

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter discusses aspects related to the research methodology. It begins with a description of research design and the method used in this study, and then the research validity, the participant, the research setting of the study, data collection techniques and the data of analysis.

#### **3.1 Research Design**

Yin (1984) says that research design is a plan to guide researcher in the process of collecting, analyzing and interpreting data. This study was conducted by applying qualitative research 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, 2009). 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, 2006).

Qualitative study attempted to identify unexpected phenomena and influences as well as provided rich narrative description. It also attempted to understand the process by which events and actions take place (Alwasilah, 2009: 108).

The important reason of using qualitative design is that this design is an appropriate way to explore everyday behavior, in this case the behavior of teacher and students in classroom. For this, Silverman (2005) states that:

“if you want to discover how people intend to vote, then a quantitative method, like 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” (Silverman, 2005. P: 6).

As this study requires the interpretation of researcher to understand the process of classroom setting, it is used the 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 (1998) 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**

There are several methods in qualitative research design which are prevalent used such as ethnography, phenomenology, grounded theory, and case study (Alwasilah, 2009). In this investigation, the researcher used case study method. 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 is reasonable for the researcher to investigate kinds of classroom activities that contribute to teachers' different type of questions in depth to understand the process of questioning in classroom setting holistically, students' responses on teachers' questions, and questions that can facilitate language learning. It also to give complete or "thick description" on the issue of questioning in EFL classroom.

### **3.3 Research Validity**

In this study, the validity was ensured through two lense of paradigm: positivism and constructivism paradigm (Cresswell, 1998). From positivism paradigm, the validity prosedure was conducted through member checking. In this study, the researcher asked participants' check in two stance; transcribing and interpreting the video recorded data. In the stance of transcribing the video recording data, four participants were asked to make sure that the transcription was valid based on the recorded data. The interpeting stance, the participants were asked to check whether the questions in transcription were questions or not. The researcher and the participants had same perception on determining the utterances into questions or not. From 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.

All the important moments (questioning-answering activities) during the observation were video recorded and the conversations were transcribed. The video recording data and the transcription of the conversation were accessible for necessary inspection.

### **3.4 Participants**

This study involved four English teachers and four classes of students with total 45 students in two different English courses. The teachers were coded as Teacher A, Teacher B, Teacher C, and Teacher D. They had an English education background and had long experience in teaching English. Their academic and training were in English. They have graduated from a local university majoring in English. Two teachers were male and two others were female. The students grade were in intermediate class level where the age range from seven to nine.

### **3.5 Research Setting**

This study was conducted in two popular English courses in Bandung where those has been accredited by Non-Formal Educational Department of National Accreditation. The reason of choosing those courses were the accessibility of the researcher into those courses. But the most important reason and consideration of choosing those English courses was that these courses are the most recommended and favourite English courses in Bandung which had been established longer.

There were four classes as the focus of observation. Two classes from TBI (The British Institution) English courses and two classes from LIA English

courses. The two classes in TBI were in intermediate level that consists of 16 students and 11 students. The students age are from 7 to 9. They had joined that courses since they were in kindergarten, and now, mostly they are in Elementary school of grade three to six.

In LIA, the level of students were also intermediate which consists of 8 students and 10 students. As same as TBI, the age range was also from 7 to 9 years old and now they are in elementary school of grade three to six.

### **3.6 Data Collecting Techniques**

There were three main techniques used to collect the data in this study namely observation, video recording and Interview. The observation was conducted to identify classroom activity and materials used that contribute to the type of questions and students' responses. While 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' (Paton, 1987). Interview was conducted to confirm and recheck the data from observation and video recording and to find out teachers' understanding of classroom activity, questioning and students' responses.

#### **3.6.1 Observation**

Lincoln and Guba (1985) said that one of the reasons for using observation in qualitative research is to enable the researcher to see and observe by herself and then jot down every activity in the real situation. Taking a role as non-participants observer, the researcher seat at the back and took note "what is said and done"

(Van Lier, 1988) by the teacher and students in the classroom. The researcher used video camera to record the process of teaching and learning in the classroom. It produces the most comprehensive recording of teaching and learning process and it gives a permanent record of what is said, and includes a record of body language, facial expressions and interaction (Dawson, 2009: 67).

The observation was conducted by using the observation guidelines which has been approved by the researcher advisor. For this study, the researcher conducted six observations for each two classes in LIA and five observations for each two classes in TBI English courses. The reason why in TBI only conducted 5 observations was the period of semester has ended for the classes where the researcher conducted the observation. So the total observations that has been conducted by researcher for two English courses is 22 observations.

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 kinds of classroom activities, types of questions, students' responses and questions that facilitate language learning, in this study, the researcher used video recording.

### **3.6.2 Video Recording**

To get "the actual language used by the teachers and the students, as well as interpersonal dynamics and affective climate of the classroom" (Nunan, 1989:



79), video recording was used in each observation. The researcher recorded all of the activity in the classrom from the beginning of the lesson. Researcher used one assistant to help her to record all the activities done in the classroom, kinds of classroom activities, teachers' questions, students' responses and questions that facilitate language learning as the focus of this research.

### **3.6.3 Interview**

To enhance the validity of the data obtained from other sources (observation and video recording), interview is also used. Frankel and Wallen (1993) state that interview is an important way for researcher to check the accuracy of – to verify or refute – the impression he or she has gained through observation.

For further explanation, Kvale (1996: 101) states that there are many different forms of interviews and interview subjects, requiring different approaches.

- Individual interviews vary according to content, such as seeking factual information, or opinions, attitudes, or narative and life history (Flick, at al., 1991 cited in Kvale, 1996 pg. 101).
- Group interviews today are often referred to as focus groups and are frequently used in the market research. The interaction among the interview subjects often lead to spontaneous and emotional statement about the topics being discussed.

In line with Kvale, there are some types of interview proposed by Richards & Renandya, 2002. P: 184; Esterbrag, 2002 in Sugiyono, 2009; Dawson, 2009. p: 27.

- *Structure interview*. It represents data collection in its most controlled form. In this type interview, the interviewer is seeking very specific information and trying to collect it in a way that will allow as little variation as possible, so the question are precisely formulated and designed elicit responses that can be recorded exactly (often using the scheme).
- *Semi-structure interview*. In this type, the researcher knows that topics need to be covered and to a large extent what questions need to be asked (though this does vary), so the degree of comparison is possible. The interviewer has a clear picture of the topics that needed to be covered (and perhaps even a preferred order for these) but it is prepared to allow the interview to develop in unexpected directions where these open up important new areas.
- *Open interview*. The questions in open interview are not pre-determined. This form is also known as 'in-depth' and 'unstructured', although the latter implies a lack of shape which is not always a fair reflection of reality.

In this study, the researcher used *semi-structured interview* (Kvale, 1996: 5), that is an interview whose purpose is to obtain descriptions of life world of the interviewee with respect to interpreting the meaning of the described phenomena.



To enable the researcher to transcribe the data, the researcher used voice-recorder to record all informations and feedbacks properly from interview process. Moreover, Dawson (2009) explains, audio recording equipment is one of the advantages in recording methods to have a complete record of interview for analysis, including what is said and interaction between interviewer and interviewee, able to maintain eye contact and have plenty of useful quotations report. Beside that, the researcher used note-taking during the interview process.

### **3.7 Data Analyzing Techniques**

Qualitative data analysis is a search for general statements about relationships and underlying themes; it builds grounded theory (Strauss & Corbin, 1997 cited in Marshall & Rossman, 2006). As described by Cresswell (1998), description, analysis, and interpretation, three distinct activities, are often bundled into the generic term *analysis*. While Richard & Renandya, (2002) explains that analysis is neither a distinct nor a discrete process; it is something that is happening in one form or another, through the whole research process. In relation, the data of this study was analyzed through qualitative data analysis.

#### **3.7.1 Observation and video recording Data**

In analyzing the data from observation and video recording, the researcher made description of each observation based on the notes taken during the observation. The result of the description had used to provide more detail context when classifying kinds of classroom activity, types of questions, students' responses and questioning that facilitate language learning. After having

description, the next step was transcribed the data from video-recording. In making this transcription, several codes were 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 response.

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 teachers' questions based the taxonomy of question which adapted from the frame work of Long (1981). The category 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.

In term of classroom activities conducted during the observation, researcher had identified some activities created by the teacher such as Whole-class, Group-work and Pair-work, Individual-work, Games, TPR, Role-play. From each of activities recognized in observation classroom, researcher then identified and clasiffied teachers' questions based on category adapted by by Long (1981). Then, the activity class that teachers conducted had generated to the certain types of question.

To analyze students response in answering second research questions, the researcher categorized them into verbal response and non-verbal response. In categorizing the verbal response, the framework of Wu (1993) was used to

categorized the verbal responses into restricted category and elaboration category. When categorizing the non-verbal responses, the framework of Lorsch (2003) was implemented such nodding, smiling, laughing, surprising and hesitating.

### **3.7.2 Interview Data**

Data from interview was transcribed and to be used to gain deeper information about teachers' experiences in managing classroom and understanding of questions' types. Moreover, some of classroom activities and certain type of questions had been recognized during the observation record. Teacher's experiences in encouraging students to interact or to response through asking questions, selecting appropriate questions to asked, and how the responses were given by students through verbal and non-verbal response. After that, the transcript of interview was analyzed using thematic data analysis (Kvale, 1996) and categorized based on research questions stated in this study that is to find out kinds of classroom activities that contribute to types of questions, students' responses on different questions, and students' learning through teacher questions. Similar to the previous data, the interview data was also analyzed and related to the theories mentioned in chapter two.