

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discussed about the method used to do this research. It presented the research design; research subject, instrument, data collection and data analysis are applied in this research.

#### **3.1 Research Design**

In the present study, this study used descriptive qualitative. Qualitative data generally take the form of words (description, observation, impression, recordings and the like ( Ary et all 1995 : 29 cited in Afifatun , 2005 :26 ) . The researcher used descriptive qualitative because the researcher explored and described what kinds of question that teachers' used and how the teachers' used question in English. In most classrooms, questioning remains the common strategy for elicit responses from students during the whole class teaching. In this research, the researcher investigated six kinds of questions based on Bloom taxonomy. Those are knowledge question, comprehension question, application question, analysis question, evaluation question and synthesis question. Every question based on Bloom taxonomy has different function. The researcher also explored and described how the teacher use questions in English. How the teacher used questions in English it means that how the teacher applied the questions in four skills.

### 3.2 Research Subject

The selected subjects in the present study were three teachers at senior high school. The researcher used questionnaire to get information of the teachers who are suitable with certain criteria. The content of questionnaire were about the teachers must have teaching experience minimally six years, the teacher must graduated from bachelor degree of English department. The main criterion is the teacher active to ask questions. In this research, the researcher investigated six types of questions based on Bloom Taxonomy's theory and what types of questions that used by teacher in the class and also how the teacher used the question in English. If the teacher often asks some questions in the class, so the teacher was included as subject in this study. Therefore, to select three teachers as subjects were very difficult because the teacher must be active to ask questions in the class, for example from fifteen teachers, the researcher chooses three teachers who are really active to ask many kinds of question in the class.

The first English teacher was a teacher from the eleventh grade of SMANU 1 Gresik. The first English teacher got S-1 degree of English department and had experience 30 years He is able to communicate with English both spoken and written. In the class, the teacher always asked questions for the students to check the students' knowledge and it could be to check their understanding and also the teacher trained to the students active to speak English in the class.

The second English teacher was a teacher from the eleventh grade of SMA MUHAMMADIYAH 1 Gresik. The second English teacher got S-1 degree of English

department and had experience more than six years. He is able to communicate with English both spoken and written. The teacher always asked questions to check their understanding and also asked questions to know the students' opinion and sometimes did not related with the material.

The third English teacher was a teacher from the tenth grade of SMA MUHAMMADIYAH 1 Gresik. The second English teacher got S-1 degree of English department and had experience more than six years. He is able to communicate with English both spoken and written. The teacher always asked questions to test the students' ability and also before the class the teacher asked questions to check their comprehension about the material in last meeting. The third teacher also used the many variations of question.

### **3.3 Research Instrument**

Arikunto (1997, cited in Afifatun, 2005:28) stated that research instrument is the tool or facilities used by researcher in collecting the data hope the result of research is more accurate, complete and systematic. In this research, the researcher as a key instrument because only the researcher who knows all about this research and she understands and comprehends well about six kinds of questions that used by teacher in the class. In addition, the researcher also knows and comprehends well all that has related with kinds of questions and how the questions are used. The teacher, students and the other people do not know all about this research itself except the researcher so the researcher is as a key instrument.

### **3.4 Data Collection**

As Ary et all (1995:475, cited in Afifatun, 2005:30) stated data collection technique is the section on data collection methods used to gather the data (interviews, observation, document analyses and so on) and why these methods were chosen. The researcher chose three teachers from fifteen questionnaires from different school. To collect the data, the researcher would take several steps as follows; first, the researcher made an appointment with the school to spread questionnaire for all English teachers. Second, she analyzed the questionnaire and she chose three teachers based on standard criteria. Third, she made an appointment with the teacher about how and when the researcher began to observe. The researcher used video recording in order to capture the activity in the class from beginning until finish and also everything teachers said especially questions in English. After that the researcher found the kinds of questions that used and how the teachers used questions in the class. The researcher also interview the teachers for about 10-15 minutes to find out teachers' view about questions and also ask them what kinds of questions that used in the class and how the teacher used the question in the class. The researcher asked some difficulties that teachers' found when they teach in the class. The researcher used two ways to collect the data:

#### **a. Observation**

Observation is the process to observe something that focuses on attention by using four senses. The researcher collected the data from three teachers through

observation in the class. The researcher observed the activity in the class from beginning until the end. The researcher also observed kinds of questions that used by teacher in the class and how teacher used questions in the class by video recording. The researcher did observation three times for one teacher. After the researcher recorded all of the activity in the class from beginning until the end, the researcher transcripts all of the activity in written form and after that the researcher identified what kinds of questions that used by teacher in the class in observation form. The content of observation form was category and verbal narrative account. Category is about what kind of questions are used by the teacher and verbal narrative account is about the transcript of teachers' question in English.

#### **b. Interview**

According to Ary et all (1995:435 cited in Afifatun, 2005:28) interview is one of the most widely used method for obtaining qualitative data. Interview is used to gather on subjects, opinions, beliefs and feelings about the situation their own words. There are two kinds of interview, structured interview and unstructured interview. Structured interview is available alternative answer but unstructured interview is only describing the main idea. In this research, the researcher used interview to collect the data. The researcher asked the teacher about teachers' view about questions and types of questions that used in the class and how teacher

used question in the class. The researcher asked to teacher about some difficulties that teachers' find when they teach in the class. The researcher did interview after the lesson finished.

### **3.5 Data Analysis**

#### **3.5.1 Data Reduction**

Some of data that are not related with teachers' questions included as data reduction.

For example: the teacher greeted the students in the class that are not related with six questions that are applied in this research like knowledge question, comprehension question, application question, analysis question, evaluation question and synthesis question and also when the teachers gave instruction to ask the students to do the assignment.

#### **3.5.2 Data Display**

It is contrary with data reduction. In data display, some of data that are related with teachers' questions included as data display. For example in data display, the researcher took kinds of questions that used by teachers in the class and how the teachers used questions in English. It means when the teachers asked knowledge question at the beginning of lesson, it had function to remember the student about the material in previous meeting and also asked comprehension question after asking the So, the researcher can know how the teachers used each question in the class.

### **3.5.3 Conclusion Drawing**

After the researcher collected the data, the researcher can draw a conclusion that the researcher described what kinds of questions that were asked by teachers in the class and also described how the teachers used questions in the class.