

## **CHAPTER III**

### **RESEARCH METHOD**

A description of the research method used in the research is provided in this chapter. This chapter consists of research design, research subject, data collection technique, research instrument, data collection procedure and data analysis technique.

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

This research uses a qualitative method and descriptive analysis. According to Creswell (2007), a qualitative method is one that begins with an assumption, a world view, possibly a theoretical approach, and a study of a research topic that focuses on the meaning that people or groups assign to a social or human problem. Rather of measurements, statistics, and numerical numbers, descriptive qualitative research is largely concerned with words, language, and experiences. Qualitative research, on the other hand, is concerned with how people acquire their ideas. To understand the sample experience and to gather and produce ideas, the researcher will use a person-centered method.

#### **B. Research Subject**

The subject of this research was English teacher at MTs Sunan Gunung Jati Gurah Kediri. The subjects of this study consisted of two English teachers and the researcher took all of the English teacher as a sample of this research. There were two English teacher at MTs Sunan Gunung Jati and each teacher handled different class, which consist of seventh grade until ninth grade.

#### **C. Research Instruments**

According to Sugiyono (2015) interview is a method of gathering data if the researcher wants to carry out a preliminary analysis to identify issues that need to be investigated as well as if the researcher wants to learn more about respondents deeply. In this research, the researcher uses observation, interview, and documentation. The data is analysed using descriptive techniques. It will be

accomplished by using observation and interview as research instruments to collect data and validate the results.

### 1. Observation

Observation is a technique of acquiring open-ended, direct knowledge by watching and places at a research location. The researcher only observes the teacher's questioning strategy in the classroom during the learning and teaching process. The researcher uses non-participant observation in this research, which means that the researcher does not take part in the activity being observed. It is simpler to record information and observations using non-participant observation if the researcher does not participate so that the data could be recorded more easily. As a result, when the class is in session, a recorder will put in the classroom.

### 2. Interview

According to Arikunto (2013), an interview is a conversation that is used to get information from the person being interviewed. An interview is a method of assessing someone's condition. Consider the following scenario: To gather information on variables such as students' backgrounds, parents, education, attention, and perception.

An interview is a technique for collecting data information. The researcher uses a structure interview in this research. The people who will be interviewed by the researcher is English teacher. The teacher will be interviewed by the researcher to learn the teachers use teachers' questioning in the classroom. The interview serves as a way for the researcher to get more information on the teacher's reasoning.

### 3. Documentation

According to C. Robson (2011) the documentation method is a method for gathering data that is provided indirectly to the subject of the research. In this case, by employing a documentation instrument that is displayed in the lesson plan and teaching materials of the teachers. In this research, the researcher will use teachers' lesson plan, photograph, and audio recording. The purpose of documentation is to complement the data from observation and interview in order to obtain the most accurate information. Documentation also

aims to describe the data and make it easier for everyone who needs the information from research.

#### **D. Data Collection**

The data collect in two parts. The first is observation in the classroom using photos and video recorder, which allow the researcher to acquire data from an actual context. In the observation process, the role of the observer as a participant. Then through the interview, which perform after the audio recorder complete the classroom observation. The use of an audio recorder during an interview to assist the interviewer in gathering more specific information.

#### **E. Data Analysis**

The data analysis technique uses in qualitative research is clear, and it is aimed at resolving the issue statement. Sorting, focusing, simplifying, abstracting, and transforming raw data are all part of the process. In reality, data reduction occurs continually throughout the qualitative research process. It indicates that the researcher reduces the data before, during, and after collecting it, as well as after evaluating it. The researcher chooses which conceptual framework, which cases, which research questions, and which data collection methodologies to use before collecting the data.

There are various procedures that the researcher has to perform in order to evaluate the data in order to get the results from observation and interview. according to Miles and Huberman (2014), data analysis is divided into four phases. Data reduction, data display, conclusion drawing, and verification are the four steps. In general, the steps are related to one another during or after data collection, so Mile and Huberman's model is referred to as an interactive model:

##### **1. Data Reduction**

In this step, the researcher focuses on simplifying, abstracting, and converting the hard data that had been obtained. There are several ways to reduce and transform qualitative data, including selection, summary, and paraphrase.

##### **2. Data Display**

In this step, the researchers collect and organize data, descriptions, and recommendations in order to reach a conclusion and take action. A narrative text is used to display the data. The display is a well-organized, condensed collection of data that allows for conclusion drawing and action. Its purpose is to reduce structured data into a compact, easily accessible format so that analysts can understand what's going on and either reach justified conclusions or move on to the next step of the analysis.

### 3. Conclusion Drawing

By looking for meanings of every single phenomenon observe, the researcher attempts to draw conclusions and conduct verification. The analyst procedure verifies the conclusion.

### 4. Verification

Verification can be as simple as a fleeting second thought crossing the analysis mind while writing, followed by a quick trip back to the field notes, or it can be more involved, involving lengthy argumentation and review among colleagues to develop inter-subjective consensus, or extensive efforts to replicate a finding in another data set.

## **F. Triangulation**

According to Creswell (2009), the process of data triangulation entails collecting information from a variety of sources, such as interviews, observations, and file analysis. Creswell (2014) identifies four distinct kinds of triangulations: data triangulation, expert triangulation, investigator triangulation, and theory triangulation.

This research is of the descriptive qualitative research. As a result of this, the researcher has settled on the decision to use triangulation data in this investigation. In order to validate the data, the researcher will compare the information obtained from the data observation with the data obtained from both the data observation and the data interview. After doing the classroom observation, the researcher will next compare the data observation with the data interview and the theory.