III. RESEARCH METHOD

3.1. Research Design

This research was qualitative research. The objective of this research was to find out the pattern and the process of classroom interaction. The researcher took the position as a non participant observer and attributed by an inter rater. Therefore the researcher will used the descriptive method in order that the data would be able to focus on the teaching learning process and describe it extensively. The collected data elaborated the findings extensively in description of situation and natural interaction within the teaching learning process. After collected data, the researcher would analyze the collected data whether it reflected the interactive classroom interaction suggested by Brown or not.

3.2. Subject of The Research

The subject of this research was the fourth grade students of SDIT Permata Bunda Bandar Lampung. The researcher chose Ibnu Kholdun class, because based on the explanation of their teacher, this class more lively than the other class. The researcher assumed that this research, classroom interaction research was appropriate conducted at this class.
3.3. Data Collecting Procedure

The data of this research was the result of the interaction between the teacher and the students. The researcher used several procedures in collecting the data. There were four steps:

1. Observation.
   The researcher entered the class and observed the activities of both students and teacher during the teaching learning process. The researcher noted the activities and the conversation between teacher-students, and student-student.

2. Recording.
   Beside the teacher noted the activities during teaching learning process, in order to make the data more valid, the researcher also recorded the conversation between teacher and students in that class using tape recorder. This recording used to recheck the note of observation.

3. Transcription.
   The researcher translated the observation and recording data into the interactive classroom interaction suggested by Brown.

   The researcher evaluated and analyzed the data to come at the fixed result of the research and made conclusion and suggestion.
3.4. Data Collecting Technique

All data was obtained based on the research question prepared by the researcher before carrying the research in the classroom. In order to answer the research question, the researcher carried out:

1. Observation.

The purposed of observation was to explain the situation being investigated activities, person or individual who are involved in an activity and the relationship among them (Setiyadi 2001: 101). In this research, the researcher focused on knowing the patterns and the process of classroom interaction made by the teacher and the students during the teaching learning activity.

To find out the pattern of classroom interaction whether it belongs to teacher student interaction or student-student interaction, the researcher classified the data gathered in a table of specification as follow:

<table>
<thead>
<tr>
<th>Interactive teaching learning reflection</th>
<th>Teacher activity</th>
<th>Students’ activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.5. Data Analysis

The researcher analyzed the data in order to find out the pattern of classroom interaction whether it belongs to teacher student interaction or student-student interaction. In analyzing the data from the observation, the researcher analyzed it by using the steps of qualitative data analysis adapted from Miles and Huberman in Rohidi (1992:18). The steps of the data analysis of this research are:

1. Data Collection

The data was collected from observation notes. The researcher evaluated the collected data so that the researcher convinced his self the completeness and the interpretability of the data.
2. Data Reduction

The data was reduced, so only the essential one was used. It was ordered and organized systematically as well as possible in order to make conclusion. The raw data included disordered and unorganized data from the audiovisual shooting, so the researcher classified the data in a certain classification for the sake of simplifying the data to meaningful units of the data. Since the researcher’s aim was at knowing the patterns of classroom interaction taking place, here the researcher classified the data into the following table.

<table>
<thead>
<tr>
<th>Pattern of classroom interaction</th>
<th>Teacher’s activity</th>
<th>Students’ activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Data Display

The data was displayed as a group of information arranged. The data was arranged in a descriptive matrix that consist of explanations of the teaching learning principles, and the number of the interaction. (Setiyadi, 2001:108) as the below table:

<table>
<thead>
<tr>
<th>Interactive teaching learning principles proposed by Brown</th>
<th>Classroom interaction</th>
<th>The number of classroom interaction occurred</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Data Verification

After displaying the data, at the final step, the researcher pulled at the conclusion from the result of analysis descriptively based on the data that had been gathered. The researcher explained the process of teaching and learning and the problems faced by the students thoroughly and completely. And the researcher tried to give solution of the problems.

3.6. Validity of The Data

In order to make the data more valid, the researcher employed triangulation. Triangulation is a manner of collecting the data by combining two or more models in order to enrich the data and to have accurate conditions (Setiyadi, 2006: 11). The researcher used two types of triangulation, they were time triangulation and methodology triangulation. Time triangulation is used in different time at the same class, where as the methodology triangulation is used some methods such as observation and questionare to gather the same data.