

CHAPTER III

RESEARCH METHODOLOGY

The procedure of how this research is conducted will be discussed in detail within this chapter. This chapter has a significant role since it will lead the way how research questions can be answered satisfactorily started from a description research design, research sites and participants' selection, the way the data are gathered, and how the data are analyzed in steps and finally presented in the following chapter, Findings and Discussion.

3.1 Research Design

This study falls under qualitative research design embracing case study approach. The focus of all qualitative research needs to be on understanding the phenomenon being explored (Creswell, 2007, p. 3). In this case, the phenomena which are going to be investigated are Theme and Thematic Progression systems being employed in teachers' questions.

Qualitative case studies, as other forms of qualitative research do, search for meaning and understanding, the researcher as the primary instrument of data collection and analysis, an inductive investigative strategy, and the end product being richly descriptive (Merriam, 2009, p. 39).

This study belongs to case study as it is carried out in "a small scale, a single case" (Stake, 1985, p. 278, cited in Emilia, 2005). This present study involves only two teachers and both of them teach hortatory exposition text in 11th grade of Senior High School. Meanwhile, the researcher becomes the primary instrument of data collection who attempts to gain the data from classroom observation in form of audio-visual recording of teachers-students interaction during the teaching of hortatory exposition text.

Another characteristic of case study which fits with this study is the use of text analysis to analyze the data (Travern, 2001; Freebody, 2003, cited in Emilia, 2005). Lastly, this study belongs to a case study because it does not attempt at all to generalize from the case being studied, compare it to other cases, or claim that it illustrates a problem common to other, similar cases, instead, the emphasis is on gaining a deep understanding of the case itself (Hood, 2009, p. 69-70).

3.2 Sites and Participants

The research sites of this study are two private Senior High Schools. One of them is located in the downtown of Bandung while the other one is in Garut district. The reasons for choosing the schools as the research sites are time availability, the status of schools, and the teachers' teaching experiences. Due to the time constraint, the researcher could not observe two schools in Bandung at the same time. After collecting the data from the school in Bandung, the researcher could not find another school which had not finished the lesson of hortatory exposition text. Later, the researcher found out that there was a school in Garut district which was going to start learning hortatory text.

Regarding the status of the schools, both research sites are accredited private Senior High schools. This indicates that the schools are eligible and feasible for operation as a formal education

Ni'mal Fuyudloturrohmaniyyah, 2018

THE ANALYSIS OF THEME IN TEACHERS' QUESTIONS IN TEACHING HORTATORY EXPOSITION TEXT: A CASE OF EXPERIENCED AND NOVICE TEACHERS

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institution (Haryati, 2014). The school in Bandung, which holds A accreditation, is generally attended by students from upper-middle economic class. Meanwhile, the school in Garut, which has B accreditation, is commonly attended by students from lower-middle economic class.

Another consideration for choosing the school in Garut was the English teacher. The English teacher there was considered as novice teacher while the teacher in Bandung was experienced. This condition perfectly met the criteria of the researcher who was intended to observe questions posed by the experienced and novice teachers.

Both of the teachers accomplished their undergraduate and master's degrees from English Education program. The experienced teacher graduated from a private university in Jakarta while the novice graduated from a state university in Bandung. The experienced teacher has been teaching English for more than ten years. Before teaching in Senior High School, he taught English in elementary and junior high school for four years in each level. He admitted that he attended seminars and workshops related to the implementation of Kurikulum 2013 and scientific approach teaching.

Meanwhile, the novice teacher did not have much teaching experience. She admitted the first time teaching experience was gained when she was undergraduate student during three-months teaching practice (Pratik Pengalaman Lapangan / PPL) and another three-months teaching for her experimental study when she was writing the final paper. Regarding workshop, she did not mention any but she presented her papers related to students' problems in pronouncing English consonant sounds and effect of formative and summative evaluation.

The length of teachers teaching experiences is concerned in this study as experienced and novice teachers generally have different concerns and thought of the practice of teaching. More specifically, they differ in terms of the knowledge, skills, and beliefs (Rodriguez & McKay, 2010). This notion leads to an assumption that they will have different ways of using teacher talk, including questioning. From this study, it is expected the strengths and weaknesses of each participant can be identified so that contextual pedagogical implications can be drawn from the analysis.

Actually, the terms of experienced teacher here does not guarantee the teacher's expertise in teaching as the participant's teaching performance has not been evaluated. Classification of experienced and novice teacher is merely determined by looking at the years of teaching experience that the participants have. Experienced teachers have been teaching for 3 years (Bastick, 2002) to 9 years or more (Atay, 2008; Bivona, 2002). Novice teachers are those teachers who have less than 2 years of teaching experience (Gatbonton, 2008).

The English teacher in Bandung is considered as an experienced teacher with more than 10-years teaching experience. The class in which the experienced teacher was being observed was an 11th grade class that consists of 31 students. Each English lesson run for 90 minutes. The observation in the experienced teacher class conducted for four times which were on August 7th 2017, August 14th 2017, August 21st 2017, and 11th September 2017.

On the other hand, the teacher in Garut is considered as a novice teacher with less than a year teaching experience. She is a fresh master graduate from a state university in Indonesia. Her class that is assigned as the observed site consisted of 28 students. Similar to the experienced teacher, in the novice teacher's class the lesson lasted about one and half hour for a meeting. The observation

of the novice teacher class carried out six times on 11th October 2017, 18th October 2017, 25th October 2017, 1st November 2017, 2nd November 2017, and 15th November 2017.

As this case study belongs to qualitative research, the selection of participants is conducted nonrandomly, purposefully, and involving small number of participants (Merriam, 2009, p. 16). The teachers were chosen as the participants as both of them value teachers' questions as teaching strategies to trigger students to engage, think, and produce language during the teaching and learning process. Therefore, they always pose questions when their teaching. Besides, the teachers were purposely chosen as the participants of this research based on criteria as follows:

1. one has more than 10-years teaching experience (experienced teacher) and the other has less than 2-years teaching experience (novice teacher),
2. both of them teach hortatory exposition text, particularly hortatory exposition text for 11th graders,
3. both of them employ process and product-oriented teaching,
4. both of them require their students to write a hortatory exposition text as final assignment, and
5. having a great devotion to the betterment of their teaching practice (Suherdi, 2009, p. 129), especially in teaching hortatory exposition text.

3.3 Data Collection

The data of this research are teachers' questions which were posed during the teaching of hortatory exposition text. To make sure the data which were intended to obtain available, the researcher conducted a preliminary research by visiting several schools and observing whether the teachers posed questions when teaching or not.

The data were gained through direct observation in which the process of data collection is carried out on naturally occurring behaviour within their usual context (ACAPS, 2012). Therefore, the teaching and learning process was conducted in a natural setting without any intervention from the researcher. The researcher did not involve actively in the classroom activity but rather "sit on the sidelines" (Fraenkel, Wallen, & Hyun, 2012, p. 446) that is why this kind of observation is also known as participant observation.

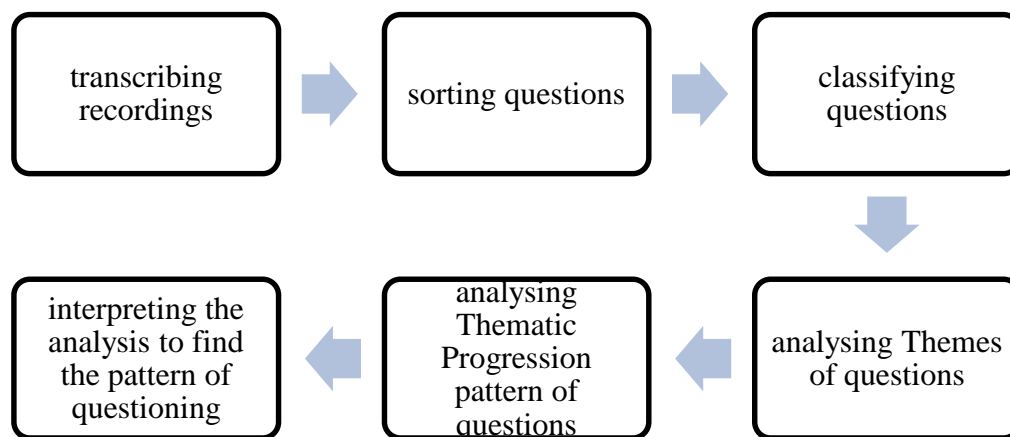
To make sure that the teachings were conducted in natural setting, the researcher visited each school twice before the observations took place. During the visit, the researcher tried to figure out that the teachers' questioning took place during teaching. Therefore, the research could be continued. Also, the researcher interacted with students and teachers in order to make them at ease and show the way the teaching and learning is usually performed.

Totally, the class in which the experienced teacher taught was observed for six hours in four meetings, whereas the observation in the novice teacher's class lasted for nine hours in six meetings. During classroom observation, what the teachers were doing in the classroom when teaching hortatory exposition text were audio-visually recorded. The data to be gathered focused on capturing teachers' utterances when the participants were in the process of teaching hortatory exposition text.

3.4 Procedure of Data Analysis

After classroom observation recordings have been collected, they will be going through six steps as described below.

Figure 3. 1. Procedure of Data Analysis



At first, the recordings are transcribed by putting participants' utterances into written forms (Kowal & O'Connell, 2004, p. 250). Second, teacher's utterances will be sorted, only teacher's questions are further analyzed. Then, teachers' questions will be categorized based on its structure and function according to the classification of questions proposed by Carter and McCarthy (2006). After that, a thematic analysis (Kvale, 1996, p. 89; Merriam, 1998, cited in Emilia, 2005) is taken place, when the researcher puts label on elements of teacher's questions as topical, interpersonal and or textual theme. Later, thematic progression analysis is carried out to see how the topic of discussion progresses and how it relates to the rheme. Finally, the data will be condensed into pattern of questioning and interpreted by relating them to the purpose of the teaching of hortatory exposition text as well as potential impact of the questions with such thematic progression enriched with relevant theories on the basis of the purpose of study (Kvale, 1996, p. 193; Kvale, 1996, p. 88).