

CHAPTER III

RESEARCH METHODOLOGY

This chapter highlights some important points of research methodology. The illustration of data gathered from the classroom observation is then discussed in details in this part. It consisted of research design, research site and subjects, research instrument, data of collection procedure, data analyzes, and concluding remarks.

3.1 Research Design

As stated in the first chapter that the objectives of this study are to investigate the ways the teacher posed the questions types in reading class. To achieve those objectives, it is necessary to apply a suitable research design. In this study, the researcher used a descriptive research design to describe the phenomena occurred at the certain setting, e.g. a student, a class, a school, these are able to collect of very extensive data to produce understanding of the entity being studied (Fraeken-Wallen 1990:313). By doing this design, it is also to portray a comprehensive understanding of what the teacher posed or elicited the questions to the students in reading activities at MTs N Model Samarinda.

This study also belongs to an observational case study of a qualitative research. In this case, it concentrates on one setting and one particular person and event (Maleong,1988:175). As an observational case study, the main technique of collecting

the data is observation. The focus of observation is on the way the teacher distributed and elicited types of question to the students in reading activities.

Generally, in an observational case study, before conducting the actual observation. It can firstly be conducted by pre-observation phase. This is in line with Alwasilah's view (2002:211) that observation is often followed by informal observation and impresionistic as a warming up before conducting a real observation. A preliminary research was done where for several weeks by observing the whole process of teaching – learning activities naturally, including the classroom condition, facilities, and others.

During the preliminary activities, the researcher then stated some research questions were to design research instruments. Note taking was used as an additional point to note down everything that appeared at the time of the teacher reciting the questions to the students. Then the last phase, the data gathered were categorized and interpreted to get the drawing conclusion.

3.2 Research Site and Participants

Research was conducted at MTs N Model Samarinda, in East Kalimantan. The school is located on Jln. Harmonika No. 100, Samarinda. The school has become one of the most favourite schools in Samarinda, particularly for Islamic Junior High Level. There are several reasons deciding that school to be the setting of this study. Firstly, MTs N Model is the only state MTs in Samarinda which is recognized as the most representative islamic school in the area. Secondly, that school are recognized well by

the researcher. This school has also a good quality of education, mainly, there are some “*kelas unggulan*” available there. More explicitly, in teaching learning objectives, particularly, for the second grade, the syllabus indicators mention that in terms of teaching reading, the students are expected to guess meaning or to get information from the reading text explicitly or implicitly. Based on the reason, it is then considered to take this school as the site of the study. Then, through discussing between the vice head master of curriculum division, the teachers and the researcher, then the three classes chosen was the second-grade.

Regarding the subject observed, the rich data was needed to be able to figure out how the real condition happened at this classroom. The data gathered was the types of teachers’ questions posed to, how effective the questions applied in teaching reading activities, and the influences would appear when the teachers distribute the questions to the students. For this reason, Fraenkel and Wallen (1994: 313, Merriam,1998) suggest that in a case study allows an investigation to retain the holistic and meaningful characteristic of real life events.

Meanwhile, participants in this study were the English teachers who have been teaching at the school for several years, three of them were taken from the second classess. Taking the participants to be observed-subjects was done by using the purposive sampling design (Alwasilah,2003;145). All of them have their own experiences in teaching English. They are non – native speakers but have completed their study at college of education, majoring English teacher training. Take, teacher A, for instance, she taught English in the second year, and has been teaching English

since 1993 and has been teaching English at MTs since 1996. Her career of teaching English has been started few senior high schools in other town before being a fully-public servant at Mts N Model Samarinda. For more complete profile of teachers respectively, it can be seen at the following Table. 3.1:

Table 3.1. Teachers' Profile

No	Participant	Graduation	Teaching experiences	Grade
1	Teacher A	S1, Faculty of Teacher, Training and Education of an Islamic State University, Majoring in English.	12 years	2 grade
2	Teacher B	S1, Faculty of Teacher of Education of a State University Majoring in English.	7years	2 grade
3.	Teacher C	S1, Faculty of Teacher of Education of a State University Majoring in English.	5 years	2 grade

3.3 Data Collection Procedure

Before collecting the data, the researcher conducted a preliminary research to get the information regarding: the types of questions, the questioning strategies, and the influence of these questioning strategies toward students. In this study, the researcher used two kind of instruments namely: classroom observation and interview. Afterwards, the researcher went to the field to collect the data by using these instruments in order to get the rich data needed. Below are the techniques used in obtaining data which are taken from classroom observation.

3.4.1 Classroom Observation

As stated earlier, the focus of this study was observational case study, which aims to gather the rich data that can be collected through the observation in the classroom. As Bogdan & Biklen (1998:55) state that a researcher simply observes and records naturally in the classroom in which it is purposely to describe the setting that was observed, that took place in that setting, the people who participated in those activities, and the meanings of what was observed from the perspective of those observed. Therefore, toward an overall observation, several activities were done by the teachers, including the teaching and learning activities when s/he posed and elicited the questions and how the questioning interaction occurred among the teacher and the students. Taking the data were almost conducted in two months, started at the beginning on November 2008 up to February 2009. Classroom observations then were conducted for 9 meetings. Three meetings were conducted by the teachers in their teaching learning activities. Activities that were conducted during the observation will be presented below:

3.4.1.1 Non Participant Observation

In conducting this observation, the researcher was a non-participant observer in the teaching-learning activities. She came into the classroom to observe the classroom activities for several days, before data collection and while data collection. The researcher believes that it was an efficient way for her to get into the class. Before the real observation was conducted, this was done for the students to be familiar with the researcher. Therefore, during the data collection process, the students could express

their ideas freely although the researcher was in the class. During the observation process, there was no interaction happened between researcher, teacher and pupils. She paid much attention to the process of teacher-students activities in distributing and eliciting questions in classroom interaction.

Taking a seat at the back is also a way to see the interaction between teacher and students when the teacher distributes those questions. She also took a note for several things; recording teacher- students verbal interction, noting down what the teacher's expression, impression or ideas that figured out the teacher's performance, and talling the questions distributed on the students seating-chart. By taking a note, it is aimed to record the data of the teacher's nonverbal behavior and expression, such as; nodding, raising eyebrow, smiling, or even giving appreciation to the students.

3.4.1.2. Seating- Arrangement

To collect the data of teacher distributing questions to the students, the researcher was equipped with the seating chart. A seating chart is a map of students' position in the classroom when the data were being taken (see appendix. 9). According to Nunan (1989:94, Leng,1982), in particular seating chart will show the number and direction of questions by the teacher, whether these were directed to the class generally or specifically individuals, and learners response. Therefore, the researcher used the seating chart to record the questions posed by the teacher. In this seating chart, the researcher tallied the position of a student who posed the questions or who students responded the verbal questions.

3.4.1.3 Recording

The focus of this observation was the way of the teacher posed questions to the students. A cassette recorder was used to help the researcher to record all activities happened in the classroom. In the recording process, it recorded utterances verbally instructed by the teacher within interaction in the classroom. In other words, this study was equipped with tape recorder as one of the main techniques used, by utilizing the recorder, the obtained data would be more accurate. The recorded utterances in the class interaction particularly were considered as a raw data of this study. Those raw data were then transcribed, to seek types, strategies, and influences of these types of the questions provided for the students to answer the research problem. There were three classes of the second grades to be an observed – settings, and three meetings were recorded by the teachers respectively.

3.4.2. Interview

The second instrument is interview. Interview was conducted after the process of recording. It was used with the reason that the teachers would give the questions in different way, so this instrument was used to gain in-depth information about the teachers' considerations or reason in giving or reciting the certain question items in classroom activities. The semi-structure interview was used in this study because its questions have no choice from which the interviewee selects the answers (McMillan & Schumacher, 1990:176). Thus, the interviewee would feel free to answer the interview questions.

3.6 Data Analysis Method

In this phase, the researcher has collected the data needed, then it was soon analyzed in details. Bogdan and Biklen (1998:159) state that the more data you have on a given topic, setting, or objects, the easier it will be thought deeply when you attempt the final analysis. Moreover, they confirmed that analyzing data, which involved working data, organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what it is to be learned, deciding what you will tell others, and need to be done immediately. All collected data that was taken by observation form constitute the verbal transcription of the teacher's utterances in giving questions to the students in the classroom. They consisted of teachers' types questions based on Barrett's Taxonomy and questioning strategies based on Jacobsen and Eggen's theories. The data will then be broken down into their pattern to see the appropriateness between the patterns and questions types.

Pertinent with the data collection method and the data needed to be analyzed further, Miles and Huberman (1994:9, see also, Maleong, 2002) point out that the procedure of data analysis in this study was conducted into several steps, namely: a) data collection, b) data reduction, c) data display, d) conclusion drawing.

Data collection on the observation process was the teacher's verbal transcription, that was recorded on the tape recorder. The data reduction was carried out by sorting the relevant data from the transcribed utterances that contains the questions of the teacher.

Previously to the reduction of data needed, the recorded data was prior transcribed on the observation form, in order to make the whole process of data analysis easier. After the transcribed data was written down then sorted until those of teacher's questions types were left, data were, then, codified and classified into the theories underpinning in this study. Meanwhile, the data were codified in accordance with determined codes. The example of code is TC/4/11/08, represented by TC= teacher C, while, 4/11/08 indicated the time recorded being taken, while 4/11/08 explained, date, month, and year respectively. Finally, the step was conclusion drawing to be carried out on the basis of data reduction and data display.

Moreover, in terms of types of question sorted before, each question is categorized based on the cognitive level of teacher's questions of Barrett's Taxonomy (Barrett, 1968, cited in Clymer, 1968) and based on the reference theories adopted in this study. The second steps of this analysis, the selected data were classified based on the reference to questioning strategies consisting of redirection, prompting, and probing (Jacobsen, et.al, 1982, 142). The next step is to investigate the influences of the type of questions in classroom interaction. Then, the last step is to calculate the frequency and percentage of question items respectively. After the whole result of percentage of question items classified respectively, the research problems then were answered. The following is the data categorization:

Tabel 3.2. Data Categorization

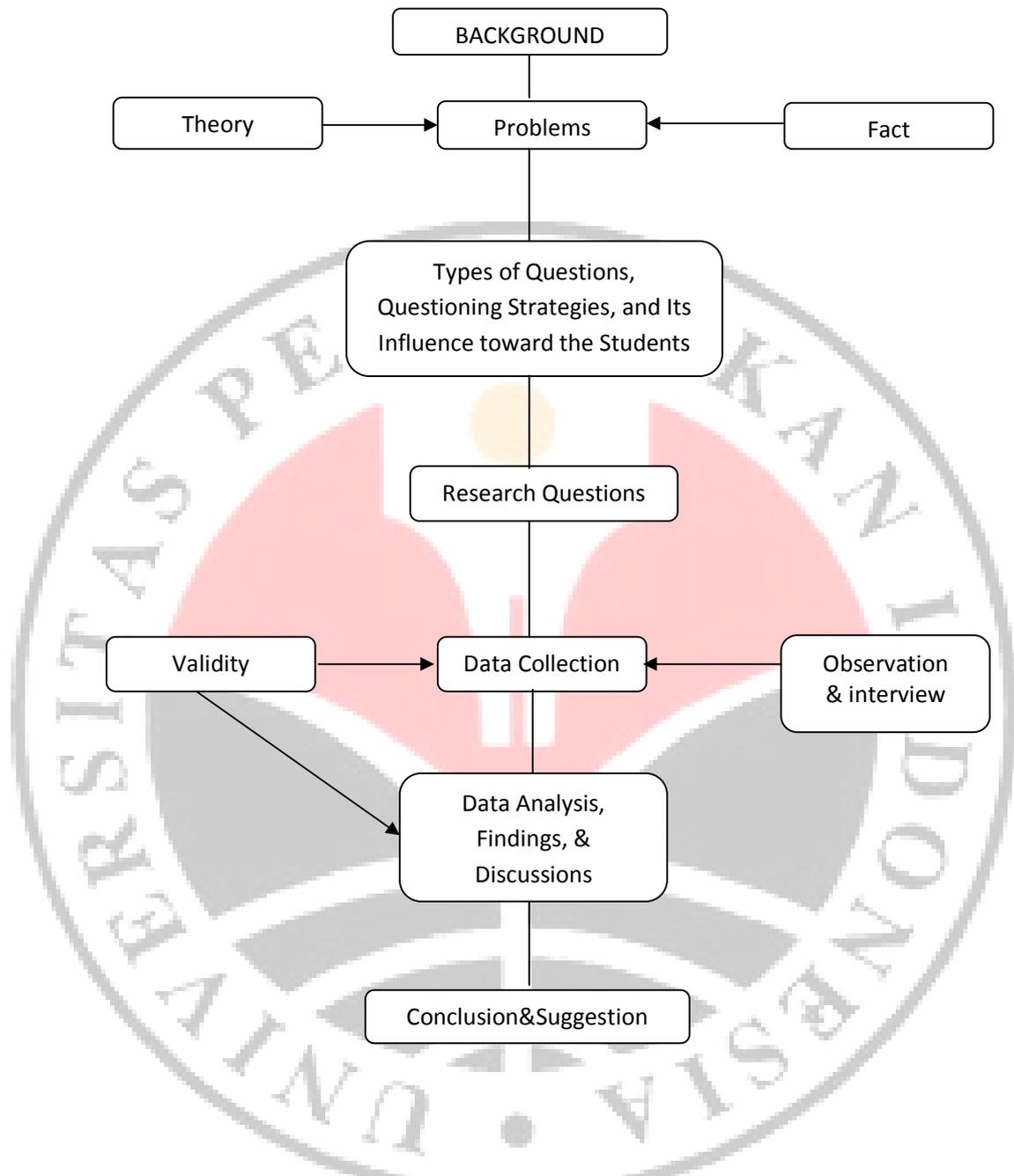
Research Questions	Categories	Sub-Categories
What types of questions do teachers ask when teaching reading process?	Types of Questions	<ol style="list-style-type: none"> 1. Literal 2. Reorganization 3. Inferential 4. Evaluative 5. Appreciative
What questioning strategy do teachers use?	Questioning Strategies	<ol style="list-style-type: none"> 1. Redirection 2. Prompting 3. Probing
What are the influence of question types and questioning strategy used by teachers toward the class interaction in teaching reading process?	The Influence	<ol style="list-style-type: none"> 1. Good in developing and posing types of questions. 2. Good in applying questioning strategies. 3. Being able to improve the students' response in questioning interaction.

3.6 Validity

The validity of data from observation was taken through member checking. After the researcher categorized the transcription of teachers' questions and showed to the participants, the researcher asked for their comments whether these data are appropriate in terms of their ways of giving questions to the students in teaching reading process. The way is to verify the accurateness of data obtained and minimize bias happened during classroom observation when they are being observed. In line with this, Maxwell (1996:88) confirms that this is done to reduce a risk of the limitation at the certain method and certain sources of data.

3.7 Concluding Remarks

Having well-presented the data obtained which was designed in this study, is a way to figure out of what actual data look. A research design used in this study was a qualitative research design that applied a observational case study as a method that was used to process the data needed. The data collection of this study was observation. These data then, were broken down to their categorization based on the theories suggested in this study. In order to verify the data obtained and have a fuller understanding of the phenomenon happened at the setting subject, member checking is used to clarify the validity of the data obtained. More details and more comprehensive data analyses, was illustrated further in Chapter Four. The whole methodology is summarized in the following design.



Figures 3.1 Research Methodology