

CHAPTER III

METHOD OF THE RESEARCH

This chapter describes the methodology of the study. It covers the research design, the research site, the research participants, and the data collection techniques. Data analysis is also presented.

3.1 Research Design

This study employed a qualitative research design, embracing the characteristics of case study. A case study was chosen for several reasons. First, this design is usually used as an attempt to gain an in-depth understanding of the situation and its meaning for those involved (Merriam, 1998). In this case the situation of teaching English in Madrasah Aliyah. Second, a case study is an empirical inquiry that investigates a contemporary phenomenon (here is the teacher questioning) within its real-life context, the boundaries between phenomenon and context are not clearly evident, and multiples sources of evidence are used to enhance to construct validity of the study.

Qualitative study also attempts to identify unanticipated phenomena and influences, and generates new grounded theories about the latter. In other words, qualitative research provides rich narrative descriptions. It attempts to understand the process by which events and actions take place. Qualitative methods look for the process through which behavior (Alwasilah, 2002).

3.2 Research Site

The research was conducted at Madrasah Aliyah Kendari. The reasons for choosing this school as a place of research were that of its practicality and accessibility (Kvale: 1996) and the researcher was familiar with the condition of the school since he had ever taught there for three years before. In addition, it was relatively easy to conduct the research because the researcher did not find any difficulties in getting permission from school on gaining the data needed.

3.3 Research participants

The participants of the present study were two English teachers and 152 students of Madrasah Aliyah Kendari. The two teachers were chosen to be research participants based on accessibility (Kvale, 1996). They were recommended to participate in the study by the headmaster of the selected school. They were willing to participate in this research and to have their class observed. Both teachers graduated from strata 1 of English Department from a local university. They had been teaching English at that school for eight to fourteen years. Both teachers taught in grade ten and eleven. In the present study they were coded as Teacher A and Teacher B. Both teachers are female.

Characteristically, teacher A used more English in her classroom activities. In conducting teaching-learning process she frequently focused on the text book. For this, her class was textbook-centered. Teacher B, on the other hand, used more *Bahasa Indonesia* than English in her classroom teaching. Similarly with Teacher A, her classroom activities were textbook-centered as the material utilized were taken from the available textbooks.

The 152 students who participated in the present study were divided into four classes; grade eleven of Natural Science I and grade eleven of Natural Science II, grade eleven of Social Science I, and grade ten of X1. In this study, grade eleven of Natural Science I and grade eleven of Science II were taught by Teacher B, while grade eleven of Social Science I, and grade ten of X1 were taught by Teacher B. At the time of conducting this study those students were at the second semester of each grade. Generally, all the students participated in the present study never followed English course outside their schooling time. They got English lesson just whenever they went to school.

3.4 Data Collection Techniques

There were two main techniques used to collect data. They were classroom observation and questionnaire. The following elaboration will present how those techniques applied to get the intended data.

3.4.1 Classroom Observation

Classroom observation is the main technique of collecting data for this study. It is intended to gain the data about the types of questions as well as the strategy used by teachers and also to gain the data about the students' responses in the classroom on teachers' questions. Three observation sessions were conducted for each teacher for a month. In this case, researcher acted as a non participant observer. The researcher used an audiotape to record what actually happened in the classroom concerning the teacher's questions and the students' responses and made field notes to gain unrecorded data.

The first session of observation was carried out in grade eleven of Natural Science I with the activity of listening skill. At the time of observation, the teacher read the material for three times, while listening students were asked to fill in the chart of the missing information stated in the text read by the teacher. All segments of the dialogue in the classroom were recorded and transcribed.

The second session of observation was conducted in grade eleven of Natural Science II with the material of “expressions of plan” taken from reading text. Here the students were asked to perform dialogue containing the material in pair in front of class. Data on teacher questioning were taken before and after the pairing-dialogue performed.

The third observation was in eleven of Natural Science II with the activity of reading comprehension. Here the activity was set into group discussion. The discussion was focused to answer the questions relating to the material of reading text. At the end of discussion, each group was asked to report the answers of questions to class. Data on teacher questioning were gained from the report session of the discussion.

The fourth, fifth, and sixth observations were conducted in Teacher B’s class. In the fourth observation, which was conducted in grade eleven of Social Science I, the activity was reading comprehension. Before doing that activity, however, the students were asked to perform a dialogue which was given at the previous meeting. The dialogue was done to introduce the material of the reading comprehension activity. The material of reading comprehension was narrative text “The Ants and the Grasshopper”. For this activity the students were grouped into

nine groups of five or four students each. The fifth observation was in eleven of Social Science I. At the time of observation, students were taught speaking skill using storytelling technique. The last observation, the sixth, was done in grade ten of X1. The class was reading comprehension with the material of “pollution”. Here the teacher asked students to work individually to answer the questions based on the reading text given.

After the three sessions of each teacher activities in teaching and learning process were recorded, researcher then transcribed the recorded data, made categorization, and analyzed all the collected data.

3.4.2 Questionnaire

Questionnaire used in this research consisted of seven items containing close and open-ended questions (see appendix 2). This questionnaire was written in *Bahasa Indonesia* in order to make the respondents understand. Therefore, the data which reflected the respondents’ understanding on questioning could be gained. Questionnaire was distributed after all of the three sessions of lesson finished.

Of the seven items, four items (1, 2, 3, and 6) were open-ended questions. These items were used to gain the information which reflects the teachers’ understandings on the importance of questioning in classroom teaching. Item 4 was a close question. It was used to gain the data on the frequency of using certain types of questions. Items 5 and 7 were open-ended and close question respectively. These items were used to get the data on what questioning strategies

used by the teachers whenever their questions were not understood by the students.

3.5 Data Analysis

The process of data analysis comprises arranging, organizing, categorizing, and interpreting. The data analysis was conducted over the study. The analysis and interpretations were based on the data from questionnaire and observations.

Data from questionnaire was analyzed based on the responses given by the two teachers. This analysis was used to answer the first research question namely the question about what the teachers' understandings on the issue of questioning.

Data from classroom observations were analyzed based on the transcription of each observation session and the field note of each. In each transcription there were three codes utilized. The three codes were T for teacher, S for student, SS for class. In addition, the teacher questions were identified by the existence of question mark (?)

In categorizing the types of questions used by the teachers, the researcher adopted the classification of questions proposed by Long and Sato (1983) cited in Ellis (1994). They were display questions and referential questions categories. This analysis was used to answer the second research questions concerning the type of questions used by teachers in teaching -learning process in the classroom.

To answer the third research question about questioning strategy used by the teachers when the questions are not understood by students, researcher also analyzed the transcription. Those strategies used were classified based on the

questioning strategies proposed by Wu (1993) namely *rephrasing*, *simplification*, *repetition*, or *decomposition* strategy.

To answer the forth research question relating to the students' responses, researcher analyzed the responses provided by the students whenever question addressed to them. On the purpose of categorizing those responses, researcher adopted the classification of students' responses proposed by Wu (1993) into two categories: (1) restricted and (2) elaborated. A restricted response consists of a word or a simple answer. In contrast, an elaborated response contains two or more sentences which are linked by various cohesive or coherence devices

