

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method used in this research was the qualitative research. In particular, classroom research was used as the design of this research. According to Hopkins (2008), the classroom research enables the researcher to undertake a research in a sample of schools or classrooms and use the teachers and students who live out their educational lives within them as subjects (p. 6). Additionally, the research design is for the causes of phenomena that occur in classroom settings rather than the cures for supposed "ills" of schooling (Hinely & Ponder, 1979). As a conclusion, classroom research is a research that aims to describe the phenomenon happening in classroom without using any pedagogical treatment. In this context, the writer observed the classroom activity in one of senior high school. The teacher taught about narrative text and started by making a group and then gave the tasks story about narrative text. All of the students read the tasks each group and in the second hour of the learning activities the teacher started to ask the questions to the students in order to encourage student's participant. Therefore, the writer chose the classroom research to conduct the research about what level of question is used by an English teacher in EFL classroom.

B. Data and Data Sources

1. Data

Fraenkel and Wallen (2009) stated, “data refers to the kinds of information researchers obtain on the subject of their research” (p.110). In this study, the data were obtained from video transcription which consisted of the level of questions used by the teacher in EFL classroom.

2. Data Source

In this study, an English teacher from one of Senior High Schools in Tasikmalaya was involved as the data source. The teacher was selected because he has been teaching English in that school for a year. His age was about 24 years old. More importantly, he often used questions during his teaching and learning. Hence, he was the suitable one for the research.

C. Technique of Collecting the Data

In this research, observation was used as the technique of collecting the data. The technique was important to require the research data as stated by Frankael and Wallen (2009), the technique enables the researcher to observe people as they go about their daily activities (p. 426). Additionally, according to Kothari (2004), “observation becomes a scientific tool and the method of data collection for the researcher, when it serves a formulated research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and reliability” (p. 96). Hence, the writer could collect the data authentically.

In this study, the writer took the non-participant observer as the role in order to have authentic data about the level of questions used by the teacher. Frankel and Wallen (2009) explained that “in non-participant observation study, researchers 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 are observing” (p. 441). The writer simply watched the digital recording of teaching learning process and analysed the utterances of teacher questioning occurred in the EFL classroom. The researcher observed the whole class situation by recording through camera recorders on mobile phone. It was put in the left side of the class, so it could record the whole situation in the classroom and capture the teacher questioning.

D. Technique of Analyzing the Data

After collecting the data, the writer analysed it. The technique used was thematic analysis adapted from Braun and Clarke (2006, p. 35), as follows:

1. Familiarizing yourself with your data

After the data were collected, it was required to be read repeatedly to make the researcher familiar with the content and to gain adequate understanding about the information within the data.

Figure D.1 Data Transcription

Time	Teacher/students	Activity
00.00-	Teacher :	Oke, good morning class?
01.00	Students :	Good morning
	Teacher :	All you are so sweet [smiling]
	Students :	Thank you miss
	Teacher :	Who absent today? Oke next, you know last week we have discussed narrative text and day we are going to do a group task and then I will ask you to define your class into eight groups. So, each group consists of three persons. Oke, now please sit in your groups, each groups consist in three persons and then I will give you the text.

2. Generating initial codes

After familiarizing with the data, the generating initial codes were necessary to do. Generating initial codes was done by making categories of the questions level the teacher used. Then, the categories were coded.

Figure D.2 Codes

Recalling information
 Understanding meaning
 Ability to see parts and relationships
 Parts of information to create new whole
 Judgment based on criteria

3. Searching for themes

After the data were organized in codes, the researcher tried to search for themes which could potentially answer the research question correctly. It was done by sorting codes based on its correlations.

Figure D.3 Searched Themes

Themes	Codes
Lower Order Thinking in EFL setting	a. Recalling information b. Understanding meaning
Higher Order Thinking in EFL setting	a. Ability to see parts and relationships b. Parts of information to create new whole c. Judgment based on criteria

4. Reviewing themes

In this step, the writer reviewed and refined the codes by resorting inappropriate codes to make sure that the codes were placed in coherent column.

Figure D.4 Reviewed Theme

Themes	Codes
LOT in EFL setting	a. Recalling information
	b. Understanding meaning
HOT in EFL setting	a. Ability to see parts and relationships
	b. Parts of information to create new whole
	c. Judgment based on criteria

5. Defining and naming themes

After reviewing and refining the themes, the researcher defined and named the themes. The names of themes were required to represent codes and information within them

Figure D.5 Defined Themes

Themes	Definition
LOT in EFL setting	Lower-order thinking skills are reflected by the lower three levels in Bloom's Taxonomy. The result showed there are two lower-order thinking such as recalling information as knowledge and understanding meaning as comprehension.
HOT in EFL setting	Higher-order thinking skills are reflected by the top three levels in Bloom's Taxonomy. The result showed there are three higher-order thinking such as ability to see parts and relationships as analysis, information to create new whole as synthesis and judgment based on criteria as evaluation.

6. Producing the report

The researcher compiled a report consisting of the results of the data analysis. It included the research findings, supporting data displays and theories.

E. Place and Time of the Research

The research was conducted on May 2019 in one of Senior High Schools in Tasikmalaya.