# CHAPTER 3
# RESEARCH METHODOLOGY

After elaborating a number of related theories previously, this chapter concerns about research methodology trying to answer (1) the types of question the teacher uses in teacher-student interactions, (2) the teacher's question modification techniques when communication breakdowns happen, (3) the affects of each question type on students' oral production, (4) the teacher's reason(s) for using a particular question type the most frequently. As to answer the four previous research questions, the participants, data collection procedures, the instruments, materials, and data analysis are appropriately imparted.

## 3.1 Participants

A female Indonesian teacher was involved in the present study, holding a master's degree in English Education from a well-reputable Graduate School. She is an experienced teacher, having been teaching for 8 years at her present well –known university located in Bandung. Also, she's been teaching in an English Course for 12 years. So, she's quite experienced in teaching English in both formal and non-formal settings. To complete her formal education, she got a number of trainings, for example *Trend and Techniques in the Teaching of English as a Foreign Language* (T3E) issued by a nationally leading English Course. In general, she's very understandably familiar with her university students' typical characteristics in terms

of their wide-gap English ability, their learning preferences, and, in particular, their generally weak  in oral proficiency.

Also, there were 20 students, 6 males and 14 females, selecting English Department on account of their failure to be admitted at a state-owned university as their first choice for further study. Aged between 18 – 19 years old, they took up the second semester of their academic year. As freshmen, previously they neither conduct an  oral test  nor a TOEFL  test as  requirements  to be accepted  in Language Faculty of this private university. Hence, their current oral proficiency and language competence were not yet predicted..They were not, additionally, grouped on the basis of their present language proficiency.

## 3.2 Data collection procedures

Data were collected in two stages: observation of an EFL class in *English Speaking Two* lasting 90 minutes per session and a semi-structured or a guided-interview  with the teacher after the completion of  lesson transcripts. The  researcher as a non-participant observer employed a program of observing ,  recording/video-taping, and  transcribing (van Lier, 1998). Two sessions were fully video-taped. Soon, the recordings were transferred into CDs so that the researcher transcribed the freshness of the data.

The researcher set up tri-pod to video-tape the  two sessions  at a strategic place, on the left side of  the class. For the sake of practicality, the researcher took a seat at

the back row of the classroom. An observer's presence observing and involving video equipment to record any classroom emerging utterances would not yield unnatural and distorted data as no such thing as natural speech in any absolute sense. In other words, in all situations, people are aware of being monitored to some extent by others present (Wolfson, 1976).

Two sessions were considered an adequate number of observations as they revealed the data needed. Subsequently, two video-taped sessions were transcribed employing the adapted transcript conventions from van Lier (1988) and Wells (2003). However, some unnecessary details were omitted for the convenience for the present study. The transcription system is attached as Appendix C of this thesis.

Eventually, on the basis of transcribed data which emerged the most frequent use of question types, a guided-interview was conducted. Prior to the interview, the researcher informed the interview about(i) what was going to be talked over (ii); the release of pseudonyms in the research report; the fact that the conversation would be tape-recorded to prevent from the loss of the data as well as to enable the researcher to transcribe later. Consequently, the researcher had an ability to analyze the interview's verbatim statements in depth. The interviews was carried out in Indonesian Language in order to find out the teacher's reason(s) for using a particular question type the most frequently in depth.

## 3.3 The instruments

Regarding with the actual classroom observations, an adapted Flint System together with Ethnographic approach was opted. Actually, there has been a number of so-far developed and complicated instruments to describe or classify all types of verbal interactions. As a matter of fact, Chaudron (1993) reported and imparted a detail description of numerous instruments. Owing to researchers' inexperience and lack of observational skills, the FLINT system was deliberately employed. Such instrument , as cited by Nunan (1989), has a scheme which doesn't entail numerous categories, high-inference items and manifold coding. Besides, personally the researcher once experienced to be observed by the supervisor utilizing such instrument. For a novice researcher, familiarity with the instruments prior its actual utilization seems essential in that it may affect the reliability of the collected data (Farooq, 2007).

The FLINT system whose scheme copes with both low inference items and the categories overtly avail the required classroom data such teachers' questions, the number of distinctive students' responses, and students' language production. Nevertheless, the system does not cater all the required data for this study such as the preponderant question types, modification techniques, and the quantity of students' language production. An option is to obtain such information from the textual analysis of the transcript attained from a recorded classroom (Nunan, 1989).

Transcribing from the video-taped teacher-student interaction, a kind of ethnographic record, is undoubtedly a strenuous and time-consuming task. Yet, it provides a few benefits: the preserved data can be made use of validating and verifying the findings, for reliability purposes, either by independent reviewer/s or by the researcher him/herself (Seliger and Shohamy, 1995), examined other observational schemes. In particular, it really bails out an unskilled researcher to familiarize him/her with unclear concepts systematically. At the same time, this guides him/her to proceed the process of the research.

## 3.4 Materials

The subject-compiled hand out is "Spoken English 2". Its materials are referred to "Speaking 3" by Collie and Stephen (1993) and "Speak for Yourself Book 1" by Fein (1984) . The hand-out is prescribed for first year students majoring English in the second semester. There were no prior assignments for students to study the materials before they had the class. As a matter of fact, omit and adaption of materials were implemented in that the teacher did not just follow the number and the activities in the exercises. Suiting students' current language proficiency and possible student interest, on the contrary, were intentionally practiced.

The compiled hand-out materials instructed in the classroom are quoted from textbooks which have communicative characteristics (Grant, 1987). In actual fact, they emphasize the communicative functions of language – the jobs people do using

the language -  not just the forms. Also, they try to reflect the students' needs and interests, encouraging the emphasized skills in using the language fluently. Therefore, the materials are activity based.  In line with the objectives of the course, later, they may emphasize listening and speaking skills more than writing and reading ones. Lastly, their contents reflect the authentic language of everyday life, encouraging group and pair work.

The specifically employed materials which are aimed at developing students' speaking ability during the class were exercises 1 and 4 of unit 7 (Appendix B).  The first session was about the introductory topic of *Perfume,* the work of exercises numbered 1and 4:  *Roses and Rubbish Heaps*, and *good characteristics of advertisements* prior to the discussion of advertisements displayed on the book. The second one was about students' presentation in a group of three, presenting the perfume advertisements based on the proper characteristics of advertisements previously discussed. They made up and prepared them collaboratively beforehand.

**3.5 Data Analysis**

Referring to the transcribed data, the researcher read the lesson transcripts frequently in order to aid the fullest comprehension of the purposes of posed questions in context. Also, all questions were cautiously categorized so that they were well classified under the framework of Pica, Long and Sato. Regarding the framework of Redfield and Rousseau, the total number of close and open display questions were categorized into convergent questions. Meanwhile, the total number

of close and open referential questions were classified into divergent questions (see table 2.1) The percentage of respective question type was calculated by the dividing each question type by the total number of intelligible transcribed questions. These steps were conducted as to answer research question 1. Thus, all intelligible questions were put on the right column as the following grid:

Question Types and Wait Time (The framework of Long and Sato, Pica, Redfield and Rousseau)

| TYPE | SUB-CATEGORY (Number of Questions) | EXAMPLE (Wait Time) |
|---|---|---|
| 1. Echoic | a. comprehension checks | |
| | b. clarification requests | |
| | c. confirmation checks | |
| 2. Epistemic | a. close display | |
| | b. open display | |
| | c. close referential | |
| | d. open referential | |
| | e. expressive | |
| | d. rhetoric | |
| 3.Convergent | | |
| 4. Divergent | | |

To obtain the answer of research question 2, the researcher examined the lesson transcripts cautiously and categorized the techniques of question modification under the framework of Chaudron and Bruck and Schultz. The teacher employed-techniques were put on the right column in the grid below:

The teacher's question modification strategies (the framework of Chaudron and Bruck and Schultz)

| Question Modification Strategies | Simply repeated | Rephrased | Additional question | (Pauses) Wait-time | Code-switching |
|---|---|---|---|---|---|
| Teacher | | | | | |

Concerning the wait-time, the overall coded pauses were sought their length of wait-time in second by using stop-watch. Later, all written seconds were divided by the number of pauses.

Regarding the answer of research question 3, the obtained phonological words were tallied and counted. After that, the total number of phonological words was divided by the number of utterances – the number of questions. So, the Mean of Length Utterance (MLU) of respective question type was identified. The percentage of each question type was gained by dividing its number of phonological words by the total number of phonological words. To have a clearer insight, let's see the formula of MLU (Mean of Length Utterance) as follow:

MLU = the number of phonological words/ the number of utterances

= the number of phonological words/the number of questions

= N phonological words/ N questions

For example, to figure out the MLU of close display (CD), the calculation was conducted as follow:

The MLU of CD = N its phonological words/ N its questions

= 70/65

= 1.1

In correspondence with research question 4, the most frequently used question type was revealed as referred to research question 1. Subsequently, a guided-interview was employed in order that the researcher obtained the subject's in-depth reasons for utilizing a particular use of question the most frequently.

**3.6 Summary**

This chapter dealt with the research questions reminded, the subject involved, the procedure of data collection, the instruments employed, and the data to be analyzed. The findings of the present research and the discussion will be presented in the next chapter.