

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

This chapter presents the methodology used in this study. It describes six parts of research procedures, namely research method, setting and participants, data collection, data analysis, steps of the research, and research schedule.

#### **3.1 Research Method**

In this research, the researcher used a descriptive case study. Yin (2018) stated that a case study describes a process or series of processes (why it was chosen, how it was implemented, and what resulted from it). Moreover, Yin (2018) defined a descriptive case study as a case study that aims to describe a phenomenon in its real-world context. The use of a case study was chosen because this research explained what types of questions are used by an English teacher based on Blosser (2000) and its impact on the students.

#### **3.2 Setting and Participants**

This research was held in October 2022 and conducted in one of the junior high schools in Tasikmalaya, West Java, Indonesia. T did the questioning activity in all segments in the classroom; at pra-activity, introductory learning, delivery of learning, students' participation, and evaluation. Students' responses toward the questions given depended on question itself, mostly the students would directly answered if the teacher asked to all students and would be a little hesitant if the questions were given personally. There were four participants in this study: an English teacher and three students. The participants were chosen based on some criteria. The teacher had experience nineteen years teaching period and skills in using questioning in the classroom. The students were chosen based on their participation level (Active, middle, passive), and this selection was done when the researcher was observing. The participants were willing to be involved in the research after were previously explained what, why, and how the study would be

conducted and they were assured of identity secrecy by changing their names to T, S1, S2, and S3. The explanation was given to give participants consideration before included to the research.

### 3.3 Data Collection

This study used two data collections, first was observation, and the second was semi-structured interviews. Because this study was looking at “teacher’s performance” in using questions, observation was chosen to gather the information. The observation was made three times to see the consistency of the question use, and the observation was recorded by cell phone, and at the same time, the researcher took notes to increase the richness of the data. In continuation of observation, the researcher addressed semi-structured interviews with three students that were chosen while conducting the observation. Three students were chosen by their participation in the classroom while learning English. The criteria were active, middle, and passive participation.

The interview was done using *WhatsApp* application; this application is a tool that allows you to communicate with other people via text without needing to meet in person. This feature was chosen to provide flexibility to participants so they do not feel awkward during the interview and to save time. The interview used *Bahasa Indonesia* to make the interview easier to understand by the participants. In conducting the interview, the researcher adopted the three component of cognitive model of a second/foreign language (Ellis, 1999; McLaughlin, 1987; Skehan, 1998; Tomasello, 1998) in Murcia (2001), they are (1) Input, (2) Information Processing, (3) Output. These three components are described in the following table.

**Table 3.1** *Three Components of a Cognitive Model of Second/Foreign Language*

Component	Indicator
Input	<ul style="list-style-type: none"> <li>• Understandable vocabulary</li> <li>• Repeated important point</li> </ul>

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Information Processing	<ul style="list-style-type: none"> <li>• Recognize moments</li> <li>• Recognizing vocabulary</li> <li>• Recognize grammar rules</li> <li>• Use the information in new activities</li> </ul>
Output	<ul style="list-style-type: none"> <li>• Problem solving when learning (ask the teacher, students or use dictionary)</li> <li>• Learning outcomes</li> </ul>

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Furthermore, the interview questions were added with questions regarding the teacher's questioning activity, which was presented in the form of several video clips when observing. The addition of the question was carried out to link the observation results with interviews and validate the interview answers obtained and observation results.

### 3.4 Data Analysis

The data collected from observation and interviews were analyzed using thematic analysis by Braun and Clarke (2006). Thematic analysis is a technique for identifying, analyzing, and reporting patterns (themes) in data. The analysis consists of 6 phases as follows.

#### 1. Familiarizing the Data

This process was conducted in the first of the analysis process. Where the researcher read, listened, wrote, re-read, re-listened, and re-wrote the raw data and made notes. The data was presented in the form of observation video recording and interview results in the form of *WhatsApp chat*. The researcher transcribed the video and the interview result to ease understanding of the data.

#### 2. Generating Initial Codes

In this step, the researcher began to arrange the data using the coloring method (e.g., navy blue, green, yellow, purple, red, and grey) to highlight the data and differentiate each aspect corresponding to the study's objectives. The

initial codes table from observation and interview was separated to ease reading the results.

**Table 3.2** *Generating Initial Codes of Observation*

00:05- 00:06	T: How are you?	Greeting
00:34- 00:37	T: I am fine. Who absent today?	Classroom check
01:16- 01:47	T: Ok, a few days ago, beberapa hari yang lalu we studied about? ...	Recalling Material
06:04- 06:06	T: Beverage, apa beverage itu?	Translation
07:03- 07:05	T: Ini obat bukan?	Confirm a point
45:57- 46:00	T: Terus number four, eh?	Remember a point
09:02- 09:09	T: Belajar... perhatikan dulu perhatikan dulu, kalimat ini salah betul?	Right answer question
02:46- 02:55	T: Bikin dalam satu kalimat, bikin dalam satu kalimat. Ngerti kan kalimat? Apa itu kalimat?	Various answer question
34:05- 34:25	T: Kenapa Zaenal, kenapa "is"? Karena Zaenal satu orang. Kalian harus bisa menjelaskan ini ya. Sehingga Zaenal is sitting now, Zaenal sedang duduk	Point up a point
50:35- 50:45	T: Direction? Direction to use?	Material check
1:15:55- 1:16:13	T: ... Hari ini kita belajar tentang?	Reviewing material
10:37-	T: Kemudian Muhammad Rasya sedang apa?	Brainstorming

10:40		
13:28-	T: Karena ada dua orang, kita boleh	Material
13:44	menggantinya dengan kata?	explanation

Below is the list of the frequency of initial codes from observation.

**Table 3.3** *List of Initial Codes of Observation and Their Frequency*

No	Initial Codes	Total
1	Greeting	9
2	Classroom check	159
3	Recalling material	31
4	Translation	76
5	Confirm a point	8
6	Remember a point	5
7	Right answer question	56
8	Various answer question	3
9	Point up a point	5
10	Material check	101
11	Reviewing material	41
12	Brainstorming	54
13	Material explanation	131

Below is the list of initial codes from interview.

**Table 3.4** *Generating Initial Codes of Interview*

C: Ada, kalau pertanyaannya nanyain arti dari kata bahasa inggris	Good question comprehension
S: Karena gak terlalu ngerti kalau pake b.inggris	Lack question comprehension
C: Nyoba dulu aja atau nebak gitu. Kalo enggak, diskusi sama temen	Try to answer Guess the answer

	Discuss with friend
A: Aku jadi ga ngerti ngerti sama materi nya, tapi kan ada murid lain yang jawab jujur jadi Bu Eli (pseudonym) kan suka ngejelasin lagi, nah aku tinggal dengerin aja	Do not increase the material comprehension
A: Enggak teh, gak suka coba jawab dulu aja soalnya takut salah	Lack of participation
C: Ada, jadi lebih ngerti aja teh soalnya kan jadi kaya di ulang-ulang	Increasing the material comprehension
C: Jadi nambah kosa kata sekaligus bikin inget soalnya kan kaya diingetin lagi	Increasing vocabulary
S: Biar tahu aku udah ngerti atau belum, sama diingetin waktu ngerjain tugasnya	Check the material comprehension Discipline
C: Perlu teh biar dibawa relax gitu, kalo langsung ke materi suka agak bikin nervous	Relax
C: Aku sih pede aja buat jawab pertanyaannya, tapi tergantung aku tau atau enggak nya juga sih	Confident
C: Kalo jawabannya ternyata bener aku seneng, tapi kalo ternyata jawabannya salah aku suka penasaran tapi suka nungguin Bu Eli (pseudonym) nya sampe jelasin	Happy Curious
C: Kalau aku kurang ngerti sama materinya emang suka agak takut ditanya, tapi kalau aku berhasil ngejawab suka lumayan bangga gitu sama diri sendiri jadi nya lebih pede buat ngejawab pertanyaan selanjutnya, kaya ada kesiapan gitu teh	Nervous Proud
S: Pertanyaan diawal kaya gitu aku pake	Language application in

inggris lagi kak	the classroom
S: Ngerasa bertanggung jawab buat jawab, tapi aku jawabnya kalau inget materi nya	Feel responsible
A: Kadang teh, soalnya yang lain ikutan jawab juga jadi cukup sama mereka aja	Feel not responsible
C: Engga terlalu sih, emang biasanya kaya gitu	Routine use of question
C: Iya teh, suka ada keinginan untuk bertanya soal nya itu cara aku berpartisipasi dikelas	Willingness to participate
S: Kadang kadang, soalnya suka malu kalau mau nanya. Suka nungguin orang lain nanya dulu baru aku	Shy
C: Aku ngerasa dipercaya aja gitu sama Bu Eli (pseudonym) otomatis aku jadi pede kan pas belajar itu	Feel trusted
C: Kalo udah punya jawaban itu gak gimana-gimana malah nungguin buat ditanya, tapi kalo belum ada jawaban suka agak grogi dikit. Terus aku lumayan seneng karena aku kaya ke notice gitu teh	Acknowledgement the existence
C: Kadang-kadang, kalau Bu Eli (pseudonym) sering nanya nya ke aku, aku dalam hati suka “kenapa ke aku lagi” gitu	Burdened
A: Kadang nanyain ke temen, kadang diem aja	Avoid answering the question

Below is the list of the frequency of initial codes from interview.

**Table 3.5 List of Initial Codes of Interview and Their Frequency**

No	Initial Codes	Total
1	Good question comprehension	16
2	Lack question comprehension	5

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3	Try to answer	1
4	Guess the answer	1
5	Discuss with friend	3
6	Do not increase the material comprehension	1
7	Lack of participation	4
8	Increasing the material comprehension	9
9	Increasing vocabulary	3
10	Discipline	3
11	Relax	3
12	Confident	4
13	Happy	9
14	Curious	2
15	Nervous	15
16	Proud	1
17	Language application in the classroom	3
18	Check the material comprehension	3
19	Feel responsible	5
20	Feel not responsible	4
21	Routine use of question	3
22	Willingness to participate	5
23	Shy	3
24	Feel trusted	1
25	Acknowledgement the existence	2
26	Burdened	3
27	Avoid answering the question	1

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### 3. Searching for Themes

In this step, the researcher collected the codes and looked for themes. In determining the themes, the researcher also chose the relevant codes and eliminated the irrelevant codes to the themes and research questions. The themes table from observation and interview was separated to ease reading the results.



**Table 3.6 Searching for Themes of Observation**

<b>No</b>	<b>Initial Codes</b>	<b>Sub themes</b>
1	Greeting	Classroom management
2	Classroom check	
3	Recalling material	Initial question
4	Brainstorming	
5	Translation	Accept only right answer
6	Right answer question	
7	Confirm a point	Emphasizing a point
8	Point up a point	
9	Material check	Material delivery
10	Material explanation	
11	Reviewing material	
12	Various answer question	Potentially debatable answer

**Table 3.7 Searching for Themes of Interview**

<b>No</b>	<b>Initial Codes</b>	<b>Sub themes</b>
1	Increasing the material comprehension	Good material comprehension
2	Increasing vocabulary	
3	Know self-comprehension	
4	Relax	Positive feeling
5	Confident	
6	Happy	
7	Proud	
8	Curious	
9	Language application in the	Language application

	classroom	
10	Check the material comprehension	Good attitude in the classroom
11	Feel responsible	
12	Discipline	
13	Feel trusted	Building confidence
14	Acknowledgement the existence	
15	Willingness to participate	Good participation
16	Nervous	Negative feeling
17	Burdened	
18	Shy	
19	Do not increase the material comprehension	Low material comprehension
20	Lack of participation	Lack participation

#### 4. Reviewing Themes

In this step, the researcher considered the preceding themes completed in the third step. The researcher reviewed the themes again to see if the themes that had been arranged fulfilled the research questions. The reviewing themes table from observation and interview was separated to ease reading the results.

**Table 3.8 Reviewing Themes of Observation**

Sub themes	Themes
Classroom management	Managerial Question
Initial question	
Emphasizing a point	Rhetorical Question
Material delivery	Closed Question
Accept only right answer	
Potentially debatable answer	Open Question

**Table 3.9 Reviewing Themes of Interview**

Sub themes	Themes
Good material comprehension	Positive Impact
Positive feeling	
Language application	
Good attitude in the classroom	
Building confidence	
Good participation	
Negative feeling	Negative Impact
Low material comprehension	
Lack participation	

#### 5. Defining Themes

The researcher re-checked the data that has been analysed to see whether it is coherent or not while interpreting it.

#### 6. Producing the Report

In this final step, the researcher created a report on the research finding.

### 3.5 Steps of the Research

**Table 3.10 Steps of the Research**

Steps	Description
1	Determine the phenomenon that will be used as a research problem
2	Review the previous study that is relevant to the research problem that has been determined
3	Determine the research topic
4	Collect theories that are relevant to the research topic
5	Determine the participants
6	Collecting the data using observation and interview
7	Transcribe the observation interview result

