

## **CHAPTER III RESEARCH METHODS**

### **3.1 Research Method**

In this research descriptive qualitative method is designed by applying naturalistic design. According to Sugiyono (2016:8), qualitative research method are often referred to as naturalistic research method because the research is carried out in natural condition or natural setting, also referred as ethnographic method because at first this method was used more for research in cultural anthropology, than referred to as qualitative method because the data and analysis were more qualitative. This method is used in other to discover, identify, analyze, and describe the verbal interaction process in the classroom.

Meanwhile, Moleong (2007:6) state that qualitative research is the research that purpose for understanding the phenomenon about thing that experienced by subject of the research such as behaviourism, perception, motivation, action, and other. Qualitative research usually are done holistically and described in the form of words, in a special scientific context and by utilizing various scientific methods. The reason for choosing it that because based on the researcher is experience with the teacher it was found that the students were passive in teaching listening activities, students has limited vocabulary, and seemed uninterested in following the teaching learning activity. They also felt difficult to concentrate and focus while listening the lecturer where teaching in front of the class.

Based on the two explanations above the researcher has concluded that qualitative research is the research method that naturalistic because done as

scientific and utilizing various scientific methods and presented by means of descriptions in the form of words. In this research the researcher used descriptive method. Descriptive method means that the data is in the form or group of words or description. This research conducted in a students of twelfth graders of SMK Muhammadiyah 1 Kotabumi academic year 2022/2023.

### **3.2 Places of the Research**

This research carried out in SMK Muhammadiyah 1 Kotabumi. SMK Muhammadiyah 1 Kotabumi located on Taman Siswa 160 street Kampung Baru, Kotabumi Kota, North Lampung. This research connected to the twelfth graders of SMK Muhammadiyah 1 Kotabumi in academic year 2022/2023. The researcher Choosing the twelfth of SMK Muhammadiyah 1 Kotabumi because of some reasons, The twelfth graders at SMK Muhammadiyah 1 Kotabumi have characters according to the character of the subject of this research.

### **3.3 Data Resource**

The data resource of this research took from the teacher and students of the twelfth graders of SMK Muhammadiyah 1 Kotabumi academic year 2022/2023. The subject of this research are the English teacher and students of twelfth graders which is consists of 22 students.

### **3.4 Research Instrument**

Research instrument is important thing that need to be paid attention by the researcher. Research instrument determined the data got from the subject of the research. According to Yin (2011, p. 82), research instrument is as a tool for collecting the data. In this research, the researcher uses observation checklist, field notes, documentation as the instrument to collect the data.

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

In observation, the researcher used structured-observation which focus to the observation have determined and noted in observation checklist. all activities from teacher and students were not together. there were three parts of activities in observation checklist which are opening activity, main activity, and closing activity. Aspect that be observed is analysis of verbal interactions in classroom at twelfth graders of SMK Muhammadiyah 1 Kotabumi. Because the researcher will observe the verbal interaction in classroom between students and teacher to analyze how verbal interaction happen in classroom.

#### **2. Field Notes**

According to Bogdan and Biklen (1982) in Syaflin (2011) field notes are written notes about what is heard, seen, experienced, and thought in order to collect data and reflect on data in qualitative research.

#### **3. Documentation**

Documentation according to Sugiyono (2016: 32) is a method used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information that can support

research. Documentation is used to collect data and then reviewed, for taking videos and pictures using camera tools and mobile phones (android).

### **3.5 Data Collecting Technique**

Collecting data is an important parts in research By collecting data, the researcher could take a conclusion after processing and analyzing the data. the procedure would be done by using intruments which were observation, field notes, and document as follow.

#### **1. Observation**

Observation would be done for three meetings in this research, according to john (2013:267), a qualitative observation is observation in which researcher go to field directly to observe the behaviors and activities of individuals in the place of research. the researcher observed verbal interaction types in classroom. observation would be done until the teaching learning process in class over.

in the observation activity, the researcher would act like a non-participate observer for three meetings. it means that the researcher do not participate and interfere in teaching learning process.

#### **2. Field notes**

In this research, the researcher also used field notes in observation. Bogdan and Lexy (2015: 209) state field note is a written note of what is heard, seen, experienced, and thought out in order to reflect on the data collection and data in

qualitative research. the researcher used it because to describe widely about things that are not included in observation checklist.

In this research the researcher make a field notes as bellow:

1. Opening activity (Prepare Learning)
2. Main activity (The Using Types Of Verbal Interaction)
3. Close activity (The Teacher Does To End The Lesson)

### 3. Document

There were two documents that the researcher take in this research. there were photos and video, the photos was taken when teaching learning process is started in the class until the class is over and video was taken when moment the teacher gives orders to do assignments or ask students something, that will be carried out or answered by students.

## **3.6 Data Analysis**

The data analysis was done through qualitative analysis. The activities of qualitative analysis was consisted of data reduction, data display and conclusion drawing (Sugiyono, 2016, p.11). Based on the theory, the researcher applied the following steps:

### 1. Data Reduction

In this step, the data concluded, grouped, and focused on the main problem of the research. The research identified the problem of research

and then classify the focus of the main problem from data to non - data.  
Reducing the data made the researcher easier to find the data needed.

## 2. Data Display

In this second step, after the data were reduced, the researcher categorized the types of verbal interaction that used by the english teacher.

## 3. Conclusion Drawing

The last step was conclusion drawing. The data analysis deeply, which the data and the information could be the new hypothesis and knowledge. So the researcher found the verbal ineration types performed by the English teacher.

The technique of data analysis was presented in the diagram below :

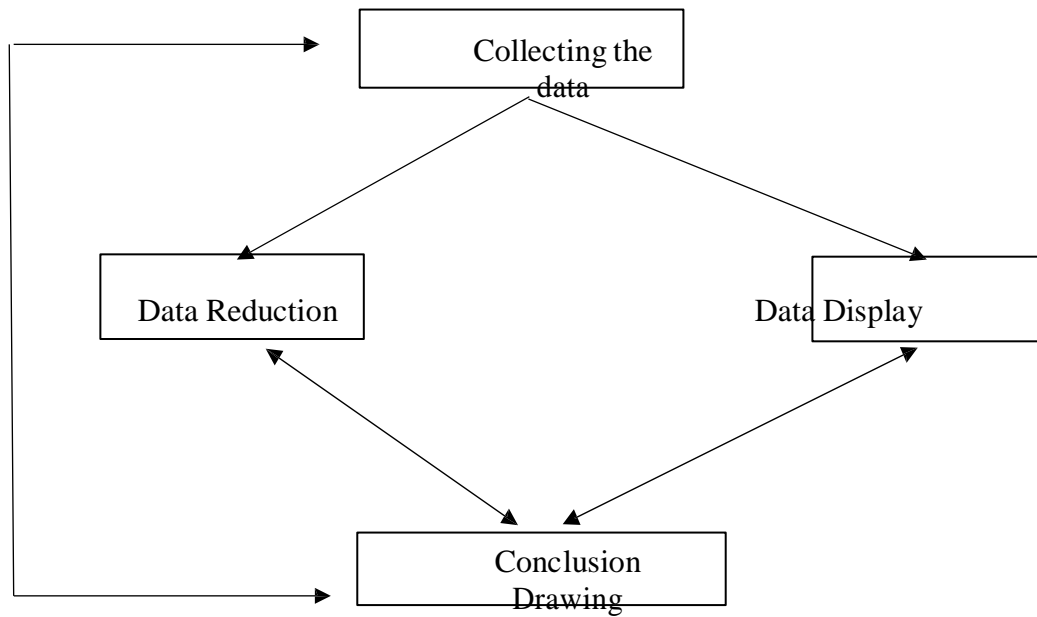


Diagram 3.1 Processes of Qualitative Data Analysis Miles & Huberman in Ahmadi (2014)