

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents some aspects of methodology. It presents design of the study, research site and participant, data collection techniques, and data analysis. It provides the description of how the present study was conducted.

#### **3.1 Design of the Study**

As mentioned by Merriam (1991, cited in Cresswell, 1994) case study was used by the writer to explore a phenomenon (the case) such as a process, and in this study, a classroom interaction. This study attempts to investigate teacher's questioning strategies, teacher's rationales, and learners' opinions toward the most helpful strategies in learning English. Therefore, considering the aims of this study, case study method was appropriate to be used in this study, since it focused on the process of classroom interaction in a natural setting.

In case study, according to Yin (2003), researchers can conduct a research in qualitative or quantitative, and any mixture of them. Qualitative research approach is used in this study. The decision to use qualitative approach was based on the writer's intention to view the natural process of interaction in the classroom. This is consistent with Cresswell (1994: 2) who defines that qualitative approach is an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed of informants, and conducted in a natural setting.

As mentioned by Yin (2003:2) case study can be relied on some data sources: document, interview, file recorded, participant observation, direct observation, and authentic evidence. This is relevant to this study; the data were collected through observation by using video-recording and interview. Based on the classification of case study from Yin (2002:8), this study can be classified as an exploratory case study because the research questions were focused on "what" question (see chapter I, page 3). In addition, since this study focused on analyzing of transcripts from video-recording, this study can also be categorized as a qualitative program evaluation (Nunan, 1992, as cited in Emilia, 2009). In other word, the study evaluated how the teacher teach, interact, and direct the learners to give response to him.

### **3.2 Research Site and Participant**

This study was conducted at SMAN 14 Bandung. The participant of this study was an English teacher and his learners in X-H class. The class consists of 38 learners in their first semester. The reason of choosing the school was based on the provided access to conduct the study at that school.

The English teacher who participated in this study has been taught in SMAN 14 Bandung for 6 years. It is not a short period to have an experience in teaching. The educational background of the teacher was from one of private universities in Bandung which concern with education program. The characteristics of the teacher were disciplined, religious, and sometimes boring.

The learners of X-H were chosen since the pre elementary study resulted that the class was occasionally uncontrolled by the teacher. However, the learners did not give response or answer to the teacher's question sometimes. On the other hand, from the condition, it was concluded that the teacher needed a strategy or technique in handling such condition.

### **3.4 Data Collection**

Data collection techniques, employed in this study, were video-recording and interview. Each technique of data collection will be described below.

#### **3.4.1 Video-Recording**

In observing classroom interaction, there was a difficulty in carrying out the observation. It is true that several behaviors of interest occur rapidly in an educational setting. Some behaviors or interactions may be missed by the observer. In other words, video-recording was utilized.

According to Fraenkel & Wallen (1993:400-401), the tapes or CD (compact disc) may be re-played several times for continued studies and analysis. Experts or interested others can also hear and/or see what researcher observed for comparing with later or different samples. Therefore, video-recording was used in obtaining the data conducted from 26 July 2010, 29 July 2010, 02 August 2010, and 05 August 2010. Each lesson was recorded for 2 hour lessons (90 minutes).

The type of observation was non participant observation (Sugiyono, 2008), since the writer only recorded the classroom interaction by using a video recorder without any involvements in the teaching and learning process.

### **3.4.2 Interview**

Interview was taken after observation to verify what had occurred in the class, to discover teacher's rationales, and to identify learners' opinion toward the most helpful strategies. The semi-structured interview was used in this study, in which the interviewer has a general idea of where he or she wants the interview to go, and what should come out of it, but it does not enter the interview with a list of predetermined question (Yin, 2003 see also Merriam, 1991). This kind of interview was used since it has some advantages, such as: it gives the interviewee a degree of power and control over the course of the interview, it gives the interviewer great deal of flexibility and it gives one privilege access to other people's live (Yin, 2003).

The teacher and five learners were involved in the interview session. Before opening the interview, it was important to explain the objective of the interview to the participant. The learners who participated in the interview session were chosen randomly. There was no categorization in choosing the participants. The writer asked the learners who wants to be a volunteer. Fortunately, five learners were ready to be interviewed by the writer.

The interview was conducted on September 01, 2010 and September 02, 2010. The questions asked in interview can be seen in Appendix 3. To help the

interviewer in gaining the data during the interview, the data were taken by using a tape-recorder. Walker (1985, as cited in Nunan, 1992:153) mentions some strengths of tape- recording: (1) it preserves the actual language of the interviewee, (2) the data can objectively be recorded, (3) the data characteristic is natural, (4) it records interviewer's contributions as well, and (5) data can be re-analyzed after the interview.

### **3.5 Data Analysis Methods**

The data which were collected through various techniques would be analyzed in some steps. The data were analyzed based on the techniques in collecting the data. This study used qualitative data analysis, since the data were presented in words, table, and diagram.

The teacher's questioning strategies in the four lessons were analyzed based on some theoretical frameworks as stated in chapter II. The frameworks that were used in this study: Chaudron (1988), Wu (1993), Anwar (2000), and Tsui (2004). Those are about strategy in modifying questions to elicit learners' responses, namely wait-time, repetition, rephrasing, simplification, decomposition, probing, code-switching, blank-filling, and exemplification. Meanwhile, the teacher's rationales and learners' opinion (about the most helpful strategies) analyzed based on interview's transcript.

### **1.5.1 Analysis of Data from Video-recording**

The primary technique in collecting the data of this study was video-recording. Video-recorder was used as the tool for recording the class interaction.

There were some stages in analyzing the data from video-recording as follows:

1. Transferring the video into computer to make easier in analyzing the data.
2. Watching the video carefully.
3. Transcribing and coding the video to display the language used in the classroom. The use of video-recorder or audio-recorder is to help the writer analyze the data more than once, since it can be re-played again. Coding the data was based on Suherdi's framework (2008), such as T for teacher and L for learner. The transcribed data were segmented based on the unit of functional utterance or clause, including elliptical clauses.
4. Calculating the number of questioning strategies used by the teacher in the classroom. It was emphasized to see the percentage of questioning strategies employed by the English teacher.
5. Interpreting and discussing the data to address the research questions on the questioning strategies used by the teacher.
6. Concluding the findings. The findings and discussions place into conclusions and suggestions to exemplify the study entirely.

### **3.5.2. Analysis of Data from Interview**



The interview was conducted to get data about teacher's rationales in employing the questioning strategies and learners' opinion toward the most helpful strategies in learning English. The data from the interview were recorded through audio-recorder. Actually, the stages in analyzing the data from interview were not different from analyzing the video-recording. There were some stages in analyzing the data from interview as follows:

1. Transcribing the data from interview which is in form of audio-recording. In order to make the data easier to be analyzed.
2. Reducing inappropriate data.
3. Analyzing the transcripts of interview with the teacher and the learners were to investigate the teacher's rationales in employing the strategies. Besides, to identify the learners' opinion toward the most helpful strategies in learning English.
4. Interpreting the data from interview to address the research questions.
5. Concluding the findings into conclusions and suggestions for further study.

Furthermore, the data gained from video-recording and interviews were triangulated. In this study, the data collected and analyzed from video-recording and interview were compared and matched to see the relationship among them. Yin (2003) argues, by triangulating the data, the events or facts of case study have been supported by more than single source of evidence. It tests the consistency of findings gathered through different method and source of data (Sydenstricker-

Neto, 1997 and Trochim, 2001 as cited by Calabrese, 2006, p.10, and cited in Emilia, 2008). Triangulation also strengthens the reliability as well as internal validity especially in terms of using multiple methods of data collection and analysis (Merriam, 1991).

### **3.6 Summary of Research Methodology**

This chapter has described the methodology underpinning the study. This study attempts to investigate teacher's questioning strategies in questioning, to investigate teacher's rationales in employing the strategies, and to identify the learners' opinion toward the most helpful strategies. The design of this study was a case study. This study involved an English teacher and 38 learners of X-H of SMAN 14 Bandung. The study used qualitative approach to analyze the data gained through video-recording (which was transcribed first) and interview. In analyzing the questioning strategies, this study was underpinning through some theoretical frameworks such as from Chaudron (1988), Wu (1993), Anwar (2000), and Tsui (2004), the theoretical has presented in Chapter II.