

## **CHAPTER 3**

### **METHODS OF THE STUDY**

#### **3.1 Research Approach**

In this study, the writer employed a qualitative approach to discover the types of question used by the English teacher and the teacher's purposes in asking certain types of question. According to Bogdan and Taylor (as cited in Moleong, 2006, p.4), qualitative approach is an approach yielding descriptive data in form of written or spoken words from people and observable behavior. As this study aims at investigating observable behavior of teacher asked some questions to the students in the classroom, the qualitative approach is suitable for it.

Qualitative approach uses observations, interview, and document review (Moleong, 2006, p.9). In this study, the techniques used for collecting the data were classroom observation, note-taking, and interview. The observation was conducted by means of audio-recording and note-taking. Audio-recording was employed to collect the data of classroom interaction investigating the types of question used by the English teacher. Note-taking was used for gaining detailed description that could not be obtained by the means of audio-recording, for example: class activity during the lesson. Furthermore, the interview was applied to support and clarify information about the purposes of the teacher in using certain types of question.

### 3.2 Participants of the study

The study was conducted in SMA Al-Yasini, Ngabar, Kraton, Pasuruan. It was chosen because it has a special class named excellent class in the 10<sup>th</sup> grade. Excellent class is a class that contains selected students. There are two classes categorized as excellent class in the 10<sup>th</sup> grade: 10 A and 10 B. Between the two, the writer decided to choose one which consists of thirty six students and one English teacher which is the A class. The students are 15-16 years old. The English teacher is 34 years old with 7 years teaching experience. The participants were selected after discussion with the English teacher and the availability of time. The two classes have similar characteristics in their academic ability. Also, the same teacher teaches English in both classes. Hence, it would not be a matter in choosing either one of the two excellent classes.

In the excellent class, the language instruction during English subject is mostly in the target language. The English teacher admitted that she speaks 80% in English during the class. The use of English allows the students to respond in the target language. This class, hence, is suitable with one of the aims of the study which is to investigate the types of question asked by the English teacher in the target language.

The English subject for 10A is taught in two meetings in a week: Thursday and Saturday. The class lasts for 80 minutes per meeting. The English subject is held on 11.20-12.40 a.m on Thursday and on 10.00-11.20 a.m on Saturday. Additionally, the class was arranged conventionally with the teacher's desk in

front and the students' tables and chairs in the back. The teaching aids were two whiteboards and one LCD.

### **3.3 Techniques of Data Collection**

Before collecting the data, the writer asked permission to the school's principal to conduct the study on March 24<sup>th</sup>, 2012. She also conducted pre-observation on April 7<sup>th</sup>, 2012 in order to familiarize the students with the writer and vice versa, and to minimize any possible disruption prior to the implementation of the research. During the pre-observation, the writer examined the condition of the class so that she knew where she should sit and put her audio-recorder for the real observation.

To collect the data, the writer did observation three times on April 12<sup>th</sup> and 21<sup>st</sup> and May 12<sup>th</sup> 2012. The observation was conducted by using audio-recording and note-taking during English subject class. The writer followed the English lesson for 80 minutes per meeting. The observation by means of audio recording was employed to record the process of English teaching audibly. Furthermore, note-taking was employed to gain detailed description, for example, classroom activities and the teacher's and students' behavior during the lesson. It was also useful for cross-checking the data obtained by audio-recording with that of note-taking.

Furthermore, for ethical clearance, the writer asked permission to the teacher and students in the 10<sup>th</sup> A class to use the data obtained during the observations for her thesis data. It was done in the end of observation which was

on May 12<sup>th</sup> 2012. The students allowed the writer to use the audio-recording and note-taking data to be used as her thesis data.

In addition, the writer interviewed the English teacher. And the interview was audio-recorded. It was conducted to obtain data about the teacher's purposes in employing certain types of question. The writer applied semi-structured interview to obtain the data. She had prepared a list of questions and added some more necessary questions on the spot based on the teacher's answers.

In short, the procedures to collect the data were:

1. Asking permission to the school.
2. Doing pre-observation.
3. Doing observation during English subject for three times.
4. Asking permissions to the teacher and students to allow the writer to use the collected data for her thesis.
5. Interviewing the English teacher.

### **3.4 Techniques of Data Analysis**

The whole data obtained by means of audio-recording, note taking and interview was analyzed using descriptive analysis in order to answer the research questions. They are the types of question used by an English teacher of the 10<sup>th</sup> grade in SMA Al-Yasini, Pasuruan and the teacher's purposes in asking certain types of question.

Before conducting the analysis, the writer gathered all data from the observation by using audio-recording, note-taking and interview. Then, the whole

data obtained from audio-recording and interview was transcribed orthographically.

There were three steps of the data analysis. First, the writer classified types of questions asked in English in first, second, and third meeting using Brown's theory of types of question (2007). The classified data was put into separate tables according to the seven types of question. Second, the transcription from the interviews was used as data to identify the teacher's purposes in using certain types of question. Finally, the writer drew conclusion of the whole data.

In short, the procedures of data analysis were:

1. Classifying the types of questions asked in English in first, second, and third meeting using Brown's theory of types of question (2007).
2. Identifying the purposes of the questions from the interview with the teacher.
3. Concluding the results and findings from all of the collected data.