

CHAPTER III

RESEARCH METHODOLOGY

The third chapter presents the methodology of research. It will be divided into several sections; statements of the problems, the research methodology, data collection and procedure.

3.1 Statement of the Problems

The study examines teacher's questions in EFL classroom. The research problems are formulated in the following research questions:

1. What types of questions are provided by teacher in teaching English in eighth grade of junior high school?
2. What are students' responses toward the teacher's questions?

3.2 Research Method

3.2.1 Methodology

This research is conducted in a case study within a descriptive qualitative method. It is collecting, transcribing and analyzing, and interpreting data by observing one teacher as participant of EFL classroom. This study focuses on a particular phenomenon and situation which also describes the facts and characteristics of researched elements in systematic ways.

3.2.2 Respondents

The respondents of the study are an English teacher and 30 students of eighth grade. There is no characteristic under choosing of English teacher chosen and also students. Their sessions were recorded respectively, and crosschecked by interview.

3.2.3 Instruments

The main data were collected by recording five meetings of teaching and learning in classroom. The data were recorded in chronological order, first until fifth meetings in one material or in schedule series of teacher. It is chosen as the source of study as the researcher has been experienced in the way how teacher constructs

and delivers question with students in classroom, so the researcher take this theme to find out many kinds of questions delivered and strategies implemented by teacher to students. Teachers tend to use many questions in their teaching learning, but they usually don't know how to deliver them, what the functions and effects of the questions are. The questions and students' responses answer to all statements of the problem.

3.2.4 Data Collection Technique

There are three forms of data collection technique used in the research. The data of all activities in the classroom were collected through classroom observation and field-notes; and the data of teacher's point of view in delivering those kinds of questions in teaching learning and some salient behaviors of students and teacher were collected through interview. Each technique of the data collection technique is described below.

3.2.4.1 Classroom Observation and Field-Notes

The aim of the study is to explore the delivered questions and strategies executed by teacher to students during teaching and learning of anything taught materials. Classroom observation which has been conducted as a technique to collect data as the data is teacher's behavior in giving questions and students' behavior in responding the questions. The type of classroom observation used in this study is non-participant observation in which the researcher does not participate in the activity being observed, but rather sat on the side or backline and watched (Fraenkel and Wallen, 1990). In addition, the use of videos is a supported tool of researcher's observation note and also it is aimed at catching real situation during teaching and learning process.

To answer two research questions stated in Chapter I, five meetings were conducted from March 22nd until April 26th respectively. Each lesson in classroom took 80 minutes per meeting. The observation included video recording, field-noting, replaying video and transcribing it to find out the teacher's questions and students' responses toward them.

3.2.4.2 Interview

To reinvestigate the data from last technique, interview is also used to get data; the teacher point of view in using the questions and strategies of questioning to students in teaching learning. Semi-structured interview has been applied to the teacher because it allowed the researcher to respond the interaction at the moment; it means that the improvement of questions planned in interview will be done by the researcher whether to respond, acquire new coming ideas on the topic. The questions of interview which have been organized in advance were about the whole activities of teaching learning process, the reasons of using questions and responses of students is necessary to be asked. Tape recorder was used to record the interview; the result of interview is transcribed then by the researcher. Bahasa and English both will be a language used in interview.

These are the following questions of the interview in Bahasa:

1. *Dapatkah anda menjelaskan tahapan pembelajaran yang anda lakukan di setiap pembelajaran bahasa inggris di kelas?*
2. *Mengapa anda mengaplikasikan tahapan pembelajaran yang anda jelaskan sebelumnya?*
3. *Dalam setiap pembelajaran bahasa inggris, anda melontarkan banyak pertanyaan kepada siswa, apa yang membuat anda melakukan hal tersebut?*
4. *Apakah anda mengenal Bloom's taxonomy dan tiap kategori pertanyaannya?*
5. *Apakah anda sadar telah melakukan/melontarkan berbagai tipe pertanyaan yang tertera pada Bloom's taxonomy?*
6. *Apakah pendapat anda mengenai respon siswa pada pertanyaan-pertanyaan anda?*
7. *Apakah kesulitan yang anda hadapi ketika mendapatkan berbagai respon terkait pertanyaan-pertanyaan anda?*
8. *Apa sajakah strategi yang anda gunakan dalam menggunakan pertanyaan sehingga mendapat respon siswa yang anda harapkan?*

9. *Apakah keuntungan yang anda dapatkan dari tiap pembelajaran yang dilaksanakan?*

All questions interviewed to teacher is purposed to get information and data about teacher's reasons and difficulties in asking many questions and also teacher's knowledge about categories of questions and students' responses toward questions.

3.2.5 Data Analysis Technique

The data were collected through classroom observation by taking video and observation note from March 22nd to April 26th of an English teacher and 30 students of eighth grade. In addition the data were analyzed based on Bloom's Taxonomy (1956) and theories of classroom discourse analysis of Suherdi's framework (2007).

The data from the videos were transcribed. During the process of reading the transcription, researcher employed coding based on type of questions which has been explained in Chapter Two. Coding here means the process of segmenting and labeling text to forms of descriptions. The result of the analysis is described whole comprehensively in Chapter 4. The data collected from the interview were also transcribed then categorized into some main topics based on the research questions.

To get validity and consistency of the data, the data from classroom observation, field-notes and interview were crosschecked in order to check the data was consistent or not. The final step was analyzing the data by using theory framework, which will be fully presented in the Chapter 4.

3.3 Concluding Remark

This chapter has presented statements of problem, research design, research site, participant, data collection techniques, and data analysis techniques. This research is aimed at categorizing types of teacher's questions and strategies of questioning in teaching learning process, finding out students' responses toward the questions and figuring out the reasons of question being asked by teacher.