

## **CHAPTER III**

### **RESEARCH METHOD**

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

The research design used to achieve the results of this study is a qualitative approach. Qualitative research is research used to examine the conditions of natural objects by research subjects to explain a phenomenon in the deepest possible way by collecting data that is as deep as possible, which shows the importance of the depth and detail of the data being researched. It uses interviews, diaries, journals, classroom observations and immersion; and open (Moharajan, 2018). Therefore, qualitative research is suitable for this study because of its detailed nature. Qualitative research can easily help researchers find deeper information about research topics that they can use later to determine their research objective.

The researcher used descriptive qualitative method in this study. Descriptive qualitative research aims to explain and answer in more detail the problems to be studied (Nassaji, 2015). Researcher used qualitative descriptive methods because this study aims to describe the extent to which the level of questions used by the teachers in teaching English. In addition, qualitative methods can explain the types of questions that teachers use to improve teacher abilities in the future.

## **B. Research Setting**

The researcher took place at Language Development Unit in Antasari State Islamic University. Thus, this is an opportunity for researcher to conduct research on the identification of questioning levels in teaching English. This is because the questioning strategy used by the teacher would affect the identification of questioning levels so that researcher know it after examining the teachers in the teaching English. In addition, this study took approximately 2 months for data collection and data analysis.

## **C. Participants**

The participants of this research are the teachers of the Language Development Unit in Antasari State Islamic University. Therefore, the researcher chose 3 teachers as participants in this study. Antasari State Islamic University is divided into 2 locations, Banjarmasin and Banjarbaru. For local distribution, the Language Development Unit is divided into 2 regions, local 1-29 areas on Campus 2 (Banjarbaru), and local 30-99 areas on Campus 1 (Banjarmasin). There are currently 99 classes in the Language Development Unit. Of the 99 classes, they are further divided into 3 class levels, namely the pre-intermediate class, the elementary class, and the beginner class. There are 31 pre-intermediate classes, 65 elementary classes and 3 beginner classes. Therefore, researchers used proportional sampling in selecting participants. According to Riyanto and Hatmawan (2020), a proportional sample is a sample consisting of sub-samples whose balance follows the balance of the sub-populations. Sample taken from a population consisting of several sub-

populations that are not homogeneous and each sub-population would be represented. In this study, the sub-populations are the pre-intermediate class, the elementary class and the beginner class. So the researcher selected 1 teacher from each grade level as a representative of the sub-population. The researcher selected teachers in Local 51 (pre-intermediate), Local 91 (elementary), and Local 98 (beginner) as participants in this study.

#### **D. Data**

The data that researcher need to get results about teachers' questioning levels in teaching English were taken from observations and interviews. To obtain available data, researcher need data sources. The data source is the research subject from which the data can be obtained. In this study, data were obtained from teachers who teach at the Language Development Unit in Antasari State Islamic University.

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

In collecting data, researches used observation, interview, and documentation as data collection instrument:

##### **1. Observation**

In this study, the researcher used observation to identify approaches and strategies by preservice teachers while investigating an English class at a school in Banjarmasin. Observation is the observation of the activities that take place during the process of learning to read through direct learning observation. In observation, the researcher wanted to see

how the teaching and learning process during the class, especially the type or level of questions used by the teacher when teaching in class.

## 2. Interview

Interview is a communication between the research subject and the researcher who meet in one particular situation in the process of obtaining information. Research information in the form of data is obtained directly by researchers from research subjects. Interviews are needed to collect more data that can be collected through surveys and to review data from surveys. In the interview, the researcher wanted to dig up more information regarding the questions that the teacher used when teaching in class by conducting face-to-face interviews with teachers who teach at the Language Development Unit at local 51, 91, and 98 consisting of 6 questions.

## 3. Documentation

Documentation is a method used to obtain data and information in the form of books, archives, documents, written figures and images in the form of reports and information that can support research. This documentation is needed to document the results of observations and interviews that have been carried out. Researcher was record the activities that take place during the research in the form of audio and photos.

## **F. Data Analysis**

In analyzing the data, researcher need to collect data because researcher use descriptive qualitative research. According to Miles &

Huberman (2018), analysis as consisting of three components, namely data condensation, data display, and conclusion drawing/verification.

### 1. Data Condensation

Data condensation refers to the process of selecting, simplifying, abstracting, and or transforming data that approaches the whole of the written field notes, interview transcripts, documents, and other empirical materials. As we have seen, data compression occurs continuously throughout the life cycle of a quality-driven project. In subsequent data collection, the following periods of data compression occurred: Write summaries, schedule, create categories, develop themes, and write analytical notes (Miles & Huberman, 2018).

Data condensation cannot be separated from analysis. Data condensation is a form of analysis that sharpens, classifies, focuses, discards, and organizes data so that it can draw verifiable “final” conclusions. It may seem like a good analytical strategy, but it's a good idea to summarize the next word or number to simplify the numbers in the next analysis. It is important not to remove existing data from the context in which it occurs.

### 2. Data Display

Another important analytical data stream is display data. Display is usually fixed. A dense collection of information that enables analytical thinking and action. In everyday life, views range from smartphone apps to newspaper ads to Facebook status updates. In the past, the most common

display format for qualitative data was expanded text. As we thoroughly, the text is not very practical. Humans are not particularly strong at processing large amounts of information, or Big Data as it is called today. Expanded text expands our information processing skills and benefits our tendency to find simplification patterns (Miles & Huberman, 2018).

In this study, the researcher believes that a better perspective is the most important method for an effective qualitative analysis. Everything is organized in a concise and accessible format so that the analyst can see what happened, draw valid conclusions, or take the next step in the analysis submitted to gather information.

### 3. Conclusion Drawing and Verification

The third stream of analytical activity draws conclusions and tests them. From the outset of data collection, the qualitative analyst interprets what it means to pay attention to patterns, arguments, suggestions, explanations, and causal flows. Competent researchers take this conclusion lightly. Reviews can be as brief as other thoughts that occur to the analyst while he or she is writing and can quickly return to field notes, or they can be extensive and complex and lengthy discussions and reviews among colleagues to reach "intersubjective consensus" (Miles & Huberman, 2018).

Alternatively, researchers can go in deeper and more detailed with lengthy discussions and peer-to-peer reviews to be "inter-subjective." consensus. It has grown or required a lot of effort to replicate the results to

other data sets. Otherwise, there's still an interesting story about what happened and the usefulness of the truth and the unknown.