

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The research will be divided into several styles of research, like Quantitative, Qualitative, and Mixed Research Method. Djajasudarna was divided the research design by Quantitative and Qualitative research.<sup>1</sup> Quantitative research including all kinds of research shows the share, table, and another statistical counting. Whereas, qualitative research could be a certain tradition in scientific discipline that fundamentally depends on the person and his surrounding through his language. Qualitative Research could be a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The method of research involves emerging questions and procedures. Data typically collected within the participant's setting. Data analysis inductively builds from particulars to general themes and therefore the researcher making interpretations of the meaning of the information. The ultimate written document features a flexible structure.<sup>2</sup> The descriptive method was designed to get information concerning this status of phenomena. Qualitative Research is functioning from an interpretive paradigm, design an interview study using focus groups as your data collection method.<sup>3</sup> It is usually used to research social life, societies, psychology and so on.

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<sup>1</sup>Djajasudarna, D.r. T. Fatimah, *Metode Linguistik Ancangan Metode Penelitian dan Kajian*, (Bandung: PT. Eresco, 1993), Pg. 9.

<sup>2</sup>John W. Creswell, *Research Design (Qualitative, Quantitative and Mixed Methods Approaches)*, (Thousand Oaks, California: Sage Publication, 2009), Pg. 4.

<sup>3</sup>Patricia Leavy, *Quantitative, Qualitative, Mixed Methods, Art Based-and Community Based Participatory Research Approach*, (New York, London: The Guilford Press, 2017), Pg. 19.

The Characteristics of qualitative research can be seen as follow:<sup>4</sup>

1. Qualitative research is conducted in a very natural setting or a context of an entity. It means the research phenomenon should be researched within the whole context of the findings.
2. The researcher gets involve within the field activities when researching the participant- observation.
3. Qualitative research is organized through qualitative methods like observation, interview, or documentation.
4. Qualitative research commits an inductive data analysis.
5. The research is arranged employing a grounded theory.
6. The information being collected are words, pictures, not figures.
7. The importance of the research is that the process, not the findings.
8. Focus because the boundary of the research.
9. Validity, reliability, and objectivity are the precise criteria for the validity of knowledge.
10. The look of the research is suited to the realities that usually change continually; within the other words, the character of the research is temporal.
11. The research findings are discussed and prearranged along with the person of the information source.

This research was conducted by using Descriptive Qualitative research. it absolutely was because this research described the info of language interaction within the classroom then would be analyzed by using Sinclair and Coulthard Rank Scale. Discourse research is essentially qualitative research. For this

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<sup>4</sup>Moleong, Lexy, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2000), Pg. 4-8.

research, it tried to identified, classified, and described the language interactions between teacher and students in the classroom of The 1<sup>st</sup> Level Class of STAR English Course Parepare. Therefore, the Qualitative descriptive method was taken as a methodology of this research.

#### **B. Location and Duration of The Research**

This research was conducted in The 1<sup>st</sup> Level Class of STAR English Course Parepare. This Course was located in Jln. Kebun Sayur, Ujung Lare, Soreang, Parepare. It took 1 month for doing this research. Start from the first observation till analyzing the data that has been collected in observation.

#### **C. Subject of Research**

The subjects of the research were the teacher and students of The 1<sup>st</sup> Level Class of STAR English Course Parepare. The teacher was an English teacher named Rahmayani Ahmad. The students consist of all members of The 1<sup>st</sup> Level Class of STAR English Course Parepare.

#### **D. Focus of Research**

The main focus of this research was to find out the type of Act structure and the dominant type of the Act structure that the teacher and students used in the classroom. Based on Sinclair and Coulthard Rank Scale, the structures of language interaction in the Classroom consist of Lesson, Transaction, Exchange and Move. The lesson is the Largest or the highest level of Structure, while the Act is the Basic or smallest level. In this research, the researcher wanted to focus on analyzing the Act Structure of Classroom Interaction. It because the Act Structure acts as the basic and background that can build the next level. The move consisted of some Act, and Exchange can be formulated by more than one of the move, and so on.

In STAR English Course, 80 basic or 1<sup>st</sup> level Students are separated by some Classes. In this research, the researcher just focused on One Class which is handled by a teacher named Rahmayani Ahmad. It because the learning process usually used fun learning and different methods, but the Class still run out well and conducive.

#### **E. Research Instrument and Technique of Collecting Data**

To collect the data in qualitative research, some ways could be used. The techniques of collecting data used in this research are:

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

Observation means that the researcher collected the data directly in the location of the research.<sup>5</sup> This technique was used to measure what the researcher observed, saw, heard, and thought when collecting the data during the learning process. The researcher used the Checklist Observation Item based on the Sinclair and Coulthard Rank Scale. This technique made it the researcher becomes easier to analyze the Non-Verbal Language that the teacher and students used in the classroom interaction.

##### **2. Recording and Transcribing**

The researcher observed the Classroom and Collected the Data by using Recorder. It functioned to make it the researcher became easier to analyze and write down the data. After got the data, the researcher then wrote down all of the conversations and interactions that the teacher and students conducted in the learning process. Then would be analyzed based on the Sinclair and Coulthard Rank Scale. Audio-recordings were the significant element of qualitative research.

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<sup>5</sup>J.R.Raco, *Metode Penelitian Kualitatif (Jenis, Karakter dan Keunggulannya)*, (Jakarta: PT.Grasindo, 2010), Pg. 112.

## F. Procedure and Technique of Data Analysis

The Procedure and technique of Data Analysis that was done in the research such as:<sup>6</sup>

### 1. Procedure and technique to analyze the kinds of Act Structure used in the Classroom

#### a. Data Collection

The activity of information collection and also the activity of information analysis was a cyclical and interactive process. Data collection was the primary step of the procedure of knowledge Analysis. By using the instrument of research the researcher collected the information that might be written down within the text and be analyzed. Within the other words, it had been the stage where the researcher tried to search out out the “unripe” data that will be reduced, displayed, and concluded. During this research, the author collected the information of the lecturers’ utterances within the classes

#### b. Data Reduction

Data reduction was concerned with the method of choosing, focusing, simplifying, reducing, and organizing the info that has been collected. At this stage, the info that has been obtained was organized and also the irrelevant data were discarded. This was done through the method of coding; the method of labeling and segmenting units of language to the descriptive or inferential information compiled during the study. The aim was to assist the researcher organized and classified the info.

#### c. Data Display

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<sup>6</sup>Miles, B. Matthew and Huberman, A. Michael, *Qualitative Data Analysis: An Expanded Sourcebook*, (California: Sage Publications, 1994), Pg. 12.

Data display deals with provided an organized, compressed, assembly of knowledge that allowed conclusion drawing. A display can be within the variety of texts, graphs, diagrams, charts, matrices, or other graphical formats. During this study, the researcher classified and identified the info of the interaction within the classroom supported Sinclair and Coulthard's IRF structure. The information were presented within the type of tables.

d. Conclusion Drawing and Verification

At this stage, the data that has been analyzed were read and re-read to develop the conclusions regarding the study. Then, it was concluded the result of the research based on the Research Question.

2. The technique to analyze The Dominant Type of Act Structure

This research used Quantitative Approach to Analyze the Data. It followed with a Descriptive Statistic to know the dominant type of Act Structure that the Teacher and Students used in Classroom Interaction. The dominant type could be seen by the Percentage of the Utterance produced by the subject of research. It would be known which one of the types that commonly used in the Classroom. It would be analyzed by following the Pattern below:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = The Total Number of Utterance

### G. Validity of Data

Validating the results of the research is vital in any style of research for influencing the findings and also the analysis. If the information don't seem to be valid, the analysis isn't reliable. There are several methods to confirm a high degree of reliability and validity exists in qualitative research. The researcher used triangulation. Triangulation may be a technique of verifying the validity of knowledge that combined with others to be used as a comparison toward the information.<sup>7</sup> Triangulation is looking for related researches to give strong interpretation broadly and valid. The researcher used theoretical triangulation as the technique of validity and reliability. It used one or more theories that combined to give a more comprehension result. The researcher checked and compared the data of classroom interaction based on classroom discourse theory by Sinclair and Coulthard to everyday conversation theory by Susan and Gill. This theory had the same background as Sinclair's Theory. It was taking the same structure of rank scale to analyze the data. The scale was consisting of Lesson, Transaction, Exchange, move, and Act Structure. The difference between them is, Susan and Gill's Theory used to analyze daily Interaction or daily conversation that we know has difficult and unstructured models. Also took some theories and research based on that Rank Scale Analysis.

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<sup>7</sup>Moleong, Lexy, *Metodologi Penelitian Kualitatif*, Pg. 178.