Chapter Three

Methodology

In this chapter, the researcher describes the research design, participants, and setting of the study, instrument of the study, data collection procedure, and also the data analysis. Some theories related to the research method are also included here to support the statements.

Research Design

This research aimed to know students' perception towards teachers' questions in the classroom. Specifically, the research tried to find out the problems which were faced by students in answering teachers' question and the strategies they used to answer teachers' questions. Based on these objectives, this research would be designed in the qualitative. The qualitative research was suitable for this research in order to get thorough information about students' view towards teachers' questioning. Another reason why the researcher chose qualitative research as the design was because it was in line with Creswell (2012) who highlighted that a qualitative research is to consider the problems and advance the deep understanding of an issue or a phenomenon. The researcher saw that there is phenomenon at EED of UMY which was the teachers often asked students in the teaching and learning process. However, the students still faced problems in answering teachers' questions.

Moreover, the researcher would prefer to describe the findings by using a form of word, not number for collecting the data. Creswell (2012) stated that the main characteristic of qualitative data research is exploring some problems and

developing a clear understanding of central phenomenon. It is in line with Creswell who defined that qualitative data research is collaborating the phenomenon and issue. It means that the data would not be numerical style, but it would be descriptions types. Descriptive qualitative was implemented for this research. Kothari (2004) argued that the descriptive qualitative is to describe the problems structurally and deeply in order to know some issues and trends. In this case, descriptive qualitative was the appropriate ones that the researcher used in order to be able in describing and explaining deeply the findings of this research.

Research Setting and Participants

At this point, the researcher showed the setting where this research was conducted. Here, the researcher also wrote the participants who were involved in this research in order to answer the research questions of this research. The reason for choosing the setting and the participants was mentioned in this part.

Research Setting. The research was conducted at English Education Department of Universitas Muhammadiyah Yogyakarta. It was because the researcher is still studying at the university which means that the researcher was able to contact the participants easily. Besides, this research was conducted at EED of UMY because teachers often implemented asking question as a teaching technique. It means that asking question was really familiar and it showed that it was suitable to choose EED of UMY as setting place for this research. In addition, since the researcher knew the context of the setting where the research was conducted, it was easier for the researcher to get the data. Last, the researcher wanted to conduct this research at EED of Universitas Muhammadiyah

Yogyakarta because the researcher saw that there was problem which happened at EED of Universitas Muhammadiyah Yogyakarta related to teachers' questions. The afformentioned reasons, it was suitable to choose EED of UMY as the research setting of this research.

Research Participants. The researcher chose students of EED UMY to be the participants of this research. The researcher collected the data from four students who studied at EED of UMY. To choose the participants, the researcher used purposive sample. It is in line with Palys (2008) who stated that purposive sample is a non-probability sample that is chosen on characteristics of participants and the objective of the study. The characteristcs of participants that reseracher chose were active and not active students. The researcher chose this characteristics in order to find out various results about problems and strategies. The researcher chose students who were not active because they contributed more in answering the questions related to the problems in answering teachers' questions. Besides, the researcher selected active students because the researcher thought that they could answer the questions related to strategies in answering teachers' questions. To get active and not active students, the researcher asked the teachers who taught the students batch 2015 in semester five. The researcher chose the students batch 2015 semester five because the students batch 2014 were rarely available at that time. At that time, they were busy writing their final assignment. After getting the recommendation from teachers, the researcher chose the participants' name who were most recommended as active and not active students.

The researcher chose four students batch 2015. The researcher chose four students as the participants in order to make the data obtained is valid. Actually, one participant also can be valid in qualitative research. However, in this research, the researcher selected two characteristics of the participants for this research which were active and not active students. By this case, it was imposible for the researcher to choose only one student. Besides, the participants involved in this research were based on teachers' recommendation. From teachers' recommendation, there were four participants mostly recommended by the teachers. That was why the researcher selected four students to be the participants. Creswell (2012) explained that the characteristics in qualitative reserach is a small sample size and there is no definite sample size. In addition, the researcher chose four students batch 2015 because they had many experiences and could contribute more to answer the research questions of this research. The researcher thought that they knew enough of the situation and phenomenon about related topic.

Data Collection Method

The data collection method used in this research was interview. The interview was used to collect the data from the participants. According to Cohen, Manion, and Morrison (2011), "the interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, on verbal, spoken and heard" (p. 409). Based on that statement, the researcher needed to ask the participants orally which meant that interview was really suitable to be used in this research to know participants' perceptions, opinion, and beliefs in a deep understanding.

The researcher used open-ended interview for this research. It was because there was no limitation for the participants in answering the questions. In open-ended interview, the participants of this research were asked the same questions in the same order, because the researcher wanted to know the detail information from the participants. Another reason for this was because the researcher wanted to have a lot of information with same questions.

Instrument of the Study

There were several instruments used to help the researcher in conducting data collection process, namely interview guideline, recorder, pen, and paper. The interview guidelines for this research used Bahasa Indonesia. The researcher used Bahasa Indonesia because the researcher wanted the participants who were involved in this research to have clear understandings about what the researcher meant when they were being interviewed. After the interview, the researcher transcribed the data collected into text and analyzed the transcription in detail.

Another instrument was mobile phone. Mobile phone was helpful to use to record the interview. The researcher used mobile phone to record to get and save the data from the participants. The researcher also used pen and paper during the interview. It supported the researcher to take a note some important answers which were needed to be clarified after the interview.

Data Analysis

In data analysis, the researcher of this research had three ways of analyzing the data collected from the interview. The first step was transcribing the data. The researcher transcribed the recording with verbatim. It meant that the

researcher only wrote the participants' answer without editing or adding the participants' answer. In transcribing the data, the researcher changed the voice-formed data to the written-formed data collected from the interview. It help the researcher to analyze the data.

After transcribing the data, the researcher did a member checking. The data transcribed was sent to the participants, and the participants checked the transcribed data. It was to make sure that the researcher transcribed the data recorder without adding or editing participants' answer. Confirming or returning the data transcribed help the researcher in getting valid data.

In member checking, the researcher met the participants and gave the hard copy of the transcript to make sure or to prove that the transcription was appropriate with what the participants said. In member checking, all participants did not have any comments on the data transcribed. All participants accepted the transcription without adding or clarifying. By this point, it was concluded that every transcription was written clearly without adding some points that the participants never stated.

The next step was coding process. According to Seale (2004), the purpose of coding data analysis is to remodel the data by eliminating irrelevant material and grouping of similar things. Open coding is to categorize and describe the data into a simple label to define and categorize the data (Strauss, 1990 ; Creswell, 2012). In open coding, the researcher identified and categorized the data. Analytical coding is a group of descriptive codes that have analytic meaning and more explanatory (Creswell, 2012). In this part, the researcher made a theme of

the code becomes interpretive. Axial coding is a category label to a group of open codes that have similarity so it becomes works within one category and other category to make a connections (Strauss, 1990 ; Creswell, 2012).In this part, the researcher made the data to the very short textual fragment in detail analysis but in extract from the whole texts. In axial coding, the categories related to the sub categories and related to the against data. Last, selective coding identifies the core categories of the text data and integrate (Strauss, 1990 ; Creswell, 2012). In the last step of coding, the all categories were only selected the main category and the categories that need explanation were attached in the descriptive detail and should answer the research question.