CHAPTER III

METHOD AND PROCEDURES

This chapter presents: (1) research design, (2) operational definition, (3) participant of study, (4) data collection, (5) data analysis, and (6) trustworthiness.

3.1 Research Design

In this study, I used a qualitative with case study method research design. Creswell (2012) states that a case study is a problematic study which focuses on an exploration of the deep understanding about a case or a restricted system, which involves understanding a phenomenon, operation, method, one or more individuals. Then, the function of qualitative research in case study is to hasten a phenomenal investigation in its discourse through various references of information (Baxtar and Jack, 2010, p. 544). Qualitative study is a method helps the researcher to better analyze and appreciate the dynamics of a phenomenon (Mohajan, 2018, p.21). Therfore, this research will use interview protocol. In this step, I was interview one teacher and four students of eight grade at Islamic Junior High School Patra Mandiri Palembang, and then I checked the validity of the interview data that I was analyze and categorize the types of questions asked by the teacher and student's perception towards the teachers' questioning strategies on classroom interaction in teaching reading.

3.2   Operational Definitions

In order to prevent the misunderstanding and misinterpretion of this study, I will give some terms that support the readers to understand this research. it necessary to clarify some of the term as following:

Teacher's Questioning is a question of any sentences which has an interrogative form or function. Teacher questions in classroom settings are defined as instructional signs or stimulation that convey the element to be learned to the students and directions for what the students should do and how they should do it.

Questioning strategy are the ways that students are asked to do something in order to acquire a purpose in the teaching and learning process.

Classroom Interaction is part of the communication or interactions among the teachers and students that occurin in classroom during the process of teaching and learning.

3.3   Participants of study

In this study, I was apply purposeful sampling to choose the participants as the sample in this study. Creswell (2012) states that purposeful sampling is the way researchers intentionally select individuals for study. Then, convenience case strategy will be use in this study. Conveniece case strategy that is the researcher can select the participants who were easily accessible to the researcher to collect information about the data (Creswell, 2007, p.126). In this study, eighth grade students as participants at Islamic Junior High School Patra Mandiri Palembang. There are six classes of eighth grade students. In this study, the participants is

VIII.F eighth grade class at is easily accessible for me to collect the data. There are 39 students in the class, but I was only obtain 4 students as representatives based on characteristic in which two students above minimum criteria of mastery learning and two students under minimum criteria of mastery learning. I select them because teacher mentioned that students VIII.F. Automaticly, the teacher who teaches in class VIII.F will be my participants.

3.4 Data Collection

The data of this research is using interview to collecting the data.

3.4.1 Interview

In this research, the interview was supported the data to know teachers' questioning strategies and students perception of teachers' questioning strategies on Classroom Interaction in Teaching Reading. It will be given to four students on the eighth grade and a teacher at Islamic Junior High School Patra Mandiri Palembang. The interview consisted of twenty two questions for teacher and twenty two questions for students. An interview is a conversation for gathering information (Easwaramoorthy & Zarinpoush, 2006, p.1). Gill, Stewart, Treasure and Chadwick (2008) interviews are study phenomenon or where detailed insights are required from individual participants. Hence, I will use interview to get deeper information of my participants.

To obtain in depth information, semi-structured interview was used in this study with four students and one teacher to know what are the type of questioning strategies used by teacher and what are students perception of questioning strategies used by teacher on classroom interaction in teaching reading. According

to McIntosh and Morse (2014), semi-structured interview is designed to ascertain subjective responses from persons regarding a particular situation or phenomenon they have experienced. Everyone gets the same key questions asked, but there is flexibility in how they are asked (Teijlingen, 2014, p .20). All of the interviews will be recorded and later transcribed into *English*. Before conducting each interview, then I was explain the purpose of the interview and the use of audio recorded. In brief, semi-stuctured interview was conducted to know more detail information related to type of questioning strategies used teacher and students' perception of questioning strategies on classroom interaction in teaching reading.

3.5 Data Analysis

In analyzing data, I was apply thematic analysis to analyze the data. Thematic analysis is a method for identifying, analyzing, and reporting patterns within the data (Braun and Clarke, 2006, P.6). There are six steps to analyze the data in qualitative research. According to Creswell (2012), in qualitative research, there are six steps that will be used to analyze the data. First, I was collected the detail data from interview (e.g., transcriptions or typed notes). I put the data into computer files and filed folder after transcribing the raw data into text. Second, I started to code all the data from interview. In this process, I was read all transcriptions and start to and the last step is producing the report. Third, I was looking for the themes. It means I was figure out themes that appropriate with my code. Fourth, I was reviewed the data. I was reviewed the themes that I made. Fifth, I was defined and named the themes. In this step, I was redifined and rename the theme to be more complex. Sixth, I made an interpretation and

producing the report. This step, I made the explanation of the result about the types of questions asked by the teacher and student's perception towards the teachers' questioning strategies on classroom interaction in teaching reading to the eigh grade students at Islamic Junior High School Patra Mandiri Palembang.

3.5.1 Analyzing the type of questioning strategies used by the teacher in the classroom interaction in teaching reading

In analyzing the types of questioning strategies used by teacher in the classroom interaction in teaching reading. I was analyze the data obtained from interview. In analyzing the interview data about the types of questioning strategies used by teacher in the classroom interaction in teaching reading, the recorded interview data will be prepared after conducting the interview with the chosen participants as the samples. To answer the first research question related to teachers' questioning strategies in the classroom intraction in teaching reading, I coded the each question into procedural, convergent, and divergent question. It is use to know the frequency of wich types of questioning strategies use as most. Then, I was transform the recorded data from interview into a transcription. Afterwards, I was made an interpretation into description form related to this research question.

3.5.2 Analyzing students' perception toward teachers' questioning strategies in the classroom interaction in teaching reading

In analyzing the students' perception toward teachers' questioning strategies in the classroom interaction in teaching reading, the data was obtained through interview. From interview, I was found the students' perceptions about

the types of questioning strategies that used by English teacher in the classroom interaction in teaching reading. I asked some questions related to the students' perception toward teachers' questioning strategies in the classroom interaction in teaching reading. I was coded and transcribed all of the data. Then, I was transcribed into written form and make an interpretation or the result from interview about the students' perception toward teachers' questioning strategies in the classroom interaction in teaching reading.

3.6 Establishment of Trustworthiness

In trustworthiness, I was used member checking to measure credibility and control of biases. According Creswell (2012), member checking is the process when the researcher wants to check the accuracy of the data by returning back the finding to paticipant and asking them about wheter the report is accurate or not. In member checking, I analyze the interview. After I made the transcript of the interview result, I give the interview data in transcript to the participants. For example, I know wheter the transcripts content that I made complete or not and whether the interview data in accordance with what they convey during the interview or not.