

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses the procedure of the research that the researcher has applied in this research. There are six sections that are going to be elaborated in this chapter. Those are the description of the research method, research participants and setting, steps of the research, data collections, data analyses, and research research schedule.

#### **A. Research Method**

This research used classroom research as a design of the research. The classroom research was used to investigate the way teachers use questioning strategies in the classroom activity. According to Hopkins (2014, p.1), "Classroom research is an act undertaken by teachers to enhance their own or a colleague's teaching, to test the assumptions of educational theory in practice, or as a means of evaluating and implementing whole-school priorities." In other word, this research aimed to find out the questioning strategies used by the teachers in teaching process at senior high school in Cikatomas.

#### **B. Research Participants and Setting**

The participants of this research were two English teachers who were recruited based on their education, accomplishment and recommendation from school authorities. The participants also had more than five years experience in teaching

English, which meant they had enough experiences in teaching English and dealing with the students at the school.

The research took place at MA Athoriyah Cikatomas. The school was chosen because this school has been established for 29 years and was one of the favorite school in Cikatomas which can be seen by the number of the students enrolled in the school. This school also got A or very good accreditation from the Indonesian national accreditation institution.

### C. Steps of The Research

There were some steps to make this research well planned. According to Hopkins (2014), the steps to conduct this research as follows:

Stages	Details
1. Research Planning and Design	a. The research theme : giving a brief introduction to the research theme. b. Preliminary reading : giving an outline of what have learnt about the research theme through preparatory reading. c. The reseach question : defining the research question. d. Purpose and expectations : Clarifying the theoretical purposes of the research. e. Research site : describing the proposed research site and subjects.

	<p>f. Research design : describing and justifying qualitative research approach choosen for the investigation.</p> <p>g. Research ethics : Identifying the ethical issues arising in particular investigation.</p>
2. Research Process and Summary of Research Data	Review of the research and data collections process
3. Summary of Research Data	Presenting a well-organised summary of the research.
4. Analysis and Conclusion	Interpreting the data in a systematic, reflective and in open-minded ways, supporting conclusions with reference to the data.

#### D. Data Collections

The researcher conducted the data through observations and video recordings. The type of observation conducted in this research is nonparticipant observation. Fraenkel et.al. (2009) suggested, "in a nonparticipant study, researcher do not participate in the activity being observed but rather "sit on the sidelines" and watch; they are not directly involved in the situation they observing (p.441)." It was used because the researcher collected the data without getting involved to the activities of the participant. Each teacher

observed once. Video recordings were conducted to find out questioning strategies used by the teacher in the teaching learning process. A video camera was placed on a removable tripod in the corner of the classroom. Thus, the durations of recording were 30 minutes.

#### **E. Data Analyses**

The types of the questions were analysed using Bloom's taxonomy on cognitive domain (1956), those were knowledge, comprehension, application, analysis, synthesis and evaluation. Then, the stages that teacher distributed their questions were analysed using Eble's theory of questions in teaching and learning process (1988), those were questions play at the beginning of class, questions play at the middle of teaching and questions play at the end after teaching.

In this research, researcher uses Hubberman & Miles (1994) to analyze the data. This model used to categorize the types of the teacher's questioning strategies. The process of the analyzing the data as follows:

##### **1. Data Reduction**

In this stage, first, the researcher has to organise the data by transcribing the observation data. Second, the researcher begins with selecting and simplifying the data. Third, the researcher conceptualizes the abstract concepts. The researcher have to reduce the data without losing the key information which supports the explanation and gives

evidence. Then, to make it easier, the researcher will analyse data using code that refers to label or sign the data refer to the phenomenon.

## 2. Data Display

During this phase, the researcher has to display the data in order to assemble the information of the data. The graphs, charts, networks, tables, or diagrams can be used to display or make the comparison of the data.

## 3. Conclusion

In the last stage, the researcher draws and verifies the conclusion about the data which is concluded from the stage before. The researcher concludes this research by conveying the interpretation of the data

## F. Research Schedule

This research was conducted from September 2018 until August 2019 in Tasikmalaya, West Java.

No	Activities	Sep. 2018	Oct. 2018	Nov. 2018	Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	Jun. 2019
1	Submission of Research	■									
2	Research Proposal		■								
3	Chapter I			■							
4	Chapter II				■						
5	Chapter III					■					
6	Seminar Proposal						■				
7	Conducting the Research							■			
8	Chapter IV								■		
9	Chapter V									■	
10	Final Thesis Examination										■