CHAPTER III

METHODOLOGY

This chapter concerns the methodological framework of this study which comprises the design and subject of the study, access to the site, data collecting methods, and data analysis in order to give description of how the present study was conducted. In addition, the last point is aimed to provide elaboration of how the validity and reliability of this study were constructed.

3.1. The Design of the Study

This study attempts to reveal the phenomena beyond teacher's questioning behavior in natural classroom setting. Therefore, the qualitative approach can suit to this study as its interest is at the process of the language learning in an EFL classroom rather than the product. It is in line with Merriam (1988 cf. Creswell, 1994) who declares that the primary concern of qualitative approach is the process instead of the product. In other words, the role of instruction and learning in the classroom are more centrally concerned than the outcome of the learning itself (Nunan, 1989).

Among the characteristics of qualitative study is also the ability of describing what is really going on in a classroom since it assesses the existing condition (McMillan & Schumacher, 1989), meaning that the behavior of teacher and learners in natural classroom setting can be observed and described (Chaudron, 1988; Moleong, 2007). Hence, this study is descriptive-qualitative as

its objectives are to investigate teacher's questioning behavior in a classroom and the characteristics of learners' response upon it.

3.2. Subjects of the Study

An English teacher and her thirty-seven learners were involved in this study. The learners were undergoing their second semester study in the first year of SMPN 15 Bandung. They were selected purposively based on the availability of time and the teacher's suggestion.

3.3. Access to the Site

Gaining entry into the site is really crucial (Alwasilah, 2002). Since this study employed classroom observation, it is assumed that classroom activities might be interfered by the presence of the investigator. Hence, she asked permission to the school and the teacher prior to the observation. It was not difficult for the investigator to gain the access because she has already become a teacher in the same school. This fact gives more advantages in negotiating sessions with the observed teacher.

3.3. Data Collecting Methods

Data are significantly necessitated to answer the underlying problems of this study so as to achieve the stated objectives. For this reason, multiple collecting methods were occupied which constitute observation by means of audio-recording, field-notes, and interview.

3.3.1. Observation

Observation is mainly utilized in qualitative studies. Alwasilah (2002: 227) proposes some reasons of why observation is suitable for qualitative studies: (1) researchers can directly observe the natural settings of the research subject, (2) researchers can take notes of what actually goes on, (3) it increases researchers' comprehension of complex behaviors that presumably occur, and (4) it enables the researchers to collect data which is impossible to be gained by means of other techniques.

In classroom setting, it is likely that some complex behaviors occur. Consequently, the investigator employed observation technique in efforts to figure out the actual phenomena in teacher's questioning behavior. She occupied role of observer-as-participant (Fraenkel & Wallen, 1990: 372) in that she made clear of her observing activity without any attempt of getting involved into the observed teaching and learning process .However, with the presence of the investigator, it is assumed that the participants, especially the learners, will behave unusually. Fortunately, this situation was not encountered. Learners behaved naturally and were not interrupted by the observing activity during the classroom learning.

3.3.2. Audio-Recording

The eighty-minute lesson was recorded by audio-taping. It is expected to capture verbal classroom interaction between teacher and learners or among learners themselves. Besides, the use of audio-recorders will not distract the learners, so the likeliness of distorted behaviors due to the learners' self-conscious of being recorded will be prevented (Peachey, 2008). Nevertheless, some difficulties of

recording clear verbal interaction may be faced, as classroom learning may fall into crowded situation. Thus, two kinds of recorder devices were used to complement each other. Each was placed in different location for countering uncaptured verbal behavior.

3.3.3. Field-Notes

This method aims at anticipating the occurrence of non-verbal behaviors that are supportive for interpreting data. Since audio-recording is unable to capture such behaviors, field-notes take a significant role in this study.

Field-notes concern descriptive and reflective elaboration (Bogdan and Biklen, 1982 cf. Moleong, 2007). Descriptive part comprises of all occurrences and experiences during observation that were jotted down in complete and objective manner. It obviously depicts natural classroom situation, such as the teacher and learners as well as the salient behaviors. On the other hand, the latter represents the assumptions, opinions, feelings, or questions related to the observed classroom events. Its results become the guidelines for formulating interview questions.

3.3.4. Interview

Interview was undertaken after the observation to clarify some salient behaviors and discover teacher's rationales of employing her questioning behavior. The questions are determined by the objectives of the research and issues that appear during the observed lessons. None of the questions were arranged in advance. Rather, aims of the study and issues or salient phenomena that occur during the observation are taken into account for designing interview guidelines. Specifically

speaking, semi-structured interview that is characterized by the flexibility of the questions is utilized in this investigation. Nunan (1992) suggests that "in a semi-structured interview, the interviewer has a general idea of where he or she wants the interview to go, and what should come out of it, but does not enter the interview with a list of pre-determined questions" (p. 149).

Before beginning the interview, the investigator foremost explained the purpose of the interview to the respondent. She utilized audio-recording during the interview. Walker (1985, cf. Nunan, 1992: 153) points out some strengths of audio-recording: (1) it preserves the actual language of the respondent or interviewee, (2) the data can objectively be recorded, (3) the characteristic is natural, (4) it is likely to record the researcher's or interviewer's contributions, and (5) data can be re-analyzed after the interview.

3.4. Data Analysis Methods

The excerpts of four sessions were analyzed using Suherdi's framework of classroom discourse analysis (2007). On the other hand, to answer the research questions, the teacher's questions were categorized based on taxonomy of Bloom's teacher questions; while the teacher's questioning strategies were analyzed by considering the patterns of interaction. The following is the elaboration of the data analysis.

Stage 1. Aggregating the data collected. All data from observation, field-notes, and interview were gathered.

Stage 2. Transcribing and coding the data. Coding assists to ease the identification of the phenomena occurred, the calculation of the phenomena, and the tendency of the findings as well as to determine the categorization and sub-categorization (Alwasilah, 2002: 159). Nevertheless, data needs to be transcribed prior to the coding.

The procedures of analysis are elaborated below (Suherdi, 2007).

1. *Transcribing the protocol.* Transcription of recorded data plays crucial role in comprehending how classroom interaction develops (Alwright and Bailey, 1991). It sheds the light on the patterns of interaction between teacher and learners and among learners as well as the salient behaviors that might occur during the interaction. For the reasons, the recorded data of this study was transcribed by orthographic transcription. This sort of transcription considers what is actually said and occurred in interaction.

2. *Segmenting data and labeling the participants*. The transcribed data were segmented based on the unit of functional utterance or clause, including elliptical clauses. Then, they were labeled based on the speakers (e.g. T for teacher and L for learner). Hence, the contribution of each participant can be figured out.

3. *Identifying the functions of each utterance.* It considers the unit of meaning and intonation.

4. *Identifying wait-time.* Pauses among teacher's questions are calculated in seconds.

5. *Identifying each exchange.* Exchanges were identified based on the unit of topic in the interaction.

Stage 3. Interpreting the data. The investigator identified the phenomena of teacher's questions and learners' responses from the coded data. The types of teacher's question were identified using Bloom's teacher question, while the teacher's questioning strategies were examined by the framework of Chaudron (1988), Wu (1993), Anwar (2000), and Tsui et al. (2004). Afterwards, learners' responses toward the teacher's questions were also identified in favor of verbal behavior (Suherdi, 2007).

Stage 4. Concluding the findings. The findings were taken into conclusion which refers to the objectives of the research.

3.5. Constructing Trustworthiness

Trustworthiness of a study concerns the issues of reliability and validity. Reliability requires the consistency of the procedure of investigation, i.e. the data collection and data analysis (Allwright & Bailey, 1991), meaning that the procedures or systems of data collecting and analysis should be invariable or agreeable among the observers or coders. Therefore, to maintain the reliability of

this study, especially in term of data collecting method, COLT (Communicative Orientation of Language Teaching) observation scheme as recommended by Allen et al. (1985 cf Allwright and Bailey, 1991: 216-218) was employed to provide the structured, rigid system of observation.

Validity of a study concerns for the truth of description, inference, explanation, and interpretation of the data (Alwasilah, 2002). Multiple techniques were occupied to examine the validity of the present study, i.e. observation by means of audio-recording, field-notes, and interview. Besides, the investigator benefited comments, suggestions, and feedbacks from peer examiners, i.e. her supervisors and fellow students, as it is significant for encountering the threat of validity (Alwasilah, 2002). He further maintains that peer examination will help the investigator to identify bias, logic, and assumption which endanger the research's validity.

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