CHAPTER III
RESEARCH METHODOLOGY

This chapter deals with the design of this study. It covers research method, site and participants, data collection techniques, and data analysis techniques.

3.1 Research Design

Research design, according to Sugiyono (2008, p. 2), deals with scientific ways of getting data with certain aims and benefits. Sukmadinata (2005, p. 52), specifically, explains that research method is the description of the implementation of research based on philosophical and ideological views.

This study tried to investigate teachers’ questions during BKOF in the implementation of genre-based approach and their role in students’ learning. In accordance with this study’s interest, this study employed a qualitative design which is well known as naturalistic (Holliday, 2005, p. 19; Sugiyono, 2008, p. 7). It belongs to interpretive paradigm since it is done in a natural setting which deals with particular phenomena (Dezin & Lincoln, in Cresswell 1998; Gubrium & Holstein, in Holliday, 2005; Snape and Spencer, 2003).

Qualitative design focuses on behavior, attitudes, arts, experiences, and other social phenomena (Dawson, 2002, p. 14). The typical thing of the research is that the collected data will be explained and interpreted deeply by consulting to relevant theories (Liamputtong, 2009, p. 11). The collected data are described in accordance with theories and actual events. Further, It is subjective that is not measured or counted by numbers.

The ultimate reason of choosing qualitative research as the research design was that its appropriateness to the interest of this study. It did not intend to test a hypothesis and made a comparison. It tried to analyze and describe
particular variable, symptom, and condition qualitatively. In this case, teachers’ questioning in genre-based learning was the focus of the study. Teachers’ behavior in posing questions was analyzed in qualitative ways. Accordingly, to be able to investigate the teachers’ questioning deeply and in detail, qualitative design might be best for this study.

3.2 Research Method

There are several methods in qualitative research, including ethnography, grounded theory, phenomenology, and case study (Creswell, 1998; Creswell 2012; Dawson, 2002). In this study, case study was chosen as the research method. It focuses on one (or just a few) instances of a particular phenomenon with a view to providing an in-depth account of events, relationships, experiences or processes occurring in that particular instance (Denscombe, 2007, p. 35).

Hence, case study, based on the definition, could be used in this study since it tried to deal with a particular phenomenon, that was teachers’ questioning in a particular instance, that was classroom setting applying genre-based learning to obtain an in-depth account of the event to illuminate the researcher’s understanding under the study.

The method was chosen for some supporting reasons. As proposed by Adelman et al. (1980, in Cohen, Manion & Morrison, 2005, p. 184), it provides possible advantages, as follow: firstly, the collected data is strong in reality since the method is down-to-earth and attention-holding. Secondly, it recognizes the complexity of truths offering some support to alternative interpretations. Thirdly, it may form an archive of descriptive material sufficiently rich for subsequent researchers. Fourthly, it is considered as ‘a step to action’ where its finding can be directly interpreted and immediately used. And the last one is that it may contribute towards the ‘democratization’ of decision-making allowing readers to judge the implications of a study for themselves.
Overall, Based on the description, it might be appropriate and reasonable to apply qualitative case study to investigate teachers’ questioning in genre-based learning holistically to get in-depth understanding of the particular phenomenon focusing on teachers’ question types and strategies in the particular setting that was BKOF in genre-based learning in a classroom.

3.3 Site and Participants

3.3.1 Site

This study took place in one of the senior high schools in Bandung. The reason of choosing the school as the research setting was the accessibility to the school, allowing the researcher to conduct the study there. However, there was main consideration of choosing the school as the research study. It was that the school had been using genre-based approach as the instructional activities. This meant that the approach used at the school went well with the setting of this study, which was the teaching applying genre-based approach. The compatibility was very crucial for this study in order that the required data could be appropriately obtained. Accordingly, it was expected that the teachers and students had been familiar with the approach so that the study could ran well.

More specifically, there were four classes employed as the setting. The classes were derived from those taught by the teachers. When the data were taken, the students of the classes were on the tenth and eleventh grade. There was no specific classification of the students, meaning that the classes consisted of students who had mixed ability. The first class consisted of 26 students, the second class consisted of 28 students, the third class had 30 students and the last class had 28 students. They were already familiar with text-based learning applied at the school in which during the stage of building knowledge of the field, the instructional communication occurred in the questioning activity. The students in the classes had morning class shift starting from 07.00 A.M to 14.00 P.M. They
attended English classes three times a week in which each meeting lasted about 90 minutes.

The classroom was quite roomy and well-facilitated. It had standard teaching equipment. There were a desk and a chair for the teachers. There were also a board, LCD, and audio kits. They might enable the teachers to teach effectively. The students themselves were equipped with a desk and a chair for learning, allowing them to study comfortably. Related to the implementation of teachers’ questioning and genre-based approach, the setting had been adequate to have the instructional activity.

3.3.2 Participants

To obtain required data, this study employed some participants, including teachers in a state school in Bandung. There were three teachers involved in this study. They were chosen based on accessibility provided by the school.

The first one was an experienced female teacher who had been teaching at the school for years, especially at formal schools. She taught some classes in which two of them participated in the study. She graduated from a local university majoring in English education program and she was continuing her study pursuing master degree. She was already familiar with genre-based approach since she had been applying the method for years at the school and had ever taken part in some GBA-related programs and conferences.

The second one was a younger female teacher. Yet, she was an excellent teacher since she had experiences of teaching English in a formal school for some years and graduated from a local university in Bandung, majoring in English education program. And the third teacher was the youngest one. Even though she had no many experiences of teaching, she was a good teacher. She was also familiar with genre-based teaching and questioning techniques.
3.4 Data Collection Technique

The data collection technique, in qualitative research, could be in the form of questionnaire, observation, interview, or document analysis (Creswell, 2012, p. 212). In this study, the preliminary study was employed. Therefore, it enabled this study to include some techniques in collecting required data. Deeper data collection technique is presented as follows.

3.4.1 Instrumentation

There were two kinds of instruments used in this study, including observation and interview. This collaboration attempted to combine more than one method of data collection in order to maximize the reliability and authenticity of this study. The observation was conducted to capture the questioning activities during BKOF. Whereas, the interview was conducted to get teachers’ points of view dealing with the implementation of classroom questioning techniques. The specific description of the used instruments was presented as follows.

3.4.1.1 Observation

Observation aims to take inferences from the respondents’ point of view, find out what is going on and get information at the research site that cannot be obtained from interview or survey (Alwasilah, 2011, p. 110; Cresswell, 2012, p. 213). In this study, the purpose of conducting observation was to investigate types and strategies of the teachers’ questioning aspects included during the stage of BKOF. To realize the purpose, the direct observation was chosen. Specifically, the non-participant observation was conducted during the investigation in this study. In this kind of observation, the researcher did not get involved directly in the activities in the classroom. The teachers would run naturally without any intervention from the researcher. To obtain natural behavior of the participants during the observation, the specific purposes of the
study were not explicitly told to both the teachers and the students. This aimed to avoid unnatural interaction during the observation.

Since the observation closely observed interactions related to questioning activities, it focused on how teachers posed questions to their students which occurred during the phase of BKOF. The observation itself consisted of two main aspects. Firstly, it investigated the categories of teachers’ questions. Secondly, it focused on the strategies the teachers applied during the questioning activity. The aspects were observed in the context of BKOF.

To support the observation activity, observation sheets, a video recorder and field notes were employed. They helped the researcher get detailed description of the context during the questioning activities. They would be used when analyzing and interpreting the data. The observation sheets and filed notes provided a particular format and model of investigating teachers’ question types and strategies. The points were constructed and developed from theories of types of questioning, by Anderson and Krathwohl (2001) and theories of question modifications by Wu (1993).

3.4.1.2 Interviews

The interview was conducted to ensure that the respondents could give information on their own behalf. It helped the researcher to obtain more detailed data. Interview can be a valuable means of collecting data since it is the most natural, basic, and human communication mode. It would probably be more representative since the researcher can paraphrase and explore particular questions (Alwasilah, 2011:110). Further, he added that interview should be planned carefully, when the interview will be conducted, how it will be administered, how long it will last, and what types of questions will be employed. Based on the description, the interview could be an appropriate data collection technique in this study. By applying the interview, the researcher could obtain the data that could not be collected from the observation.
The researcher, in this study, interviewed the three teachers. It was conducted after the classroom observation. Semi-structured asked question interview was employed to interview the participants. However, the specific questions were prepared beforehand follow up questions were also incorporated depending on the participants’ responses in the interview. During the interview, the researcher might elaborate and add more questions to obtain representative information.

The interview aimed to investigate the use of the teachers’ questions more comprehensively. It also aimed to find out the teachers’ belief and knowledge in questioning techniques during BKOF. Specifically, there were several aspects in the interview including related main indicators. The first aspect was about principles of questioning during BKOF. It dealt with theoretical bases used by the teachers in posing questions. It was derived from several related ideas of the principles, including Kinsela’s (1991) Omar’s (2009), Tekene’s (2006) and others. The second aspect dealt with roles of teachers’ questions. It investigated benefits of questioning teacher got. And the last part dealt problems teachers encountered during posing questions. It was also related to some relevant ideas.

3.4.2 Data Collecting Procedures

To obtain reliable and valid data, several procedures were conducted during collecting the data both of the observation and interview.

In collecting data of the observation, there were seven observations involving the four classes. The observation had to match the schedules of the classes. The researcher needed to ask the teachers when they had the stage of BKOF since the observation would not cover all sessions of the lessons. Consequently, the observation was only conducted in certain meetings. The following is the schedule of the observations.
<table>
<thead>
<tr>
<th>Observation</th>
<th>Times</th>
<th>Teachers</th>
<th>Class</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation 1</td>
<td>Tuesday, 8 April, 2014 (07.15)</td>
<td>Teacher 1</td>
<td>XI (1)</td>
<td>Environment</td>
</tr>
<tr>
<td>Observation 2</td>
<td>Tuesday, 8 April, 2014 (09.15)</td>
<td>Teacher 1</td>
<td>XI (2)</td>
<td>Environment</td>
</tr>
<tr>
<td>Observation 3</td>
<td>Thursday, 10 April, 2014 (10.30)</td>
<td>Teacher 2</td>
<td>XI</td>
<td>Holiday</td>
</tr>
<tr>
<td>Observation 4</td>
<td>Friday, 11 April, 2014 (09.30)</td>
<td>Teacher 3</td>
<td>X</td>
<td>Wild Animal</td>
</tr>
<tr>
<td>Observation 5</td>
<td>Thursday, 24 April, 2014 (09.30)</td>
<td>Teacher 2</td>
<td>XI</td>
<td>City Attraction</td>
</tr>
<tr>
<td>Observation 6</td>
<td>Friday, 25 April, 2014 (07.15)</td>
<td>Teacher 3</td>
<td>X</td>
<td>Traditional Culture</td>
</tr>
<tr>
<td>Observation 7</td>
<td>Friday, 25 April, 2014 (09.30)</td>
<td>Teacher 3</td>
<td>X (2)</td>
<td>Traditional Culture</td>
</tr>
</tbody>
</table>
Table 3.1 schedule of the observations

General information about this study was told to the participated teachers. Permission was also administered to conduct this study in their classes and to schedule the study. However, specific information of this study was not rendered in order to obtain natural behavior of the teachers and the class interaction. It aims to avoid distorted impression of what is going on during a typical classroom interaction so that hopefully representative data of how the teachers behave in the classroom can be obtained (Frankel and Wallen, 1990, p. 368).

The result of the observation was transformed into transcription. It would show more detailed instructional exchanges between the teachers and the students, allowing the researcher to analyze and interpret the questioning activity more efficiently.

The next procedure dealt with the interview. It was given to the three teachers. Each teacher got one section of the interview after the observations were completed. A recorder was used to save the teachers’ utterances. Field notes were also employed to optimize the interview results. The result of the interview was transformed into transcription and the important points were synthesized to get the teachers’ ideas.

To obtain the validity of the instrument, it should be checked to obtain its feasibility and effectiveness. Hence, the validity of this study was ensured through two lenses of paradigm, including positivism and constructivism (Craswell & Miller, 2000). Based on the positivism paradigm, the validity was conducted through member checking. In the study, the researcher asked for the participants’ checking in two stances, including transcribing and interpreting the video recorded data. In the stance of transcribing video recorded data, the researcher asked the participants to check the transcription to make sure its compatibility and validity. In the stance of interpreting, the participants were...
asked to check whether the questions in the transcription were questions or not. By doing this checking, the researcher might have the same perception as the participants of determining the term of questions in the transcription. Based on the constructivism paradigm, the study was validated by providing triangulation of the data. The research problems were coped with some data from some supporting instruments. This study also tried to present thick description on the process and the setting of the study based on the result of the investigation.

3.5 Data Analysis Techniques

In analyzing and interpreting the result of the collected data, there were several techniques which should have been followed. The following are the description of each analysis technique.

3.5.1 Observation

Related to the data from the observation, description of each observation was made based on the field notes. The description was used to provide more detail context when classifying types and strategies of the teachers’ questions. Further, it was used to relate to the research questions and interpret the interaction.

After making the description, the next step was transcribing the data from video-recording. To transcribe the data, some codes were applied to indicate specific features of the transcription. The codes used are shown as follows:

- T = teacher
- S = one student
- Ss = some / many students
- … = pausing
- * = no response
- ( ) = non-verbal response
After having the transcription, the next step was classifying the interaction into a particular category. The category was based on the teachers’ questions types adapted from the work of Benjamin Bloom (1956) modified by Anderson and Krathwohl (2001). It persuasively argues for a six-stage structure of educational objectives, consisting of remembering (Q1), understanding (Q2), applying (Q3), analyzing (Q4), evaluating (Q5), and creating (Q6). The classification, in addition to find out the question types, was used to determine the students’ cognitive level. Asking higher order questions reflects the development of their critical thinking ability (Feng, 2013; Hamiloglu, Kamile., Temiz, Gurkan, 2012; Ma, 2008, Rogers, 1972; Tekene, 2006). The first two types of questions (Q1 and Q2) were included in low cognitive level, while the second four types of questions were high cognitive level (Q3, Q4, Q5 and Q6). The high cognitive level was supposed as the implication of students’ critical thinking (Reichenbach, 2001, p. 20).

Next step was categorizing strategies of questioning used by the teachers. The categorization was identified when the teachers’ questions were not understood by the students and they could not respond appropriately or not give any responses yet. For this purpose, the researcher analyzed the transcription of the observation to find out the teacher questions that were not responded (appropriately) by the students. In categorizing the questioning strategies, the work of Wu (1993) was employed. These questioning strategies include five patterns, including repetition, rephrasing, simplification, decomposition, and probing strategies.

After having the categorization, it came to making interpretation of the collected data. During the interpretation, related and relevant theories were employed to support the findings.

3.5.2 Interview
In analyzing the result of the interview, the data were the teachers’ responses dealing with their points of view of their own performance in the classroom including questioning techniques during BKOF. Therefore, the interview was hopefully able to get deeper clarification from the teachers about questioning. The transcripts of the interview would be read and analyzed carefully. The important information from the transcripts would be taken as sources of data.

Finally, the data collected from the observation and interview were analyzed using related theories of questioning from Benjamin Bloom (1956) modified by Anderson and Krathwohl (2001), Wu (1993) and other relevant theories.