

CHAPTER III

RESEARCH METHODOLOGY

This section describes the methodology used regarding the types of teachers' questions and students' responses in the EFL classroom to carry out the study. It also provides a brief description of research design, site and respondent, data collection, and data analysis.

1.1 Research Design

This study employs qualitative approach. Stake (2005) asserts that a case study is not “essentially qualitative” and it can be both quantitative and qualitative (Yin, 2003). However, this research has chosen to undertake a qualitative case study as it attempts to investigate human experiences in a natural setting. Denzin and Lincoln (2005) define qualitative research as a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. Such data sources could be appropriate for the researcher to gather data including types of teacher's questions.

Meanwhile, the design of the research is a case study. A 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 attempts to investigate teacher's questioning techniques that are employed in EFL classroom interaction. Considering the aims of this study, case study is appropriate to be used, since it focuses on the process of classroom interaction in a natural setting.

1.2 Site and Respondent

This study was conducted in a Senior High School in Bandung. There are several reasons to conduct the study at this school. First, Researcher knows the school, its organization, and the students well since researcher has been

conducting Teaching Practice in the school. Therefore, researcher has considerable advantages with regards to access, entry, and establishment of researcher's role. Second, Researcher is also aware of the fact that familiarity with the place might influence researcher in the way carry out the research and might lead researcher to take some of the things at school for granted.

The respondent of the study are a teacher and 40 of her students. The research was conducted in a classroom learning process which consists of an English teacher and students which can affect researcher to gain more interaction in natural class setting. Moreover, the researcher observes the class interaction for three meetings including 1 KD (Kompetensi Dasar) based on Lesson plan applied by the teacher. The reason for choosing these classes was because the teacher is available and willing to be respondent of this research.

1.3 Data Collection

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; videotaping 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 is described below.

1.3.1 Classroom Observation and Field-Notes

The aim of the study is to explore the delivered questions and functions of questions executed by teacher to students during teaching and learning of anything taught materials. Classroom observation was conducted to capture what is said and done by the teacher and the students in the natural setting. In line with this, Gay and Milis (2009) states that the emphasis during the observation understands the natural environment as lived by the participant. 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 support tool of researcher's observation note and also it is aimed at catching real situation during the teaching and learning process. Moreover, to answer the research questions stated in Chapter I, three meetings were conducted from November 16th until November 23th respectively. Each lesson in classroom took 80 minutes per meeting.

1.3.2 Videotaping

A videotape is an audiovisual material which consists of images or sounds that researchers collect to help them understand the central phenomenon under study. It is used with increasing frequency in qualitative research, images, or visual materials such as photographs, videotapes, digital images, paintings, and pictures. The use of videotaping is to record all the teachers' talk during the lesson. The documentation of the teachers' talk then will be transcribed regarding all questions that the teachers' ask.

During the learning process, the 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, Milis (2007) state that qualitative research materials gathered, recorded, and compiled (usually on-site) during the course of a study are best. Therefore, recordings or video tapings were used to collect the data from the site to get the best materials gathered.

The videotaping was conducted three times and each last for 80 minutes lesson. Researcher used videotaping as the primary classroom procedure to record the way a teacher asks questions in the EFL classroom. Researcher videotaped three sessions of lessons in the one class of the eleventh grade; in one class have two periods of videotaping (forty five minutes each). Since Researcher adopted a non-participatory role, researcher stayed at the back of the class from where the lesson was recorded.

1.3.3 Interview

According to Johnson (2008), interview is defined as asking questions and getting answer from the participants in a study. Interview was done in this research for several reasons. Firstly, it was to back up the observations' inquiry

and interpretation. Secondly, it also aimed to make this research more objectives and valid. Thirdly, in addition, interview was also done to increase the data obtained from videotape. Researcher conducted a session of interview with the teacher to reinvestigate the data from last technique. Interview is also used to get data: the teacher's point of view in using the questions and the function of questions to students in teaching learning.

Among five types of interviews classified by Johnson (2008), which are structured interview, semi-structured interview, unstructured interview, informal interview, and focus groups, 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 languages used in interview.

These are the following questions used in the interview:

1. *What learning phases do you employ in every teaching and learning process in the classroom?*
2. *Why do you employ the learning phases?*
3. *In every teaching process, do you ask questions to your students?*
4. *Why do you ask questions to your students in the classroom?*
5. *Do you count the number of questions you ask during one period of lesson?*
6. *What do you think the main aims of teacher questioning? You can answer accordingly.*
 - Check whether the students grasp the language points*
 - Lead to the topic*
 - Attract them to think or pay attention to the language points*
 - Improve student's communication*
 - Provide opportunities to speak*
 - Control the classroom discipline*
7. *What type of question do you always ask at the beginning of the lesson? Yes/No Questions or WH Questions?*

8. *Do you challenge students by asking questions that arouses their participation in the lesson? Please explain.*
9. *Do you ask question that checks your students understanding of the lesson? Please explain.*
10. *Do you get all the students involve in class discussions?*
11. *How much time do you expect your students to answer the question?*

1.4 Data Analysis

According to Denzin and Lincoln (2005), formal systems for the analysis of qualitative data have been developed in order to help researcher get at the meaning of their data more easily. Qualitative data analysis is the process of turning written data such as interview and field notes into findings. To enable this analysis, researcher will transcribe the recordings of the observation that has been conducted. Several steps below are used in the data analysis:

- A. Reading the transcripts
- B. Labelling the relevant terms of the study (Coding data or Indexing data)
- C. Deciding which codes are the most important and create categories by bringing several codes together.
- D. Labelling categories and deciding which are the most relevant and how they are connected to each other.
- E. Interpreting data to provide meaning and create explanatory accounts.

The data were collected through classroom observation by taking video and observation note of an English teacher and 40 students of eleventh grade. In addition the data were analyzed based on classification of questions by Long and Sato (1983) to answer the first research question related to the types of teachers' questions. Each questions posed by teacher were coded into display and referential question. The analysis of the results was presented as of percentage and frequency by tabulating the data in direction of the categories determined. It was to quantify the frequency of which type of question used at the most.

In order to analyze the students' responses, researcher simply analyze the responses the students give to the teachers' questions based on the number of words they produce in answering the questions regarding the question type.

The analysis is not on the students' physical responses because it does not give significant result to the students' language learning.

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 is fully presented in the Chapter 4.