 Pelaihari exactly at XI Multimedia-2. There are 2 classes of XI Multimedia. They are Multimedia 1 and 2 with different teachers. Each class has around 30 students. There are two reasons why the researcher chooses XI Multimedia-2. The first is because the teacher tends to use teacher's questions as the way to interact with the students. The second is that the students have low participation in the classroom. Thus, the teacher uses teacher's questions to stimulate and increase the students' interaction in the classroom.

#### **C. Data And Source Data**

The main data of this research is teacher's questions in classroom interaction. The data was obtained from the teacher's talks in the classroom. The subsidiary data was obtained through interviewing the English teacher. The

subsidiary data such as the teacher answer in interview session can be the additional information that may not be gotten in the classroom observation.

The source of data that used for the first and second data is the English teacher of XI Multimedia at SMKN 1 Pelaihari who was teach in the classroom.

#### **D. Techniques Of Data Collection**

The necessary data, such as the teacher's utterances while giving questions, were obtained through classroom observation. According to Ary, observation is a basic method of obtaining data onto qualitative. Therefore, the researcher observed the classroom directly for about 2 meetings. Furthermore, the study used non-participant observation study. It means that the researc her presented in the class but did not participate in the classroom activity.

In observing the teaching learning process, the researcher used observation checklist which combined with field note to know the questions types and techniques used in the classroom. .To double check and gain more informations during the classroom observation The researcher interviewed the teacher after doing the classroom observation

#### **E. Reasearch Instrument**

To achieve the objectives of this study, the necessary data were collected through some instruments such as observation checklist, field note,And interview.

##### **1. Observation Checklist**

Observation checklist was used while doing the observation in a classroom.

It was used to group the questioning types and techniques used during teaching learning process. The checklist consisted of the questioning

techniques by Willen and the types of questions by Richards. The checklist was also combined with the field note that researcher got during the observation.

## 2. Field Note

According to Lisa Kevin (2006:108), field notes are the notes about what were happened to a period of observation or interview. The data about what types and techniques used by the teacher were observed from the interactions that occurred in the classroom. It was used to take a note about the additional information while doing the observation, such as the time when the teacher give types of questions to the students and what questioning techniques used onto the teaching learning process, or the example of teacher's utterances while giving the questions.

## 3. Interview Guideline

Interview guideline was the instrument in making sure about the possibilities occurred in the classroom interaction. This instrument was used to interview the English teacher after doing observation in the classroom. It was done to clarify and gain more informations about the phenomena in teaching learning process. Before conducting the interview, the researcher was brought general idea about the questions that will be asked. The structure of the interview was developed prior to the interview.

## **F. Data Analysis**

To analyze the data about types and techniques of questioning, the researcher has completed the the following steps.

1. Transcribing the data

First, for the audio recording, the researcher put the data into computer and transcribed it. After transcribing the data, the researcher read the transcription in order to reduce the data. That is for knowing which one should be analysed and which one should not.

2. Coding the data

Coding the types and techniques of questioning used by the teacher was done before analyzing the data. The types and techniques was code use different color and character