

CHAPTER III

METHODOLOGY

In this section, the researcher will elaborate the methodological aspects of this study. The elaboration will include the research design, research method, research validity, the participants, the research setting, techniques of gathering data, and technique of analyzing data respectively.

3.1 Research Design

This study was conducted by applying qualitative research design in which the researcher as the main instrument collected data by observing the natural setting of classroom interaction. In this sense, this research is also called “naturalistic inquiry” (Lincoln & Guba, 1985; Nunan, 1992; Cohen & Manion, 1994; Meriam, 1998; Silverman, 2005; Alwasilah, 2008). “Naturalistic inquiry” refers to that the researcher tries not to intervene in the research setting and does not try to control naturally occurring events, because the researcher wishes to describe and understand the process rather than to test specific hypotheses about cause-and-effect relationship. Therefore, naturalistic inquiry is holistic, heuristic and low in control (Hussin, 2007).

The most important reason of using qualitative design is that this design is an appropriate way to explore every day behavior, in this case the behavior of teacher and students in classroom. For this, Silverman (2005: 6) states that ‘if you want to discover how people intend to vote, then a quantitative method, like a

social survey, may be the most appropriate choice. On the other hand, if you are concerned with exploring people's life histories or every day behavior, the qualitative methods may be favored'.

Besides the "appropriateness" reason in design, this study was carried out on the appropriateness in research paradigm as well. As this study requires the interpretation of researcher to understand the process of classroom setting, it used interpretivism paradigm in which qualitative design is suitable to use (Belbase, 2007; Connole, et.al, 1990; Dash, 2005; Emilia, 2000; Gephart, 1999; Mackenzie and Knipe, 2006; Williamson, 2006). In line with this, (Meriam, 1988) argues that 'education (classroom) is considered to be a process and school is a lived experience. To understand the meaning of the process and the experience, it must be interpreted then.

3.2 Research Method

In qualitative research design, there are several methods which are prevalent used such as ethnography, phenomenology, grounded theory, and case study (Alwasilah, 2008). In this investigation the researcher used case study method. Then this study is a qualitative case study which was characterized as being "particularistic, descriptive, and heuristic" (Meriam, 1988: 29).

To Meriam, a case study is particularistic because this study focused on a particular situation (classroom setting) and a specific phenomenon (teacher questioning in an EFL classroom).

At the present study, the researcher presented a rich or complete description on types of question used during the process of teaching and learning English in classroom setting. For this, a case study is descriptive. Finally, a case study is heuristic because it illuminates the researcher's understanding of the phenomenon under study.

This method was used because it has several advantages as what (Adelman *et. al*, 1976 in Nunan, 1992: 78) proposed. The first is case study is strong in reality as it can be used to identify and examine certain issues or concern in detail (Bogdan & Biklen, 1982) Secondly, case study can represent multiplicity of viewpoints and can offer support to alternative interpretation. Thirdly, if the result of a case study presented properly, it may provide database which may be used and reinterpreted by the future researchers. The last one is that the findings of case study can be beneficial for immediate practice.

Based on the characteristic of qualitative case study, it was reasonable for the present researcher to investigate a teacher questioning in EFL classroom in-depth to understand the process of questioning in classroom setting holistically, to focus the investigation particularly on the types of teacher questions, question modifications, and student responses, and to give complete or "thick description" on the issue of questioning in EFL classroom.

3.3 Research Validity

The feasibility and effectiveness of study must be ensured by the quality of the data gathering and data analysis, that is, the validity of the research. In this

study the validity was ensured through two lenses of paradigm; positivism and constructivism paradigm (Craswell & Miller, 2000). From the lens of positivism paradigm, the validity procedure was conducted through member checking. In this study, the researcher asked the participants' check in two stances; transcribing and interpreting the video recorded data. In the stance of transcribing video recorded data, both participants were asked to make sure that the transcription was valid based on the recorded data. In interpreting stance, the participants were asked to check whether the questions in the transcription were questions or not. For this, the researcher and the participants had the same perception on determining the utterances into questions or not. From the lens of constructivism paradigm, this study was validated by presenting thick description on the process and the setting of this study based on the field notes during the observation.

Besides the two lenses of paradigms, this study was also validated by the principle of retrievability (Hussin, 2006). In this study all the important moments (questioning-answering activities) during the observations were video recorded and the conversations were transcribed. The video recorded data and the transcription of the conversation were accessible for necessary inspection.

3.4 Participants

To get the data of teacher questioning, this study involved two English teachers and to get data on student responses there were 65 Junior High School students participated. The first teacher was an experienced male teacher and the other was a novice female teacher.

The two English language teachers of the selected school who participated in the study were selected based on accessibility (Kvale, 1996) as there were only two teachers recommended by the headmaster to take part in this study. In this study the teachers were coded as Teacher A and Teacher B. Their academic qualifications and training were in English. They have graduated from a local university majoring in English. Teacher A was male and has been teaching in that school for about more than five years. He was responsible to prepare the students in “Rintisan Sekolah Berstandar International (RSBI)” class in which English is used as the medium of instruction particularly in English subject and natural science subjects.

Teacher B was a female. She was a novice teacher at that school. She has been teaching for about one year. Fortunately, she has been teaching in formal English course for many years. She was recommended to give additional English class at the afternoon after the morning class dismissed for volunteered students.

The data on student responses were taken from two groups of students. The first 50 students of the two classes (25 in 8A and 25 in 8B) became the participants of the study. The students were selected into this classes based on the existing group. They were selected based on their rank when they were in the last semester of the first year. On this regard they were classified into gifted students as they were from the high achiever group of students.

When conducting observation, those students were in the second semester of the second year of Junior High School in the academic year 2008-2009. The special characteristics of those classes are they were established to promote

international based standard school. Consequently, they must use English for all the time during classroom activities. For this, almost all the students join additional English course outside their formal schooling time. These two classes were taught by Teacher A.

The second group of students who participated in this study was 15 students from the mixture class. They were asked voluntarily to join the afternoon English class to have extra lessons on English. Characteristically, the students in this class were more heterogeneous than the first two classes as some of them from “RSBI” class and some from regular class, some from first years and some from second year. This class was taught by Teacher B.

3.5 Research Setting

This study was conducted in a Junior High School (SMP) located in Mataram. The reason of choosing this school was the accessibility of the researcher into this school. But the most important consideration of choosing this school is that the school was at the beginning of establishing bilingual classroom in which English is obliged to use both by teacher and all the students.

There were three classes as the focus of observation. The first class was 8A class which consists of 25 students. This classroom was designed and fully facilitated to support the comfortableness of teaching-learning process. This room was also facilitated with air conditioner, four sets of computer, and one set of television with media player. The second class was 8B class which consists of 25

students as well. The situation and the facilities available in this classroom were the same as the room of 8A class.

The third class was a mixture class which consists of 15 students from non-bilingual class. The room for this class was not designed and facilitated as 8A and 8B were. There was not computer, television, or air conditioner found in this class. This class was programmed for giving additional English lesson for those students of non-bilingual class. This class was labelled mixture because the students were from many classes. There were some students from the first year students and some others from second year students.

Those three classes (8A, 8B, and mixture class) were at the second semester of academic year 2008/2009. Those two classes (8A and 8B) conducted teaching-learning in morning shift from 07.30 a.m to 01.00 p.m. They get English lesson three times a week. The mixture class, on the other hand, was conducted at the afternoon after morning shift starting from 02.00 a.m until 03.00.

3.6 Data Collecting Techniques

There were two main techniques used to collect data in this study namely observation and video recording. The observation was conducted to identify teachers' questions and students' response, while the video recording was utilized to 'capture many details of lesson that cannot easily be observed such as the actual language used by teachers or students during a lesson' (Richards & Lockhart, 1994). No interview conducted because those data collected from the observation and video recording were sufficient to answer the research questions of this study.

3.6.1 Observation

One of the purposes of conducting this study was to find out types of questions used by the teachers in their English classroom activities. For gaining the data concerning that purposes, direct observation techniques was used. Observation types utilized in this study was non-participant observation. The researcher did not involve in the classroom activities. He took seat at the back of classroom without intervening the activities he investigating and eschewed from group membership (Cohen & Manion, 1994).

The observation was conducted by using the observation guidelines which has been approved by the researcher advisor. The format and the model of the observation guidelines can be seen as an appendix in this thesis.

During the observation the researcher didn't find what makes this technique problematic. For example, as what Bailey (2001) argues that the presence of the observer will affect the naturalness of the interaction in the classroom as what he states in this quotation.

“The historical development of second language (L2) classroom observation is not limited to the use of observation instrument, and it has not been without problems. Teachers (and perhaps learners) have sometimes felt like objects being observed without input or consultation, whose behavior and key decisions were reduced to tally marks on a page by observers who might or might not understand the day-to-day workings on the language classroom. As a result, a tension emerged in some areas between the observers and the observed” (Bailey, 2001: 115).

On the contrary to Baleiy's argument, the researcher found that the participants, particularly the students acting very naturally. It seemed that they did not feel that they were being observed and did not care on the presence of

other people in their classroom. This was reasonable because the school has been frequently used to conduct research as such. The situation of such classroom was also found when the researcher carried out preliminary research in a Junior and a Senior High Schools in Bandung in which many researchers have chosen these schools as setting to conduct various kinds of research.

Although the researcher did not find what many researchers worried about, he anticipated the possibility of unnaturalness of the setting by explaining the purposes of the observation to the teacher and the students. The explanation was also delivered to the principal in case of getting permission to do research in his school. In this sense, the natural behavior of the classroom was ensured.

For this study, the researcher conducted six observations. The first Observation was conducted in 8A class when the students got the material of news item by making summary of two articles taken from English newspapers or English magazines individually. Before observing this class however, the teacher asked the researcher to introduce himself to the students in front of the class. In the introduction, the researcher introduced his identity, his educational background, and explained the purposes of his presence in that class. At this time, several students asked some questions as the teacher asked them to do so. This was also done in his observation in 8B class. The second observation was carried out in 8B Class with the same material as in 8A Class. The third observation was done in 8A Class with the material of narrative which was included in drama of various stories. The next observation, the fourth, was conducted in 8A Class with the same material (narrative) by using group presentation technique. The

observation five and six were carried out in the mixture class with the material of question tag and passive voice respectively. The distribution and the description of the observation can be seen at the table below.

Table 3.1: Distribution of Observation

Participants	Observations	Type of Lesson	Duration in minutes	Class	No. of Students
Teacher A	I	News Item	70	8A	25
	II	News Item	70	8B	25
	III	Narrative	65	8A	24
	IV	Narrative	75	8B	25
Teacher B	I	Question Tag	60	Mixture	7
	II	Passive Voice	60	Mixture	11

During the observation, the researcher made field notes for all the classroom activity to have description of context in which the teaching-learning process happened. Description of each session can be seen at the appendix on this study. These descriptions were used when analyzing and interpreting the data. To gain data on the types of questions used, the modification of questions employed, and the student responses, in this study, the researcher used video recording.

3.6.2 Video Recording

To get “the actual language used by the teacher and the students, as well as interpersonal dynamics and affective climate of the classroom” (Nunan, 1989: 79), video recording was used in each observation. However, in classroom observation not all sessions of the teaching-learning process were video-recorded. The researcher only recorded the phases of teaching-learning process when there

were any questioning activities took place. In the observation I and II which were conducted in 8A class and in 8B class, for instance, the researcher only recorded the classroom event when the student were told to report their summaries on the articles in front of the teacher through interview technique. In observation III in 8A class, there was no event recorded as the classroom activity was set in group discussion in which the teacher did not involve in. He just gave general instruction and suggestion on how to perform the dialogue on the drama script. At this time the researcher only made field note on how group discussion happened. The last observation for teacher A was recorded when he moderated the students to take part in group presentation. The recording was focused on the last part of the presentation in which the students were asked to give comments or questions to the groups who presented their material at that time.

The last two recordings were conducted in Teacher B's class when she taught the material of question tag and passive voice to the students of mixture class. Though this class was flooded by questioning activities, not all of them were recorded. The similar patterns of questioning were skipped to overcome the overloaded data on the same categories.

3.7 Data Analyzing Techniques

In analyzing data from field notes and video recording, first of all, the researcher made description of each observation based on the notes taken during the observation. The result of the description will be used to provide more detail context when classifying types of questions and interpreting the meaning of

certain utterances. After having the description, the next step was transcribing the data from video-recording. In making this transcription several codes used to indicate specific features of the transcription. Those codes were T for teacher, S for one student, Ss for many students, ... for pausing, * for no response, and () for non-verbal responses.

After having the transcription, then the researcher classified the utterances into two categories, teacher questions category and student responses category. After all the utterances have been categorized, then the researcher classified all the teacher questions based the taxonomy of question which adapted from the frame work of Long (1983). The categories are display question, referential question, comprehension check, clarification request, and confirmation check. In this step the researcher confirmed the participants whether their utterances belong to question or not. This was done because there were many utterances, especially uttered by Teacher B, were not in interrogative pattern but generated responses from students.

The next step was categorizing the techniques of modifying question employed by the teachers when their questions were not understood by the students. For this purpose, the researcher analyzed the transcription to find out which teacher questions could not generate student responses and which ones could generate incomplete responses. In classifying the techniques of modifying questions, the researcher referred to the frame work of Chaudron (1988) who classified the techniques into repetition, rephrasing, and additional question. As certain questions raised by the participants could not fit with that classification,

the researcher used another additional classification which have been used by Wu (1993). The classification was decomposition technique and probing technique.

Finally, to analyze the student responses to answer the third research question, the researcher categorized them into verbal response and non-verbal response. In categorizing the verbal responses, work of Wu (1993) was used to categorize the verbal responses into restricted category and elaboration category. While for categorizing non-verbal responses, the frame work of Lörcher (2003) was operationalized.

The sequence of conducting the present study starting from determining the background, formulating the problems into research questions, determining the techniques of collecting and analyzing data, presenting the findings, to recommending the further study was summarized in the following figure.

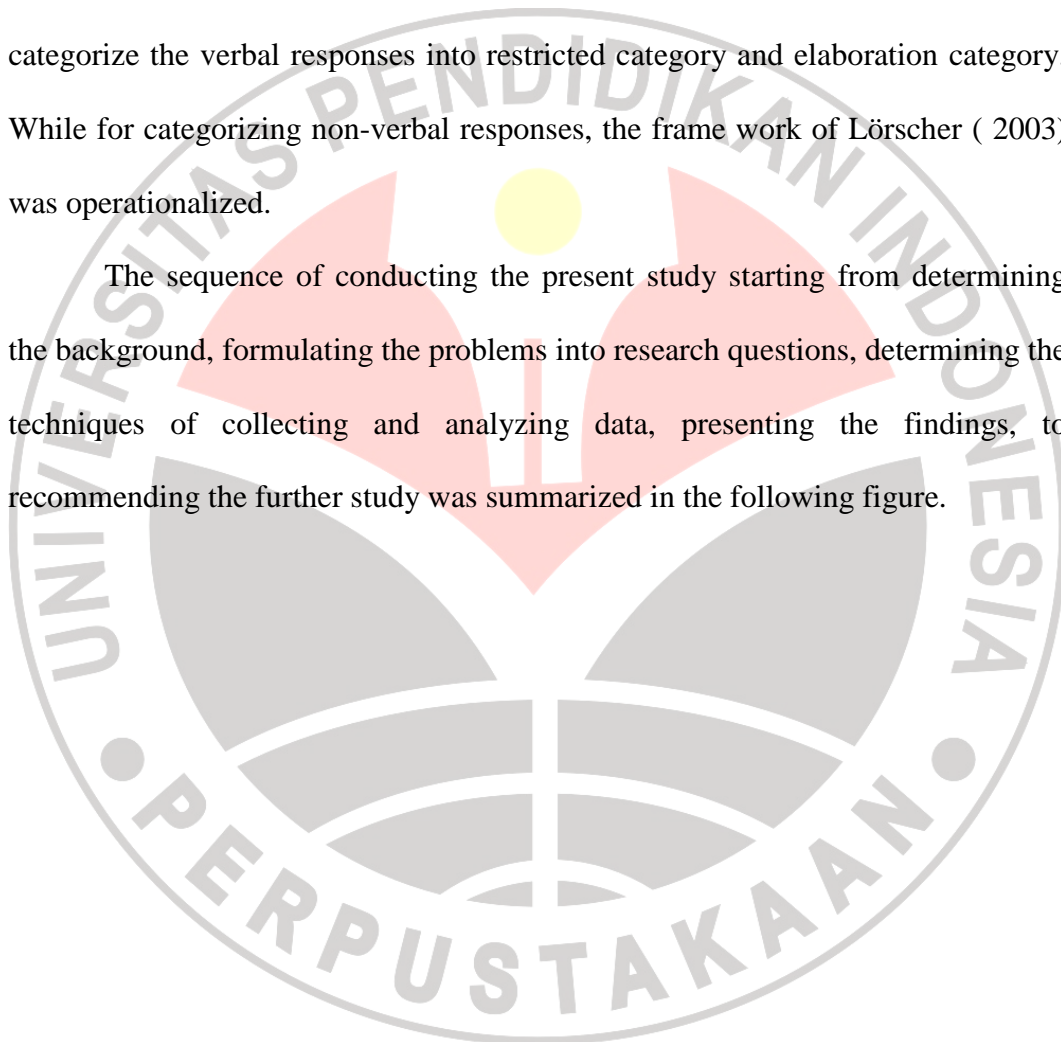


Figure 3.2 Sequence of Conducting the Present Study

