

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is a description and qualitative research. Descriptive qualitative research is defined as a design to obtain information concerning the current status of phenomenon and to determine the natural situation as it exists the time of the study. It means that the writer tries to describe and analyze about teacher's and students' talk in English classroom interaction at the fourth grade in SD Muhammadiyah 10 Banjarmasin.

This research used qualitative approach because the data were analyzed qualitatively, that is through the process of teacher's and students' talk in English classroom interaction. This is the real situation described based on the data in the field.

This research is a case study. The case study is a research about a "unitary system". This unity may be programs, activities, events, or a group of individuals linked by place, time, or a certain bond (Djunaidi, Ghony, Almanshur, 2014: 88)

B. Research Setting

The researcher conducted the research in SD Muhammadiyah 10 Banjarmasin, especially at the fourth grade. It is located on Jl. Cempaka II

RT. 03 No. 29 Banjarmasin, Banjarmasin Tengah District, Kalimantan Selatan Province. This school is one of the elementary school in Banjarmasin.

The reason why the researcher chooses this school because not all of the elementary school use English lesson, especially in Banjarmasin and the most important reason is that the children learning International language at this school and the writer wants to know how teacher's and students' talk in English classroom interaction. So, the researcher has considered that the research is suitable to apply in this place.

C. The Subject and Object of the Research

1. Subject of the research

The subjects of this research were a teacher and students of the fourth grade of SD Muhammadiyah 10 Banjarmasin. The subject was only one class, that is Class 4 A/10. There were 22 students in the class. The class was one of the active class of all the fourth graders in the school.

2. Object of the research

The object of this research is teacher's and students' talk in English classroom interaction at SD Muhammadiyah 10 Banjarmasin.

D. Data and Sources of Data

There are two kinds of data, primary and secondary data. Primary data in this research were teacher's and students' talk in classroom interaction in SD Muhammadiyah 10 Banjarmasin.

To complete the primary data, the researcher also collects the supporting data, that is description about the condition of school, the classroom environment, and classroom activity. Other sources were documents like profil of the school and list of the students' name

E. Method of Collecting Data

To obtain the data, the writer used the techniques of data collecting as follows:

1. Observation

The observation instrument is recording of the object under study, recording conducted to obtain the corresponding data to the research. The technique was used to observe teacher's and students' talk in English classroom interaction at SD Muhammdiyah 10 Banjarmasin. It was also used to collect other related data such as the class environment and activities in the classroom.

2. Interview

The technique is used to complete and support the primary data of the research. The interview is a process of interaction, dialogue, question and answer verbally committed by two or more persons directly to obtain the required information. In the interview, the interview took only a guideline that outlines the things that will be requested. The targeted interviews conducted by researchers directly is the teacher who teaches the English subject in SD Muhammadiyah 10 Banjarmasin.

3. Documentary

The technique is aimed at looking for the data related to this research and for all written reports or documents.

F. Data Analysis

All collected and processed data were analyzed descriptively and qualitatively. The problems were classified and connected by other problems found in research. The analysis helped the researcher to highlight some important conclusions from this research. The conclusion was taken through inductive way (making conclusion from specific facts to general).

The process of data analysis took place simultaneously, which means the data analysis process began collecting data until analysis of the data itself.

According to Miles and Huberman, analysis of qualitative data is using words that are always arranged in an expanded text or described. At the time of giving meaning to the data collected, and interpreted the analysis of data was done. (Djunaidi, Ghony & Fauzan, Almanshur, 2014: 306)

To know how the teacher's and the students' talk in English classroom interaction in SD Muhammadiyah 10 Banjarmasin at fourth grade, the steps of the data analysis were done as follows:

1. Data Reduction

Data reduction occurs continually through the analysis. It is not something separated from the analysis, it is part of the analysis. In the early stages, it happens through editing, segmenting and summarizing the data. In the middle stages, it happens through coding and memoing, and associated activities, such as finding themes, cluster and patterns. In the later stages, it happens through conceptualizing and explaining since developing abstract concepts is also away of reducing the data. In the need to reduce data, qualitative analysis is not different from quantitative analysis, and the parallels in conceptual structure are shown in the levels of abstraction diagram. In both quantitative and qualitative analysis, the objective of data reduction is to reduce the data without significant loss of information. In qualitative analysis, an additional important component of not losing information is not to strip the data from their context.

Data reduction is a form of analysis that classifying, directing, and managing data in such a manner, so as to reduce the verification data. Collected data were obtained from interviews, observation, and documentation. Sugiyono (2007, 93) explained that in reducing the data, the researchers were guided by research objectives will be achieved. The main objective of the qualitative research is located on the findings. Therefore, if researchers in conducting research find everything seen strange, foreign, unknown, and yet has a pattern, this is exactly what should be a focal point in doing data reduction.

2. Display Data

Data displays organize, compress and assemble information. Because qualitative data are typically voluminous, bulky and dispersed, displays help a tall stages in the analysis. Miles and Huberman regard displays as essential, often using the phrase 'You know what you display'. They have no doubt that better displays are a major avenue to valid qualitative analysis (1994: 11). There are many different ways of displaying data-graphs, charts, networks, diagrams of different types (Venn diagram, causal models, etc.) and any way that moves the analysis forward is appropriate. Displays used a tall stages, since they enable data to be organized and summarized, they show what stage the analysis has reached and they are basis for further analysis. The message is clear: good qualitative analysis involves repeated and

iterativated displays of data. the same point is made in the grounded theory literature.

The data have been reduced and then make a presentation data. Presentation of data can be done in the form of brief descriptions, charts, relations between categories, and so on. The most frequent forms of display data for qualitative research is that data in the past and in the form of narrative text. With the display data, the data are structured, arranged in a pattern of relationship which will be easily understood.

3. Drawing and Verifying Conclusions

The reasons for reducing and displaying data are to assist in drawing conclusions. Drawing conclusions logically follows reduction and display of data, in fact it takes place more or less concurrently with them. Thus possible conclusions may be noted early in the analysis, but they may be vagued and ill-formed at this stage. Conclusions will be in the form of propositions, and once data have been drawn, it needs to be verified.

Drawing and verifying conclusions, presented the initial conclusions, that are still tentative and will be changed if it does not find evidence that supports robust data collection at a later stage. Conclusions in qualitative research should be able to answer the problem formulation formulated from the outset, and may not, because problems in qualitative research are still tentative and will be developed

after research in the field. After that, researcher will apply the technique to describe and analyze the data from the results of research on teaching English to students systematically.