

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the research method of the present study. It contains research design, research setting and timing, sources of data, focus of the research, data collecting technique, constructing trustworthiness, and data analysis technique.

#### **A. Research Design**

It is essential to apply a proper research design in order to attain research objectives. The present study describes teacher's questioning types, purpose of questioning and also students' responses in natural setting. Hitchcock and Hughes insisted that social behavior in natural setting is the main concern of qualitative approach.<sup>52</sup> It means that the participants of the research are not taken into laboratory or modified situation.<sup>53</sup> Since the present study is concern with the classroom interaction in the natural setting, qualitative approach will be appropriate to be employed in this study.

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<sup>52</sup> Graham Hitchcock and David Hughes, *Research and the Teacher: a Qualitative Introduction to school-based research*, (New York: Routledge, 1995), p. 12.

<sup>53</sup> John W. Creswell, *Research Design: Qualitative, quantitative, and mixed methods approaches*, 3<sup>rd</sup> edition, (California: SAGE, 2009), p. 175.

The present study is also categorized as descriptive research. Cohen *et.al.* state that descriptive research “looks at individuals, groups, institutions, methods and materials in order to describe, compare, contrast, classify, analyse and interpret the entities and the events that constitute their various fields of inquiry.”<sup>54</sup> In line with this statement, the present study aims at describing, analyzing and interpreting teacher questioning types, purposes and also students’ responses in the classroom.

## **B. Setting and Timing**

The present study was conducted in SMK Palapa Semarang which is situated on Jln. Untung Suropati Mijen Semarang. This school has got excellent accreditation score as well as ISO 9001:2008. This school was chosen because of the accessibility and availability of time. Moreover, some studies dealing with teacher’s questions were conducted at junior and senior high school, so the present study would be a pioneer and expected to give a different result. The participant of the present study was an English teacher and her students in XI-TKJ class in the academic year of 2012/2013. The present study was conducted from 1<sup>st</sup> until 15<sup>th</sup> May 2013.

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<sup>54</sup> Luis Cohen *et.al.*, *Research Methods in Education*, 6<sup>th</sup> edition, (New York: Routledge, 2007), p. 205.

### **C. Sources of Data**

Moleong stated that the data which were collected in qualitative research were in form of words, picture, and not in form of numbers. The source of data could be from interview script, photo, videotape, notes, and other documents.<sup>55</sup> In line with Moleong's account, the data of the present study were taken from the transcript of interaction between the English teacher and students in the classroom as well as the interview with English teacher.

### **D. Focus of the Research**

The present study was focused on types of teacher's questions which are asked on classroom interaction, teacher's purposes of posing those types of questions, and students' responses towards teachers' questions.

### **E. Data Collection Techniques**

The researcher utilizes several kinds of data collection techniques in order to reveal the data. The kinds of data collection techniques are observation, video-recording, field-notes, and interview. Below are the elaborations of each instrument:

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<sup>55</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2009), p. 11.

- a) Observation, by observing teaching-learning process, the researcher can get the data from natural situation. In the observation process, the researcher plays role of observer as participant in which the role of the researcher is known by the participants. According to Creswell, the advantage of observer as participant is that the information or the data can be recorded as it happen or take place.<sup>56</sup>
- b) Video-recording, as the classroom interaction flows quickly, video-recording is needed to help capturing teacher and students' interaction. Richard and Lockhart state that the advantages of audio or video recording are that the data recorded can be repeated, analyzed several times and can portray many lesson details that cannot be captured by another instruments.<sup>57</sup> In this case, the verbal communication among the teacher and students and another phenomena taken-place in the classroom are recorded by means of audio-recording.

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<sup>56</sup> John W. Creswell, *Research Design: Qualitative, quantitative, and mixed methods approaches*, 3<sup>rd</sup> edition, (California: SAGE, 2009), p. 179.

<sup>57</sup> Jack C. Richard and Charles Lockhart, *Reflective Teaching in Second Language Classrooms*, (New York: Cambridge University Press, 1996), p. 11.

- c) Field-notes, this technique is used in order to anticipate the occurrence of non-verbal activities which may give benefit for data interpretation. Hopkins argues that field-notes can “reflect general impression of the classroom and its climate.”<sup>58</sup>
- d) Interview, according to Griffiee, interview is the meeting which is conducted face to face or one to one, the research which play the role as interviewer poses some question for the interviewee in order to gain the data.<sup>59</sup> The interviewee is an English teacher. In this case, the researcher uses semi-structured interview to support the data that is gathered from data transcription. Semi-structured interview is a type of interview in which the researcher has prepared the guiding questions, the format of the questions will be open-ended question, and the interviewee is given a chance to elaborate their answer in investigative way.<sup>60</sup>

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<sup>58</sup> David Hopkins, *A Teacher's Guide to Classroom Research*, 4<sup>th</sup> edition, (London: Open University Press, 2008),p. 105.

<sup>59</sup> Dale T. Griffiee, *An Introduction to Second Language Research Method: Design and Data*, (US: TESL-EJ Publication, 2012), p. 129.

<sup>60</sup> Zoltan Dornyei, *Research Method in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies*, (UK: Oxford University Press, 2007), p. 126.

When conducting the interview, the researcher employs audio-recording. According to Walker as cited in Nunan, there are some strengths or benefits of employing audio-recording when doing interview. The first is that the actual language can be preserved. Second, the process of interview will be natural. Third, the contribution of the researcher can be recorded. The last is that data can be reexamined after the interview process.<sup>61</sup>

#### **F. Constructing Trustworthiness**

According to Creswell and Miller as cited in Creswell, Validity is one of the strong points in qualitative research. It was needed to verify and clarify the accuracy of the finding on the perspective of the researcher, participants, and the readers of the account.<sup>62</sup> In order to verify the accuracy or the validity of the research finding, there were certain procedures that had been utilized.

The first procedure that had been implemented to verify the accuracy or the validity of the research finding was

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<sup>61</sup> David Nunan, *Research Method in Language Learning*, (New York: Cambridge University Press, 1992), p. 153.

<sup>62</sup> John W. Creswell, *Research Design: Qualitative, quantitative, and mixed methods approaches*, 3<sup>rd</sup> edition, (California: SAGE, 2009), p. 190-191.

triangulation. Different sources of data from observation (by means of video recording and note-taking) and interview had been obtained and examined in order to build coherent explanation.

The second procedure was peer debriefing. Creswell argued that this procedure is used to boost the accuracy of the report or explanation. In this procedure, a person was involved to make a review and questions about the study. This procedure can enhance the validity of the research.<sup>63</sup> In the present study, the peer debriefing are the supervisor of the researcher and fellow students.

## **G. Data Analysis Technique**

There were several steps that have been employed in order to analyze the data. The first step was collecting all data from observation (by means of video-recording and field-notes) and interview. The second step was transcribing and coding the data. All of recorded data, either video record from classroom interaction or audio record from interview were transcribed. The utterances of the teacher were given T code, whereas students' utterance were given S or Ss code. The third step was interpreting the data. The researcher identified teacher's questioning types,

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<sup>63</sup> John W. Creswell, *Research Design: Qualitative, quantitative, and mixed methods approaches*, 3<sup>rd</sup> edition, (California: SAGE, 2009), p. 191-192.

teacher's purpose of questioning and students' responses to several types of teacher's questions. Concluding the finding and discussing the research finding was the last step in data analysis processes. The researcher presented some conclusions from the research finding which is related to the objective of the research.