

CHAPTER III

RESEARCH METHOD

A. Approach and Research Design

According to Mardalis, there are some types of research: historical research, explorative research, descriptive research, explanatory research, basic research, applied research, library research, vocation research, and laboratory research.¹ In this study, the writer uses descriptive qualitative design. Descriptive design with the qualitative approach is aimed to know the questioning skill of pre-service teachers at English teacher education department who take microteaching class. Descriptive research means describing a variable with the accurate units and problem of the research without giving treatment.² Hence, the writer described, took a note, analyzed, and interpreted the conditions as clearly as possible while pre-service teachers conducted their teaching practice in the microteaching class, especially when they designed, controlled, and evaluated questions in order to make exploration and clarification about their questioning skill.

As this study aims at investigating observable behavior of pre-service teachers in questioning to the students in the microteaching class, the qualitative approach is suitable for it. Qualitative approach is an approach yielding

¹ Mardalis, *Metode Penelitian Suatu Pendekatan Proposal* (Jakarta: Bumi Aksara, 2003), 25-29.

² Faisal Sanapiah, *Format-format Penelitian Sosial* (Jakarta: PT. Raja Grafindo Persada, 2007), 20.

descriptive data in form of written or spoken words from people and observable behavior.³ In addition, Nunan suggested that qualitative research concerns with the understanding of human behavior from the writer's own frame of reference, explanatory, descriptive and process oriented.⁴ Therefore, the writer acted as observer in microteaching class to make an important note and to watch closely how the pre-service teachers designed, controlled, and evaluated questions. By having descriptive qualitative means the writer observed pre-service teachers' practice in questioning during peer-teaching. Then, descriptive approach is done through describing, explaining and giving reason for the findings and data arguments in order to identify and explore the questioning skill of pre-service teachers in the classroom.

This research belongs to qualitative-case study because this research will gain the data which concerns only on pre-service teachers' questioning skill at D and E class. However, the consideration this research belongs to qualitative case study is coming from Donald Ary, "A case study is a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program. The goal is to arrive at a detailed description and understanding of the entity (the "case"). In addition, a case study can result

³ Moleong, Lexi J, *Metodologi Penelitian Kualitatif*, edisi revisi (Bandung: PT. Remaja Rosda Karya, 2014), 4.

⁴ Agustin Dwi Lestari, Thesis: "*The Teacher's Technique of Basic Questionings in English Classroom Activity*" (Semarang: Semarang State University, 2009), 44.

in data from which generalizations to theory are possible.”⁵ Thus, as this study investigating questioning skill, including skill of preparing questions in lesson plan, this study only focus on pre-service teachers in those classes because their lesson plan contained of questions preparation.

B. Researcher Presence

According to Buford Junker cited in Moleong, the role of observer in a research can be classified into four kinds, the complete participant, the participant as observer, the observer as participant, and the complete observer.⁶

a. A Complete Participant

In this part, an observer takes a part in the activity and follows every activity. Hence, the observer can get the information needed, including the secret information.

b. A Participant As Observer

In this part, an observer is not fully participating during the activity, but rather doing a job as an observer.

⁵ Donald Ary, *Introduction to Research in Education* (Canada: Wadsworth Cengage Learning, 2010), 29.

⁶ Moleong, Lexi J, *Metodologi Penelitian Kualitatif*, edisi revisi (Bandung: PT. Remaja Rosda Karya, 2014), 176-177.

c. An Observer As Participant

In this part, an observer's role is not only observing whatever happened in the field, but also taking a part in the activity sometimes when needed.

d. The Complete Observer

In this part, the observer's role is fully observing whatever happened in the field. It means that the observer does not take a part in the activity, yet he/she observe from the place or position where he/she will not disturb the activity.

In this study, the writer acted as fully observer in which she only observed the pre-service teachers while designing, controlling, and evaluating questions from the corner of the class. To enable the writer to be close to the subjects of the study without disturbing them, audio-recording is used during the observation. Before observing, the permission was obtained from the lecturer and the pre-service teachers were told that the recording was mainly for an analysis of class interaction in general and they were requested to conduct the lesson as usual. Importantly, the writer did not inform them about the specific objective of the observation to keep the teaching situation as real and natural as possible.

C. Research Location

The writer administrated this study in microteaching class held by English teacher education program, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya. It is located in Jl. A. Yani 117 Surabaya. More detail, the subject of this data is pre-service teachers of English teacher education department who take internship (microteaching) 1 program. Furthermore, among seven classes of microteaching, A class to G class, the writer uses D class and E class as the sample of the research.

In this case, the writer uses purposive sampling in getting the sample of the research. In purposive sampling, researchers handpick the cases to be included in the sample based on their judgment of their typicality of the particular characteristics being sought.⁷ In this way, they build up a sample that is satisfactory to their specific needs. As its name suggests, the sample has been chosen for a specific purpose. By having that technique of sampling means that the writer chooses the sampling by paying attention to the purpose of having research. Since the purpose of this research is to reveal the questioning skills of the pre-service teachers in preparing, designing, controlling, and evaluating for questioning, therefore the writer chooses the sample based on the format of the lesson plan used. In the chosen classes, the format of the lesson plan met the criteria of the research, in which there is questioning planning provided as the

⁷ Louis Cohen, Lawrence Manion, and Keit Morrison, *Research Methods in Education* (New York: Taylor and Francis e-library, 2007), 114-115.

writer requires it to analyze pre-service teachers' skill in preparing questions. Besides, the writer also considers the pre-service teachers' teaching level as Brualsi stated that teachers must be able to question well in order to teach effectively.⁸ Thus, the writer chooses D class and E class.

D. Data and Source of Data

According to Oxford Dictionary, data is fact or statistic which is used for reference or analysis. It means that data can be character or symbols that can be operated to make analysis.⁹ While the source of data is person, place, or document about related matter of the object being studied that can be observed, asked, or read by the writer.¹⁰ In this study, the source of data is 15 pre-service teachers from D class and E class and their lesson plan. Furthermore, the data contains about the following points:

1. Pre-service teachers' questioning skill in English classes.
2. The faults made by pre-service teachers in questioning, both of in lesson planning and conducting teaching process in English classes.

⁸ Melek Cakmak, "Pre-service Teachers' Thought about Teachers' Question in Effective Teaching Process", *Elementary Education Online*, Vol. 08, No. 3, 2009, 667.

⁹ *Electronic Oxford Dictionaries*

¹⁰ Sri Surya Dewi, *The Pedagogical Competence of Student Teachers at English Education Department of State Institute for Islamic Studies Sunan Ampel, Surabaya*, Unpublished Thesis (Surabaya : IAIN Sunan Ampel Surabaya, 2013), 35

E. Data Collection Technique

According to Arikunto, there are some techniques of collecting data. They are test, questionnaire, interview, observation, rating scale, and documentation.¹¹

To answer the statement of the problem, the writer takes some collection techniques as mentioned in the following:

1. Documentation

This technique is used to get the information of students' questioning skill in preparing for questioning by find out the questioning list in the lesson plan. The data from this technique is used as the complementary of the data which is got from the observation. In addition, to get the lesson plan, the writer had asked the pre-service teachers to collect the lesson plan before they had their teaching practice.

The process of examining the lesson planning conducted before the students do the teaching practice in the microteaching class. In this process, the writer analyzes the student teachers' lesson plan based on the measurement criteria.

2. Observation

Observation is an activity of centralization a certain object using all senses.¹² Based on the opinion above, it can be concluded that observation is data collection method through monitoring and recording systematically and

¹¹ Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: PT. Rineka Cipta, 2002), 127.

¹² Suharsimi Arikunto, *Prosedur Penelitian...* 133

continuously whether directly or indirectly. It means that observation research can be done using test, questionnaire, picture, or voice recording.

There are two ways of observation:

- a) Non-systematic Observation, the observer does not use observation instruments.
- b) Systematic Observation, the observer uses some notes to observe instruments.¹³

The writer uses direct observation by observing in class during teaching and learning process using systematic observation. The writer observed the condition of interaction in English class, teacher and students' behavior and activity, mainly how the pre-service teachers' skill in designing, controlling, and evaluating in questioning.

In doing the observation, the writer came to the class. After that, the writer gave the score of the student teachers' performance based on the measurement criteria which has been validated by the expert, one of the lecturers at English teacher education department of Sunan Ampel State Islamic University Surabaya.

In this study, the writer got twelve pre-service teachers only, since the observation was held when a half of the pre-service teachers already done their teaching practice. Because there were three pre-service teachers who performed in each meeting, so the writer took the meetings of teaching

¹³ Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: PT. Rineka Cipta, 2006), 157.

practice (PPL 1) process during 4 meetings (a once a week). Four meetings occurred in 180 minutes for each meeting. The writer directly and thoroughly observed the classroom. The observation started on 14th May 2014 until 13th June 2014 at 8.a.m and 11 a.m. The writer prepared a digital camera as the media to record the pre-service teacher's voice and interaction. The use digital camera is a practical way to record the pre-service teacher and student's spoken interaction, while teacher- students' activity and behavior during the class were recorded by using the writer's field notes. The writer placed the digital camera close to the pre-service teachers conducting teaching practice, so that their voice and the student's voice could be recorded clearly. Then, the writer sat on the back row and took notes whenever it necessary.

By having that observation, the writer got the information about pre-service teachers' skill in designing, controlling, and evaluating in questioning during conducting the teaching process in the microteaching class.

F. Research Instruments

There are some instruments will be prepared in order to make monitoring easy. All of those instruments are described as follows:

1. Validation sheet

This validation sheet is made by the writer and being validated by the expert. In this case, the expert is one of the lecturers of English teacher education department who lectures on the teaching and evaluating preparation. This instrument is used for assessing some instruments whether they are worth to be used or not. In this study, the writer adapted the criteria based on the format in a journal entitled “The Skills of Teacher’s Questioning in English Classes” by Xiaoyan Ma and supported with a book titled “Questioning Skills, for Teachers” by William Willen. Some instruments which need to be validated are the sheet of lesson planning and the sheet of teaching observation. The table of the validation is attached in appendix E.

2. The evaluation sheet of lesson planning

This instrument is used for getting the data about the student teachers’ competence in making the lesson plan. It is include on the preparation of teaching and the planning of teaching and learning process in the classroom. The format of the evaluation is formulated as follows.

Table 3.1 Evaluation Sheet of Skill in Preparing Questions

No.	Pre-service Teachers’ Performance	Yes	No	Frequency
1.	Designing for Questioning			
.	a. Teacher prepared questions to lead students into the topic			

	b. Teacher prepared questions to check students' understanding			
2.	Selecting Content for Questioning			
	a. Teacher prepared key questions			
	b. Teacher prepared clearly worded questions			
3.	Phrasing questions			
	a. Teacher prepared questions with understandable vocabulary			
	b. Teacher prepared questions to help students know what they are to do			
4.	Anticipating Problems			
	a. Teacher prepared the students' possible answer			
	b. Teacher prepared the situation when the students cannot or refuse to answer			

3. The observation sheet of conducting the teaching process

This instrument is used to know the skill of pre-service teachers' in designing, controlling, and evaluating for questioning in the microteaching class. There are some indicators assessed in this instrument. Here is the table of the evaluation.

Table 3.2 Observation Sheet of Conducting the Teaching Process

No.	Pre-Service Teacher's Questioning Skills	Yes	No	Frequency
1.	Designing for Questioning			
	a. Teacher provides signposts			
	b. Teacher simplifies the question			
	c. Teacher asks thought-provoking			

2.	Controlling for Questioning		
	a. Teacher nominates students after asking the question		
	b. Teacher distributes the question to all students in the class, both of volunteer and non-volunteer		
	c. Teacher give sufficient wait-time around 2-4 seconds for students to		
	d. Teacher prompts students' wrong or inadequate answer		
	e. Teacher asks probing questions to encourage students to complete, clarify, expand, or support their		
3.	Evaluating for Questioning		
	a. Teacher praises students' answer by nod or brief comment		
	b. Teacher encourages students to correct or to complete their answer		
	c. Teacher quotes students' answer		

4. Observation checklist

Observation checklist is used to observe how the pre-service teachers' phases, controls, and give feedback on questioning. The purpose of classroom observation is to see teachers questioning skill, including the technique and the types of question they employ while asking questions on the lessons taught in the EFL classrooms. It is believed the observation

checklist will help to obtain relevant information to the objectives of the study.

The observation checklist contains some indicators that facilitate the writer to collect data. The indicators are about the way the pre-service teachers designing, controlling, and evaluating for questioning.

5. Audio Recording

Peachey pointed out that a recording in classrooms is objective and unbiased since it enables the writer to be close without disturbing or distracting too much to the object of the research.¹⁴ The recordings were carried out in relaxing and natural ways as the objects (pre-service teachers) are close to the writer. Before recording, the permission was obtained from the lecturer and the subjects were told that the recording was mainly for an analysis of class interaction in general and they were requested to conduct the lessons as usual. Importantly, the writer didn't inform the observed teachers about the specific objective of the observation to keep the teaching situation as real and natural as possible.

G. Data Analysis Technique

There are some steps that the writer took in analyzing the data, those are:

¹⁴ Sulaiman Hassan Qashoa, "Effects of Teacher Question Types and Syntactic Structures on EFL Classroom Interaction", *The International Journal of Social Sciences*, Vol. 7, No. 1, January 2013, 57.

1. Transcribing

The use of voice recording makes it easy for the writer to analyze the data related to the pre-service teachers' questions, including teacher-students' interaction in the classroom. To analyze the data, the writer put them into the transcript form to give a detailed description and explanation about the situation when the pre-service teachers gave the questions, how students gave responses, and how they evaluated students' answers. Therefore, there will be several transcripts of the classroom teacher-students' interaction to be analyzed.

2. Identifying

Based on the transcription, the writer identified how well pre-service teachers prepared questions in lesson plans, and how they designed, controlled, and evaluated the questions during teaching and learning activities by underlining them in the transcript.

3. Evaluating and counting

The writer evaluated and counted the data from the transcript form and field notes.

4. Tabularizing

The writer put all data from each observation into the table.

5. Calculating the frequency of each indicator of students' questioning skills.

6. Calculating the percentage of each skill of the students' questioning skills

$$\frac{\text{The sum of indicators observed in each skill}}{\text{The sum of all indicators in each skill}} \times 100\%$$

7. Calculating the entirety skill includes in lesson planning and conducting the teaching process in the classroom.

The writer counted the results and made the percentage. After that, she explained the results. The percentage is counted with this formula:

$$\frac{\text{The sum of indicators observed in the whole skills}}{\text{The sum of all indicators in the whole skills}} \times 100\%$$

8. Converting the result of questioning skills into the criteria below:

Based on the Australian journal of teacher education, teachers' questioning skill is categorized as:¹⁵

High ability, if more than 80% of indicators are achieved.

Moderate ability, if 60% - 80 % of indicators are achieved.

Low ability, if less than 60 % of indicators are achieved.

Poor ability, if none of the indicators are achieved.

9. Explaining the findings

The result of collected data then analyzed by using descriptive qualitative, means that data will be described as the way it is.

¹⁵ Ernest Kira, "Teachers' Questioning Techniques in Advanced Level Chemistry Lessons: A Tanzanian Perspective", *Australian Journal of Teacher Education*, Vol. 38, No. 12, 2013, 77.

H. Checking Validity of Findings

The instruments used in this study have been being validated by the expert in English teaching. He is one of the lecturers in English teacher education program and English literature. His name is Abdul Milal. The instrument is validated by showing the relevant theories.

I. Research Stages

The writer did several steps in doing the research, they are:

1. Conducting preliminary research.
2. Checking the validity of the instruments.
3. Asking permission to the lecturer and the pre-service teachers.
4. Collecting pre-service teachers' lesson plan.
5. Observing and recording pre-service teachers' teaching practice.
6. Writing down the transcription of pre-service teachers' questions during teaching in microteaching class based on the audio-recording.
7. Analyzing the data.
8. Tabling the frequency of the appearance of the questioning skill based on the category of each indicator.
9. Calculating the percentage of the questioning skill based on the indicators of each skill.
10. Tabling the frequency of the questioning skill based on the indicators of the whole skill.

11. Calculating the percentage of the questioning skill based on the indicators of the whole skill.
12. Converting the result of questioning skills into the criteria.
13. Explaining the findings
14. Concluding the results
15. Reporting the result.