

## **CHAPTER III**

### **RESEARCH METHOD**

This section describes the methodology used regarding the questions and questioning techniques used by English teachers to promote students' responses during EFL classroom instructional process. It provides the research design used in this study, data and data source, setting and subject, and the procedures used to collect data through classroom observation and interview. It is then ended by showing how to analyse the data.

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

The primary purpose of this study was to explore the EFL teachers' questioning during teaching and learning in the classroom. In this case, the researcher employed descriptive research design. In this case, the researcher excavated the status of human, an object, a set of condition, a system of thought, or even a class of phenomenon at the present. According to Ary (2002), descriptive research is studies are designed to obtain information concerning the current status phenomena.

The descriptive method was appropriate for this study. Due to this research is in the area of language teaching. Richards (2003) proposes that qualitative research design is appropriate in the field of language teaching because it explores the complexities and conundrums of the immensely complicated social world that we experience, and qualitative data can provide valuable information and insight. Another profound strength of qualitative research is its transformative potential for the researcher. In qualitative

inquiry, investigation relies on engagement with the lived experience, and the place of the researcher in the research process itself is an important notion of inquiry and discovery (Ellis, 2012; Sugiono, 2010; Ary et.al, 2002).

In relation to accomplish the objectives of the study, which were to identify the EFL teachers' questioning during teaching and learning in the classroom, data were from the classroom observation and the record of teachers' and students' talking, interview . The results of the research emphasized more toward the data interpretation found in the field.

## **B. Setting and Subject of the Study**

This study took place in MA Ma'arif Udanawu exactly at class X IIS 2. This setting is appropriate by some considerations in order to find the data concerning teachers' questioning techniques in classroom instruction especially the one in which applying active learning (students engaged in classroom activities). MA Ma'arif Udanawu is the biggest *madrasah aliyah* in Blitar regency which accredited A. This institution applies active learning instruction. It is found after interviewing some students before the researcher do this research. The criteria of active learning theory intended in this study is based on Demonburn (2017: 279-281). He conveys several activities in active learning instruction: 1) make individual/group presentations to the class; 2) be graded on class participations; 3) solve problems during class; 4) answer questions posed by the instructor during class; 5) ask the instructor questions during class; 6) preview concepts by before class by reading, watching videos, etc. the researcher also had experienced and involved studying in this institution,

therefore the reasearcher knows how well it is compatible this study. The main subject of this study was English teacher and students in class X IIS 2 of MA Ma'arif Udanawu as a supporting subject. The reasearcher choose class X because it can showed the students that still varies, and IIS 2 is the most active students in class X. In addition, the teacher only teaches class X, so it also based on teachers' suggestion. The researcher also interviewed three students which to represent active, medium, and passive students. Those three students were selected based on observation that the researcher done and teachers' suggestion.

### **C. Data Collection Method**

To attain the objectives of this study, the data must be collected. Two data gathering instruments which is applied is observation, interview, and documentation.

#### **1. Observation**

According to Bailey (2001) as cited in Xiaoyan Ma (2008) classroom observation is the purposeful examination of teaching and/or learning events through the systematic processes of data collection and analysis. The main purpose of classroom observation was to know teachers' questioning techniques in classroom learning activity. The source of the data of this research is class activity and the researcher observed English teacher class for one meeting. The form of the data taken are teachers' utterance and teachers' behaviour during classroom activity. In classroom observation were see real teacher teaching situation, look at students' enthusiasm, behavior, response and activity

in teaching learning process. The researcher did observation in the class to collect the data by using recording and taking note.

### 1. Interview

Interviews were conducted with teachers and students to obtain the information concerning teachers' questioning techniques. Another purpose of these interviews was to get in-depth information about teachers' knowledge and students' outcome. The researcher used an interview guide which was prepared before and validated by a lecturer. The interviews were conducted with the teacher and then students. The researcher chose three students which include active, medium, and passive. Those students were selected based on researchers' observation and teachers' suggestion. Interviews were used to explore the teachers' and students' point of view about types of question and questioning techniques applied by teacher. The first was about types of questions, it was divided into 6 types of questions.

#### 1. Knowledge question

- a) Has the teacher ever asked to recall material previously learned?
- b) What is the example of question to ask about that question?
- c) What is the benefit of that question?

#### 2. Comprehension question

- a) Has the teacher ever asked about what students understood from the material that was delivered?
- b) Has the teacher ever asked by using the words describe, explain and relate?

#### 3. Application question

- a) Did the teacher ever ask about the application of the material?

- b) Has the teacher described a problem, which is related to a particular material and then students are asked to solve problems with material that has been understood?

4. Analysis question

- a) Has the teacher asked students to analyze an event and ask why it happened?
- b) Has the teacher asked students to categorize or classify something?
- c) Has the teacher ever asked students to put in order things?

5. Synthesis question

- a) Has the teacher asked students to make framework before making something?
- b) Has the teacher asked students to make a product of their learning outcomes?
- c) Has the teacher asked students to develop something that already exists?

6. Evaluation question

- a) Has the teacher ever asked about student judgment of something?
- b) Has the teacher ever asked about the student's point of view on something?

Then, followed by questions about questioning techniques. The question is as follows,

1. Repetition

- a) Has the teacher repeated the same question when students do not respond to questions from the teacher?
- b) What is benefits of this question?

2. Rephrasing

- a) Has the teacher repeated the question in a different language / structure when students do not respond to questions from the teacher?
- b) What is benefits of this question?

3. Simplification
  - a) Has the teacher simplify the question with the aim that students can answer questions with the scope of question more specific?
  - b) Can you give an example of that question?
4. Decomposition
  - a) Have you ever divided one question into several questions when students cannot answer questions that are still too general?
  - b) Is it able to make students answer questions from the teacher?
5. Probing
  - a) Have you ever asked with the aim of obtaining more in-depth information from students?
  - b) Have you ever asked with the aim of encouraging students to improve the quality of their answers?
  - c) What is the example of that question?

#### **D. Data Analysis**

The data in this study consisted of the information obtained from classroom observation which is documented by videotape, students' interviews transcription, teacher individual interviews transcriptions, and the questionnaire. To analyzed the data, the researcher uses descriptive research design. According to Sugiyono (2008), there were three activities to analyze data in descriptive research design. Those activities were data reduction, data display, and conclusion, drawing or verification. Based on those statements, the researcher divided the activity in analyzing data into three activities, they were data reduction, data display, and conclusion drawing.

Data reduction means the process of selecting, identifying, classifying and coding the data that are considered important. In conducting research, the researcher will get much data. Hence, the researcher must select data that will give valuable information in research. Thus, at first the

researcher has to do reduction to analyze the data. Based on the concept of data reduction, reducing the data in this researcher is chosen by identifying the characteristic of EFL teachers' questioning during teaching-learning process and the purposes of giving question.

Data display means the process to simply the data in the form of sentence, narrative, or table. Data display refers to show data that have been reduced in the form of patterns. It benefits to help the researcher in understanding the data. In displaying data, the researcher describes data that have been reduced into sentence form. Sugiyono (2008) stated that in qualitative research, the most frequent form of display data is narrative text. Hence, the researcher arranges the data in good sequence of narrative text in order to be easier to understand.

For the last process is conclusion and verification. In qualitative research, the characteristic of conclusion is temporary. It can change if the researcher doesn't discover strong evidence to support the next collecting data. However, if the conclusion in the previous data can be evidenced by validity and consistency when the researcher is going back to the field, so the conclusion is credible. In this research, the researcher makes conclusion from the data display.

#### **E. Trustworthiness**

To ensure trustworthiness, the researcher must find ways to control biases through the process of inquiry. Ary (2002) states many ways to establish the accuracy and trustworthiness of the findings. In this study employs credibility, confirmability, transferability, and dependability. In this

research, triangulation was needed to ensure the data. Cohen (2000) stated “Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behaviour”. Thus, triangulation technique means the researcher uses two or more techniques in collecting the data to get dependability, credibility, and transferability. Further, there are four techniques in triangulation, data source triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation.

The researcher in this study verified the data using methodological and data source triangulation. Methodological triangulation refers to researcher uses more than one method in the research. In case, the researcher combined observation and interview to collect the data. The data is collected by using observation which documented by videotaping and field notes and the researcher also uses interview guide to conduct the interview. Which data source triangulation is a process in which various sources of data collecting are used. The sources of data referred to the teacher as subject, and students as a informants.