

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the research methodology employed to investigate the implementation of the Multilevel Questioning Strategy in teaching reading comprehension at an Islamic junior high school (MTs) in Malangbong. It covers the research design, participants, instruments, data collection techniques, data analysis, and data reliability. This methodology is grounded in the theoretical perspectives discussed in the previous chapter specifically the Multilevel Questioning Strategy, Vygotsky's Sociocultural Theory, scaffolding, and the Revised Bloom's Taxonomy which provide the basis for examining the levels of questions used by the teacher and how the strategy was implemented during reading instruction.

The research procedures were developed based on qualitative research principles established by Creswell and Poth (2018), particularly the importance of examining phenomena within their natural settings and gaining participants' perspectives through direct interaction. Data analysis also drew upon the work of Miles, Huberman, and Saldaña (2014), who describe qualitative data analysis as an interactive process involving data condensation, data display, and conclusion drawing.

3.1 Research Design

The use of the appropriate method in conducting a study was the most important thing that should be considered by the researcher. In line with this study, the researcher applied qualitative research. Qualitative research helps to gather

information about individual thinking (Meriam Tisdell, 2015, cited in Suryani et al., 2023) and to describe specific situations. Underlining this point, the use of qualitative research to investigate teachers' implementation of the scaffolding questioning strategy in teaching reading comprehension.

In conducting the study, the researcher uses case study as the research design as the way to answer the research questions. A case study design was chosen for collecting qualitative data, given the exploratory nature of this research. According to Yamagata-Lynch (2010, cited in Annamalai et al., 2023), case study is particularly well-suited for testing theoretical claims because they allow for a comprehensive description of the natural processes under investigation. In relation to the purpose of this study, a case study employed to capture the details information about the teachers in implementing scaffolding questioning strategy in teaching reading comprehension.

3.2 Research Participants

In this study, the research participants are individuals directly involved in the teaching and learning process who provide data on the implementation of scaffolding questioning strategy. The research participants was include all English teachers from one junior high school.

The participants in this study consisted of four English teachers at one of the MTs in Malangbong. These teachers were selected because they were directly involved in teaching English specifically reading comprehension and were responsible for implementing questioning strategies in the classroom during the

teaching and learning process. As the study focused on exploring the teachers' implementation of the Scaffolding Questioning Strategy in teaching reading comprehension, these English teachers served as the primary sources of data regarding their teaching practices, classroom interactions, and pedagogical considerations.

Participants were selected using purposive sampling, a non-probability sampling technique commonly used in qualitative research. According to Creswell and Poth (2018), purposive sampling enables researchers to intentionally select participants who possess knowledge, experience, and characteristics relevant to the phenomenon under study. Similarly, Patton (2015) states that the primary purpose of purposive sampling is to obtain rich, in-depth information from individuals considered to be information-rich cases.

The researcher selected four English teachers for several reasons. First, they were the English teachers officially assigned to teach at one of the MTs in Malangbong during the data collection period. Second, they possessed direct experience in teaching reading comprehension and regularly employed questioning techniques during classroom instruction. Third, each teacher brought distinct teaching experience and instructional approaches, thereby offering diverse perspectives on the implementation of the Scaffolding Questioning Strategy. This variation enabled the researcher to gather comprehensive data on how questioning was planned, implemented, and adapted to students' learning needs across various classroom situations.

Furthermore, the four teachers voluntarily agreed to participate in this study by allowing classroom observations and taking part in semi-structured interviews. Their willingness to share their experiences and teaching reflections provided valuable insights into the implementation of the Scaffolding Questioning Strategy. The combination of observation and interview data from these four participants strengthened the credibility of the findings through methodological triangulation, enabling the researcher to compare the teachers' classroom practices with their accounts given during the interviews.

Therefore, the selection of four English teachers as research participants was deemed appropriate, as they possessed the professional experience, pedagogical knowledge, and direct involvement necessary to address the research objectives. Their experience provided comprehensive and contextual information regarding the implementation of the Scaffolding Questioning Strategy in teaching reading comprehension at one of the MTs in Malangbong, Garut.

3.3 Research Site

This study be conducted at one of junior high school located in Garut, West Java, Indonesia. The school was chosen because it is a state Islamic secondary school where English is a compulsory subject and reading comprehension is a core component of the English curriculum. The school was selected for its relevance to the research focus, particularly in examining the role of the teacher in implementing scaffolding questioning strategy in teaching reading comprehension. The school provides an authentic learning environment where teacher-student interactions during reading lessons can be observe and

analyze in detail. Furthermore, the site's accessibility and the willingness of English teachers and students to participate contributed to the feasibility of the study. These conditions enabled the researchers to collect valid and reliable data through classroom observations and interviews.

3.4 Research Instrument

A research instrument is a tool used by researchers to collect relevant and reliable data to answer research questions. In qualitative research, the researcher acts as the primary instrument because they are directly involved in data collection, interpretation, and analysis. According to Creswell and Poth (2018), qualitative researchers serve as key instruments by observing participants, conducting interviews, interpreting participant responses, and drawing conclusions from the collected data. Similarly, Merriam and Tisdell (2016) explain that the researcher is the primary instrument in qualitative studies because data is gathered through direct interaction with participants and the research setting.

In this study, the researcher served as the primary instrument throughout the research process. The researcher conducted classroom observations, interviewed participants, recorded key information, transcribed interview data, and analyzed the findings. To support the data collection process, two supplementary instruments were used: an observation checklist and a semi-structured interview guide. These instruments were designed based on the research objectives and relevant theories regarding Tiered Questioning Strategies

specifically the concepts of question levels, teacher scaffolding, classroom interaction, and reading comprehension instruction.

3.5 Data Collection

a) Observation

Classroom observation was considered one of the appropriate research instruments for collecting data. According to Jamshed (2014, cited in Sofiah, 2025), observation encompasses not only participant observation but also ethnography and fieldwork. It is conducted systematically, with the researcher directly observing the classroom and interactions. The main objective of observation is to capture how the English teacher employs scaffolding strategy. Classroom observation was used as the main instrument to collect data on the teacher's implementation of the scaffolding questioning strategy in teaching reading comprehension. Through direct observation, the researcher examined the types and levels of questions delivered by the teacher during pre-reading, while-reading, and post-reading activities.

To answer the first research question, observation was conducted to identify the levels of questions used by the teacher. The questions were documented and categorized based on Bloom's Taxonomy levels. The findings from observation were then supported and clarified through interview data to obtain a more comprehensive understanding. To answer the second research question, observation served as the primary data source to analyze how the teacher implemented scaffolding questioning in classroom practice. The researcher

focused on how the teacher provided guidance, structured questions progressively, and gradually reduced support to promote students' independent reading comprehension. The data were recorded through field notes and analyzed qualitatively to identify patterns in the implementation of the strategy.

b) Interview

Qualitative research interviews are essential for data collection in qualitative research. According to Qu & Dumay (2011, cited in Sofiah, 2025), there are various types of interviews, including structured interviews, semi-structured interviews, and unstructured interviews. In this study, semi-structured interviews were conducted to obtain in-depth information regarding the teacher's role in implementing the scaffolding questioning strategy in teaching reading comprehension. The interview was addressed to the English teacher as the main participant, since the teacher plays a central role in designing and delivering questioning techniques during reading instruction. The use of semi-structured interviews allowed the researcher to prepare guiding questions while still providing flexibility to explore emerging issues during the conversation.

The interview questions were designed to answer the first research question, which focuses on identifying the levels of questions used by the teacher. The questions explored the teacher's understanding of questioning strategies and scaffolding in reading instruction, as well as the types and levels of questions commonly used in the classroom. In particular, the interview investigated whether the teacher employed various levels of questioning based on Bloom's Taxonomy, such as knowledge, comprehension, application, analysis, synthesis, and

evaluation. The teacher was also asked to provide examples of questions used during pre-reading, while-reading, and post-reading activities, and to explain how the level of difficulty was determined and structured. Additionally, the interview examined whether the teacher gradually increased the complexity of questions to support students' cognitive development.

3.6 Data Analysis

a) Observation

Data collected from classroom observations and interviews were analyzed using qualitative data analysis methods. The analysis was systematic to answer the research question regarding the role of the teacher in the application of scaffolding questioning strategies in reading comprehension instruction. The classroom observation data were analyzed through the evaluation and interpretation of field notes and observation checklists. The researcher first reviewed and reduced the data by selecting relevant information on the teacher's questioning strategies, scaffolding techniques, and student responses during reading activities. The data were categorized thematically, for example, according to the types of questions used, the phases of support (pre-reading, while-reading, and post-reading), and the extent of teacher support. The categorized data were then interpreted to identify patterns in the application of scaffolding questioning strategy and their contribution to students' reading comprehension.

b) Interview

The interview data were analyzed through transcription, coding, and thematic analysis. The recorded interviews were transcribed verbatim to ensure

accuracy. The researcher then conducted open coding, identifying keywords, phrases, and statements related to teacher roles, strategies, challenges, and perceptions. Following coding, the data were grouped into thematic areas reflecting the implementation and impact of the supportive questioning strategy in reading comprehension instruction. Finally, the interview results were interpreted and compared with the observational data to strengthen the validity of the findings through data triangulation.

3.7 Ethical Considerations

Throughout the entire research process, ethical considerations were carefully taken into account to protect the rights and well-being of all participants. Before data collection, permission was obtained from the school to conduct the study. All participants were informed about the study's purpose, the research methods, and their role in the study. Participation was voluntary, and participants had the right to withdraw from the study at any time without negative consequences. To maintain confidentiality, participants' identities were kept secret. Pseudonyms were used in data analysis, and any information that could reveal participants' identities was removed. All data collected through observations and interviews were used exclusively for scientific purposes and stored securely to prevent unauthorized access. Furthermore, the researcher ensured that the research process did not disrupt classes. This research was conducted respectfully and professionally, in accordance with the ethical principles of educational research.

3.8 Concluding Remarks

This chapter presents the research methodology employed to investigate the implementation of the Layered Questioning Strategy in teaching reading comprehension at an Islamic junior high school (MTs) in Malangbong. It outlines the qualitative research design, the four participating English teachers, research instruments, data collection techniques, data analysis procedures, and strategies used to ensure data reliability. The research instruments and procedures were developed based on the theoretical framework presented in Chapter II, specifically the Layered Questioning Strategy, Vygotsky's Sociocultural Theory, scaffolding, and the Revised Bloom's Taxonomy. Through classroom observations and semi-structured interviews, the researcher gathered data on the teachers' actual questioning practices and their perspectives regarding the implementation of the strategy in reading comprehension instruction. The methodology presented in this chapter provides the foundation for the systematic presentation and discussion of the research findings in subsequent chapters.