

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This part presents the research methodology that has been briefly explained in Chapter I. The discussion in this chapter covers statement of problems, research design, research instruments, site and participant, data collection, data collection procedure, and data analysis.

This study aims to investigate questioning strategies are used by the teacher in young learners' classroom interaction. It also attempts to investigate how teacher questioning strategies affect the students' responses in young learners' classroom interaction.

#### **3.1 Research Design**

This study employed qualitative approach. As cited in Creswell (2007), qualitative approach is an approach to inquiry that begins with assumption, world view, possibly a theoretical lens, and the study of research problems exploring the meaning individuals or groups describe to a social or human problem. Therefore, the approach will be used in the research because the research has begun with the assumption that teachers questioning strategies would affect the students' responses.

The design of the research is a case study. As cited in L.R Gay and Millis (2009), case study is a qualitative approach in which the focus of the study is

known as a bounded system (e.g. individual teachers, a classroom, or a school). This study attempted to investigate teacher's questioning strategies that are used in young learners' classroom interaction. It also explored the effect of teacher questioning strategies on the students' responses. Considering the aims of this study, case study is appropriate to be used, since it focused on the process of classroom interaction in a natural setting.

### **3.2 Site and Participant**

This study was conducted in an English course in Bandung. This institution is. The reason of choosing the course was based on the provided access to conduct the study at the course.

The participants of this study were an English teacher and her students in young learners' class. The English teacher who participated in this study has been teaching in the course for about 2 years. Young learners' class was chosen since the students have unique characteristics. They are very active and have a high curiosity. Their unique characteristics will give the teacher challenge to use her best way to get them involved in the interaction.

### **3.4 Data Collection**

In collecting data, classroom observation, videotaping and interview were used as the instruments. Through these instruments, necessary information about

teacher's questioning strategies that are used in young learners' classroom interaction and its effect to the students' responses.

Classroom observation was conducted to capture what was said and done by the teacher and the students in the natural setting. In line with this, L.R Gay and Millis (2009) stated that the emphasis during the observation is on understanding the natural environment as lived by the participant. This technique is used in order to capture natural interaction in the classroom interaction both in verbal behavior and in non-verbal behavior.

Classroom observation is important to gain descriptive information about what the observer has directly seen or heard on the site through the course of the study. Moreover the observer could make reflection information based on the experiences or thoughts. The observation in this research belongs to nonparticipant observation in which the observer was not directly involved in the situation which was being observed. The observation was conducted four times (14<sup>th</sup> April 2012, 23<sup>rd</sup> April 2012, 30<sup>th</sup> May 2012, and 6<sup>th</sup> June 2012). The meetings which were recorded were four meetings. Each meeting spends about 70 minutes.

During the learning process, the observer (non participant-observer) recorded interaction between the teacher and the students in the classroom. Recording observation or videotaping is a method to document the observation. In line with this Millis (2007) state that qualitative research materials gathered, recorded, and compiled (usually on-site) during the course of a study are best.

Therefore, recording observation or videotaping was used to collect the data from the site to get the best materials gathered.

Then, to permit the researcher to obtain the important data that cannot acquire from observation alone, the researcher conducted the interview. Interview is a purposeful interaction in which one person obtains information from another (L.R Gay, 2009). Interviews can provide information which is quite difficult to be obtained through observation.

The interview was conducted in 19<sup>th</sup> September 2012 with the teacher who has been observed in this study. There were 10 questions that had already been prepared. Furthermore the list of questions can be seen in the Appendix A. The interview was conducted after the fourth observation had been finished. The obtained data were recorded using audio recorder.

### **3.5 Data Analysis**

After collecting all the data from classroom observations and videotaping, the data were analyzed based some steps adapted from Suherdi (2006). First, it was transcribed in order to display the language which is used in the classroom. In line with this, Allwright (1988) suggested transcript and audio tape or video tape as a data base for discourse analysis.

After transcribing all the interaction in the classroom, the transcripts were coded using some teacher's questioning strategy frameworks as presented in Chapter II. In the last step, the researcher attempted to answer the research

questions which had been presented in Chapter 1. The quantification of findings was displayed in some tables, and then the phenomena which were described from the tables will be delivered in Chapter IV. As Alwasilah (2002) states that the display, for instance, flowchart and diagram, enable the researcher to explain the interpretation.

To analyze the data from the interview, the data were transcribed in order to interpret some important issues which were related to research questions that had been explained in Chapter 1 and to permit the researcher to obtain the important data that cannot acquire from observation alone. Furthermore, the data were linked to related literature, which are presented in the next chapter.

