

## CHAPTER III

### RESEARCH DESIGN

This study was conducted to analyze the questioning strategies used by the teacher in speaking class interaction. This research also investigated how teacher questioning strategies affect the student's responses in speaking class interaction.

#### 3.1 Research Design

This study is a qualitative approach with descriptive analysis. According to Creswell (2007), qualitative approach is an approach to inquiry that begins with assumption, world view, possibly a theoretical lens, and the study of research problem exploring the meaning individuals or groups describe to a social or human problem. In the other hand, Koenjaraningrat, (1993) stated that the research with qualitative descriptive method is a research which gives a draw on a carefully about specific individuals or groups carefully on the circumstances and symptoms. This research method simplifies the process of extracting information during the study in the context of examining the type of question that is used by tutors in the context of English learning.

#### 3.2. Data Preparation

This study was conducted in English Course in November and December 2017 in two English courses; Center for International Language and Cultural *Studies* Universitas Islam Indonesia (Cilacs UII) and Nusantara Training Center (NTC). The observations were done in six meetings in both of those English courses (3 observations in *UII Cilacs* and 3 observations in NTC). The

reason of choosing this place was based on the provided access to conduct the study that related to the objective of the study. Before the observation conducted, the researchers visited the English courses to get a legal access by consulting and receiving a thesis proposal and other administration needed. Then, the researcher asked to wait an approval to do a research in a couple of days.

The participants of this study were tutor and students of English Courses. In this research, the data are primary-qualitative because they gathered pattern of behavior and descriptive data from classroom observation or collect directly from the subject and through interview.

### **3.3. Data Collecting Techniques**

In collecting the data, the instruments were classroom observation, videotaping as documentation and interview. Classroom observation was conducted to observe the type of questioning strategies used by the teacher. The instrument of observation was referring to Wajnryb's Theory on the kind of Questioning. It can be seen in the appendix. This is in line with the opinion by the Gray and Millis (2006) that emphasis during the observation in on understanding the natural environments as lived by the participant. This technique was used to observe the natural interaction in the process of learning for both verbal and non-verbal behavior. The observation was conducted in November and December, 2016. It was six observations. The videotaping was used to record the learning process. Videotaping was a method to handle the observation in a document, in this case is a recording.

The interview was conducted after the class observation session. The interviewees were the tutors. The purpose of conducting an interview was to gather the detail information from the tutor specifically about her/his perception in using the certain type of questions. The instrument of interview was questions list which was constructed in reference to *Wajnrib's Theory of teacher's questions* (2012). The Construction of Component and Sub Component of the Type of Question is also cited from Wajnryb (1992) cited from Kamile, et.,al (2012) in *The Impact of Teacher Question on Student Learning in EFL Journal of Educational and Instructional Studies In the World*.

Tabel 3.1

**Interview Question (For Teacher/Tutor)**

**Teacher's Questioning Strateg**

Component	Sub -Component as item investigation	Interview question
	Yes/No Questions	<ol style="list-style-type: none"> <li>1. Do you often use <i>Yes/No Question</i>?</li> <li>2. What is your reason for using this type?</li> <li>3. When do you use this question?</li> <li>4. How effective do you think this type of question?</li> </ol>
Type of Question	Short answer/retrieval-style questions	<ol style="list-style-type: none"> <li>1. Do you often use <i>Short answer/retrieval-style question</i>?</li> <li>2. What is your reason using this type?</li> <li>3. When do you use this question?</li> <li>4. How effective do you think this type of question?</li> </ol>
	Open-Ended Question	<ol style="list-style-type: none"> <li>1. Do you often use <i>Open-Ended Question</i>?</li> <li>2. What is your reason using this type?</li> <li>3. When do you use this question?</li> </ol>

		4. How effective do you think this type of question?
	Display Question	1. Do you often use <i>display question</i> ? 2. What is your reason using this type? 3. When do you use this question? 4. How effective do you think this type of question?
	Referential Questions	1. Do you often use <i>Referential Question</i> ? 2. What is your reason using this type? 3. When do you use this question? 4. How effective do you think this type of question?
	No-retrieval question & Imaginative Questions	1. Do you often use <i>No-retrieval question &amp; Imaginative Question</i> ? 2. What is your reason using this type? 3. When do you use this question? 4. How effective do you think this type of question?
Role of teacher's questioning strategies	-	1. How important it is to ask question? 2. How have your questions your student learns better? 3. In what way your questions contribute to your students' better learning? 4. Do you always plan your question? Why/why not? 5. Do your questions help student's interact/collaborate/respond better? 6. Do your questions help your students think better/think more critically? How do you know? Explain? 7. Overall, how effective was do you think your questioning strategies?

The other documentations were the textbooks/modules used by the teacher in teaching process that support the data of teacher's questions. Those textbooks were also documentation needed in the research. Apart of questions asked by the teachers were based on the teachers use the textbooks/modules or provided in.

### **3.4. Data Analysis**

The next step that has to be done after collecting the data, is analyze the data. After collecting the data in the speaking class interaction through observation, videotaping and in –depth interview, the data will be analyzed based on the steps using Suherdi’s Theory (2006). The steps are as follow:

1. Transcribe the data of interview results and observation results in order to display the language that is used in classroom.
2. The transcript was coded using some teacher’s questioning strategy framework as stated in the second chapter. The transcription technique was also used to transcribed the data from interview by taking the *redline* that were related to the problem of the research.
3. Reducing the relevant information from the interview session.
4. The researcher attempted to answer the problem formulation as stated in first chapter. The analysis was described in fourth chapter. Some exact can be shown in table and chart to make it easy and clear to understand. According to Alwasilah (2002) that the display, for instance, flowchart and diagram, enable the researcher to explain the interpretation.

### **3.5. Trustworthiness**

Quality of research design can be judged according to certain logical tests since a research design is supposed to represents a logical set of statement. According to U.S. Government accountability Office (1990) as cited by Yin

(2014), concepts that have been offered for these tests include trustworthiness, credibility by sources and theory, conformability, and data dependability.

### **3.5.1. Credibility by Sources**

To achieve credibility by sources means to identify correct operational measures for the concepts being studied (Yin, 2014). It ensures how well the results gained from the use of the measure fit the theories around which the test is designed. (Christie, Rowe, Perry, & Chamard, 2000). Credibility by sources confirms appropriate operational measures for the concepts under investigation. Credibility by sources of case study can be achieved through the using of multiple sources of evidence, establishing a chain of evidence, reviewing draft case study reports (Yin, 2014). In addition to these three, literature review can also develop the constructs (Christie , Rowe, Perry, & Chamard, 2000). This research uses all these for approaches to increase its credibility by sources. Data triangulation (multiple sources of data use) was used in this research. Data triangulation makes case study finding or conclusion to be more convincing and accurate. By developing convergent evidence, data triangulation helps to strengthen the credibility by sources of the case study. Yin (2014) states that convergent evidence of data triangulation happens when multiple sources of data as part of the same study address the same findings. Triangulation in this research uses findings from participant observation, documents, and in-depth interview.

Also, the researcher established chain of evidence of the study in order to allow external observer, the reader, to follow and trace derivation of any evidence from initial research questions to ultimate conclusions. An interview guide was developed to provide a systematic process in the interviews of the study. Credibility by theories of the case study interviewees, an interview process and a process for recording, transcribing and interpreting the data were done to decrease subjectivity issue in the case study method. Therefore, a chain of evidence can be established from the beginning of the research questions through data collection to the final conclusions.

Furthermore, this study involved expert and key participants to review the draft of the case study report. Lecturer supervisor as an expert and lecturer as the key participants were engaged to review the draft. Sugiyono (2013) mentions this technique as a combination of peer review and member check. Moreover, literature review was systematically elaborated in chapter 2. These two were conducted to increase credibility by sources of the research as well as the other techniques explained before.

### **3.5.2. Internal validity by Theories**

Internal validity by theories is described as the identification of cause and effect relationships by which certain variables may influence other variables in the research investigation. In contrast, in qualitative research, it does not necessarily deal with causal relationships of

independent and dependent variables but rather with establishing a phenomenon in a credible manner, which is ‘generative mechanisms’ or ‘causal powers’ (Yin, 2014). Internal validity by theories or credibility in case study research can be established by the use of triangulation, member check, discussion of the results and conclusions with other academic researchers (peer debriefing), cross case analysis, prolonged engagement by the researcher with the respondents (Sugiyono, 2013). Triangulation and expert peer review were included in this research process. These techniques were conducted to establish credibility or internal validity by theories as well as credibility by sources of this research simultaneously.

### **3.5.3. External validity by Sources**

External validity by sources or transferability is defined as the extent to which the research findings can be replicated beyond the proximate research case studies or generalizability. It is about findings of a study are generalizable beyond the immediate study, regardless of the research method used. Furthermore, external validity by sources is defined as the extent to which the research findings can be analytically generalized to other situations that were not part of the original study (Yin, 2014). Likewise, Sugiyono (2013) states that external validity by sources is the degree of accuracy whether the research findings can be generalized or implemented on population in which the research sample is taken.

Yin (2014) claims that external validity by sources can be reached through the use of theory in single case study. Empirical study research carries out analytic generalization that is defined as the logic in which case study findings can extend to settings beyond the original case study, based on the relevance of similar theoretical concepts or principles (Christie, Rowe, Perry, & Chamard, 2000). The form of initial research questions can directly influence strategies used in striving for external validity by sources. These research questions should have been settled during the research design phase, or earlier. For this reason identification of appropriate theory or theoretical propositions was done in research design phase of this case study research.

#### **3.5.4. Conformability**

Conformability, which is also known as dependability, is achieved if a later researcher follows the same processes as described by an earlier researcher and conducts the same case study over again, the later researcher should come to the same findings and conclusions (Sugiyono, 2013). One requirement to allow other researcher to repeat an earlier case study is the need to document the procedures used in the earlier case study research.

Conformability can be accomplished by doing empirical study protocol and developing case study database (Yin, 2014). Case study protocol means the procedural guide for collecting the data for case study, including a set of field questions to be addressed by the researcher,

representing the researcher's thinking in doing a case study. Developing case study database means organizing and documenting the data collected from a case study.

This case study research covers both case study protocol and case study database. Besides, dependability test of this case study research is conducted through the whole process audit by lecturer supervisor as an expert. External validity by sources or transferability is defined as the extent to which the research findings can be replicated beyond the proximate research case studies or generalizability. It is about whether findings of a study are generalizable beyond the immediate study, regardless of the research method used. Furthermore, external validity by sources is defined as the extent to which the research findings can be analytically generalized to other situations that were not part of the original study (Yin, 2014). Likewise, Sugiyono (2013) states that external validity by sources is the degree of accuracy whether the research findings can be generalized or implemented on population in which the research sample is taken. Yin (2014) claims that external validity by sources can be reached through the use of theory in single case study. Case study research carries out analytic generalization that is defined as the logic in which case study findings can extend to settings beyond the original case study, based on the relevance of similar theoretical concepts or principles (Christie, Rowe, Perry, & Chamard, 2000). The form of initial research questions can directly influence strategies used in striving

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