

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used qualitative technique to what types of questions were used in English subject and to what extent they were used. The main data was gathered from videotaping and observation in the classroom. The researcher used a classroom interaction analysis method because it was concerned with the careful description of the interpersonal events which take place in the classroom as a means of developing understanding about how instruction and learning take place (Ellis, 1993:165). The purpose was to study a teacher's question in classroom. The researcher observed and explored how teacher ask questions in EFL classroom and keep record of events to enhance my understanding how teacher and learners accomplish classroom lesson.

B. Subject and Object of Research

The subjects of this research were a teacher and 99 students of three classes at XI grade in MA PIP. The object of this research was teacher's questions in MA PIP at XI grade.

C. Source of Data

The main instrument of the present study was the researcher who investigate this study. There are four sources of data that used by the researcher. They were videotaping, observation, questionnaire, and interview.

D. Data Collection Procedure

The necessary data had to be collected to achieve the objectives of this research. The data gathering instruments were used which were videotaping, observation, questionnaire, and interview. The main instruments were videotaping and observation, while the questionnaire and interview were used to verify that teacher ask questions.

1. Videotaping and Observation

A videotape is an audiovisual material which consist of images and sounds that researchers collect to help them understand the phenomenon under study. The used of videotaping was to record all the teacher's talk during the lesson. The documentation of the teacher's talk then transcribed regarding all question that the teacher's ask (Wei and Melissa, 2008:178).

The videotaping and observation conducted twice and each last for 90 minutes in every meeting. The researcher used videotaping and observation as the primary classroom procedure to record and observe the way a teacher asked questions in the classroom and how the students respond the questions. And the researcher used a non-participatory role, so the researcher positioned himself at the back of the class from where the researcher recorded the lesson.

2. Questionnaire

The researcher used questionnaire to increase the data obtained from videotape. Questionnaire was design to catch up on the limitations caused by the recording and observation. The question was designed just for the students. The questionnaire consisted of closed-ended questions which were prepared and administered. It was designed to measure the validity of the data gained through videotape. In questionnaire, the researcher asked some questions that were close-ended.

3. Interview

The researcher also interviewed a teacher to add the data obtained from videotape and observation. Interview designed to catch up on the limitations caused by the recording and observation. The questions were designed just for the teacher. The Interview consisted of closed-ended and open-ended questions which were prepared and administered. It was designed to measure the validity of the data gained through videotape and observation.

When doing the Interview, the researcher asked some questions that were close-ended and some that are open-ended. The open-ended responses, however, permit the researcher to explore reasons for the closed-ended responses and identify any comments people might have that were beyond the responses to the closed-ended question. The

drawback of this approach was that the researcher had many responses, some are short and some are long to analyze.

The close-ended questions such as the goal of teacher's questions, the types of question items, and how often the teacher asks the students in a meeting to know and check their understanding in material. While the open-ended questions like number the questions have given to students which to know more about their participation and motivation in learning process.

E. Data Analysis Procedure

Having collected all of the data gained, the data were analyzed using following steps adapted from Suherdi (2008 as cited in Sakina, 2013: 37-39).

Step 1. Transcribing the video

The basic data of this research were obtained from video. The data gained are then transcribe the raw data into text to show the interaction and language used by teacher and students during English class.

Step 2. Coding the data

Having transcribed all interactions in the classroom, the transcripts were coded by using several categories of teacher's questions and students' responses in classroom interaction. The coding process is an essential part caused by a number of reasons; including enabling the researcher to identify phenomena, to conduct quantification of frequency,

to show the tendency of findings, and to categorize and findings (Sakina, 2013).

Step 3. Interpreting the data

This stage presented the answer of research questions formulated. The quantification of the findings was displayed into several diagrams. Thus, the phenomena occurred from the diagrams were described.

To answer the first research question to the types of teacher's questions, and it was analyzed according to Long and Sato (1983: 268). The researcher coded each question into display and referential question. Then each type of question coded into eight subsections. They were complete verbal questions, incomplete verbal question, single word question, phrase questions, complete pronominal questions, incomplete pronominal questions, Indonesian-English mixed questions, and pure Indonesian Questions. The research finding was presented as of percentage and frequency by tabulating the data in direction of the categories determined. It was to qualify the frequency of which type of question used at most.

Next, to answer the function of the classroom questioning, it was analyzed according to Brown and wragg's (1993:4) function of questioning, which are checking learner understanding, electing information, controlling the classroom, arousing interest and curiosity concerning a topic, focusing attention on particular issue of concept,

developing an active approach to learning, and stimulating students to ask questions of themselves and others.

And the last, to analyze the students' responses, the researcher analyzed the responses that students give to the teacher's questions based on three categories, which are whether or not they give the intended answers, the way they respond to the teacher's question, and the number of word they produce in answering the question regarding the question type.

F. Data Validation and Reliability

Reliability means dependability or consistency (Neuman 2006:188). It signifies that the same thing reoccur at the same situation. To measure the reliability of the data, the researcher videotaped each class twice to ensure that the thing that happens in certain class at the first recording is repeated in the same class at the second recording.

Meanwhile, validity means trustworthy (Neuman 2006), It suggest truthfulness that the data being presented by the researcher fits with the actual reality in which the research takes place. Therefore, to establish the trustworthiness of my study and to verify the accuracy of the data, findings, and interpretations (Creswell, 1998), the researcher used member checks in order to get participant feedback on the accuracy and credibility of the data, findings, interpretation, and conclusion. The researcher arranged face-to-face meeting with participants to discuss the result of the observations.