

CHAPTER III

RESEARCH METHOD

This chapter presents A) Research Design, B) Research Setting, C) Participants, D) Data, E) Technique Data Collection, and F) Data Analysis.

A. Research Design

Descriptive qualitative is used in this study. The use of descriptive qualitative here is to explain and describe the data presented on the questioning strategy used by the teacher and how the teacher uses questioning strategy in promoting student critical thinking. According to Creswell (2014), qualitative is an approach to knowing more about an activity or investigating a phenomenon by interpreting the meaning of the data.

In this study, the researcher described what kinds of questioning strategies the teacher used in promoting student critical thinking and explained how the teacher delivered the questioning strategy including the phase or time of learning. The use of descriptive analysis here is for describing more details and interpreting the meaning of the results of this research because situations in the classroom must be described in detail with appropriate language and factual situations that relate on the result of data collection.

B. Research Setting

The research took place at MTsN 2 Kota Banjarmasin. The researcher took the study here due to considering teacher specifications and using an appropriate curriculum. After the researcher observed, this school is proven to use the 2013

curriculum, and the teachers also apply several questioning strategies. Furthermore, data collection and analysis for this study took around one and a half months.

C. Participants

The participants of this research were all English teachers who taught in the school and applied questioning strategies in the classroom. 4 English teachers met the specifications as participants who used a questioning strategy in their class and used the 2013 curriculum. The consideration for conducting research to the participants is that the researcher prioritizes the specifications of the teachers the researcher examined. The teachers who participated in this research are those teaching English who used the 2013 curriculum and implemented questioning strategies in their lessons.

D. Data

The data used in this study for the research question are

- a. The data are types of questioning strategies and the questions teachers use that promote students' critical thinking. The types of questioning strategies include rephrasing, simplification, repetition, decomposition, and probing, while the types of questions include knowledge, comprehension, application, analysis, synthesis, and evaluation.
- b. The data from the teacher's use of questioning strategy in the classroom include the teacher's application in the learning activity structure, such as

questioning at the beginning, questioning in the middle, and questioning at the end in promoting students' critical thinking.

E. Techniques of Data Collections

The researcher used various data collection techniques, including observation and interviews.

1. Observation

In this technique, the researcher conducted to test and validated the types of questioning strategies commonly used by teachers and observed how the teacher uses the questioning strategy in the classroom to promote students' critical thinking by attending English classes at MTsN 2 Kota Banjarmasin. Each teacher be observed twice by the researcher. The first observation is to collect the data, and the second observation is for validation regarding the kind of types and the time of the learning process activity. The teacher delivers the questioning strategies to promote students' critical thinking. Moreover, the researcher does not take on a teaching and learning process role, only observing when learning occurs.

2. Interview

Interviews were conducted with each teacher who uses questioning strategies in the learning process. Several questions were distributed to gain data on the teacher's opinions regarding the use of questioning strategies in promoting students' critical thinking. The interview was carried out once with each teacher. The researcher asked questions related to their opinion on using a questioning strategy to promote students' critical thinking, what types of questioning strategies they use, and their way of applying the questioning strategies in the classroom.

F. Data Analysis

After all the data has been collected through observations and interviews, the next step that the researcher uses is data processing and analysis. Data analysis systematically searches and compiles the data obtained through observations and interviews. After the data is collected, the next step is data processing. The data processing stage is re-examining the data obtained to determine whether the information is good enough for the following procedure.

Miles et al. model analysis was used to process and analyze the data received from the research. This analysis was carried out both during and after data collection was completed. According to Miles et al. (2014), activities in qualitative data analysis are carried out interactively and continually until the task is completed. Data analysis has three main activities: data condensation, data display, and drawing and verifying conclusions.

1. Data Condensation

Data condensation includes summarizing, selecting the most significant elements, concentrating on the essential aspects, and searching for themes and patterns. As a result, the simplified data will present a better understanding and make it easier for researchers to obtain further information.

2. Data Display

The presentation of data is a collection of organized information that allows for drawing conclusions and taking action. Following the data condensation, the following stage is to show the data. The data presentation method used in qualitative research might include brief explanations, charts,

correlations between categories, flowcharts, and other similar techniques. Descriptive is employed to provide data. Because of the data shown, it will be easier to grasp what is happening.

3. Conclusion Data/Verification

According to Miles et al. (2014), the third phase in interpreting qualitative data is developing and verifying conclusions. The first provisional results may change if insufficient information warrants the following data-collecting step. However, the initial conclusions are trustworthy if the researcher's first findings are reinforced by reliable and consistent evidence when they go to the field to gather data.