

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the research methodology that is used to provide answers to the research questions. Those questions are about the teacher's classroom management style in teaching English and the students' responses toward teacher's classroom management style. This chapter also offers the explanation of the research design, the data collection, the site and participants, the research instruments, and the data analysis.

3.1 The Research Design

This study employs a qualitative research under the umbrella of case study design. Qualitative is used to understand the contexts or settings in which participants of the study address a problem or an issue (Creswell J. W., 2007, p. 40). According to Hamied and Malik, (2014, p. 172), qualitative research is a multi method in focus, containing an informative naturalistic method to its subject matter, a characteristic feature of qualitative research that allows the researchers to recognize the issues from the viewpoint of participants and understand the meanings and clarifications that they give to their behavior, the events or the object. In this case, the viewpoint of participants was gathered from an EFL teacher who elaborated the reason in applying classroom management styles found during classroom observation. To do this, eight EFL students were selected for the interview, asking about their responses toward classroom management style provided by the teacher in the classroom.

To be more specific, the present study identified an EFL teacher's classroom management style in teaching English. Qualitative research largely focuses on understanding the specific phenomenon, and does not essentially seek or claim to generalize findings to other settings (Heigham & Croker, 2009, p. 9). It is supported by Creswell (2012) who states that the focus of qualitative is not to generalize to other populations, but to develop an in-depth exploration of a central phenomenon. Therefore, the result of this study principally is not to claim and not to be generalized to other settings.

This study is a single case, focusing on an EFL classroom setting. Qualitative case study is preferred by researchers who believe that reality is multiple, inconsistent, and changing, and that the researcher certainly becomes part of the study. A case study is often viewed by some researchers as a type and sometimes a method or scientific approach of qualitative research (Starman, 2013, p. 30). Moreover, he also says that in a case study one or more

cases can be investigated. A case refers to a singular case study, while a multiple or plural case study is used to describe a study analyzing several cases (Starman, 2013, p. 33). In a single instrumental case study, the researcher concerns with an issue and then selects one bounded case to demonstrate this issue (Creswell J. W., 2007, p. 74). The present study attempts to capture natural phenomena of the classroom management style used by the teacher in teaching English in the research site. The purpose of the case study is to gain deeper understanding supplied with meaning for the subject, focusing on process rather than outcome on finding rather than confirmation (Burns, 2000, p. 460).

This study focuses on one a singular case. The case refers to an EFL teacher who has eleven years of experience in teaching English. The teacher is an active teacher, and she is one of the Indonesian EFL teachers invited to Australia in 2017. Moreover, the teacher is also the third winner of the EFL teacher supervisor in Asian language competition in 2015.

In addition, the present study can be classified as a descriptive case study. A descriptive case study aims to present a detailed and contextualized picture of a certain phenomenon. It is also known as an intrinsic case study in which it simply concerns with gaining a deep understanding of the case itself (Hood, 2009, p. 71). Therefore, this study is to present a specified picture on how an EFL teacher who has experience in teaching English for eleven years manages the classroom.

3.2 The Data Collection

This part discusses the data collection that consists of the research site, participants, and research instruments. Each of them is described below.

3.2.1 The Site and Participants

The study was conducted in one of the private junior high schools in Bandung. The site was chosen by the qualitative researcher because a case can be seen as a bounded system contained of an individual, institutional, the site and context in which social action takes place. The boundaries of which may not be clear and are determined by the scope of the researcher's interests (Hood, 2009, p. 69).

There are several reasons for choosing this school as the research site. First, English is one of the compulsory subjects in this school, and it is examined as one of the subjects in national examination. Second, the teacher has big motivation and concern with how she teaches in the classroom. Third, this result of this study is not to be generalized to other settings.

In regard to the research participants, the present study involved the seven grade students of junior high school and an EFL teacher who has experience in teaching English for eleven years. The reason for choosing the teacher was grounded on the teacher's experience in teaching English as a foreign language. The teacher is an active teacher and has experience in teaching English for about seven years. She is one of the Indonesian EFL teachers invited to Australia in 2017. Moreover, the teacher is also the third winner of EFL teacher supervisor in Asian language competition in 2015.

3.2.2 The Research Instruments

The instruments used in this study are classroom observation, interview, and questionnaire. Those three instruments According to Wiersma (1991), triangulation is part of data collection that cuts across two or more techniques or sources. Baxter & Jack (2008, p. 556) who allow the researcher to collect the data from a variety of sources and to unite the data to clarify the case. The three types of data source are explained in the following sections.

3.2.2.1 Classroom Observation

The first instrument used in this study was classroom observation. As a form of data collection, the advantage of observation is the opportunity to record the information as it happens in a setting, to study actual behavior, and to study individuals who have difficulty voicing their ideas (Creswell J. W., 2012, p. 213). The classroom observation is conducted to get the data on the teacher's teaching practice and the students' learning activities in the classroom. Classroom observations is the major instrument for examining the classroom management practice (Yazdanmehr & Akbari, 2015, p. 4). Cowie (2009, p. 168) identify three reasons why observation is used as useful instruments. First, observation can help researchers accurately look at what is going on around them and give them important understandings into external aspects of language learning. Second, observation can be used to triangulate research data. Third, observation is an appropriate method of research in or about the classroom particularly for both researcher and teacher who frequently observe their environment.

In the present study, the classroom observation was carried out during the teaching and learning session to reveal the classroom management styles applied by the teacher and how the teacher manages the entire teaching and learning process. The classroom observation was conducted for eight meetings. It was conducted every Monday and Truesday from 1:15 pm to

2:45. The materials taught covered the fourth unit in the source book used by the teacher. During the observation, all activities in the classroom were recorded by a video-recorder.

In this setting, the observer acts as a nonparticipant observer. Creswell (2012, p. 205) states that a nonparticipant observer is an observer who visits a site, recording and noting the activity without getting involved in the activities of the participants. Moreover, Creswell states that the nonparticipant observer is an outsider who sits in some advantageous places, for example at the back of the classroom, to watch and record the phenomenon under study.

Moreover, during the classroom observation, field note was also used in this study to enhance the information captured from the opening until the closing stages of the lesson. It also used to find out the classroom management styles applied by the teacher during the teaching and learning session. It is in line with Cowie (2009, p. 167) who states that facing what is going on in a research site, researchers need to observe the situation and make detailed notes, called field notes, about the place, the people, and the interactions that occur.

Field note can produce rich and deep observation data. In the present research, the field note was used to capture how the teacher manages time and space, manages engagement, and manages participation in the classroom. The field note was divided into three columns; the left column is used for number, the middle column is used for classroom management styles and also the classroom variables such as managing time and space, managing engagement, and managing participant, and the right column is used for comments related to the teacher's classroom management styles. Such a format is in line with what suggested by Cowie (2009, p. 171) in which he states that the page in a notebook should be divided into three columns. The left-hand columns is for details about time and place, the middle column is for the field notes themselves, and the third column is for critical notes and comments about the field note.

3.2.2.2 Questionnaire

The second instrument used in this study was questionnaire. The questionnaire was used to identify the teacher's classroom management styles. The questionnaire was only administered to the teacher. In this study, the questionnaire which was related to the teacher's classroom management style was distributed at the end of teaching and learning process. The questionnaire consists of twelve statements which have been divided into four groups of statements that may describe the teacher as authoritarian, authoritative, laissez-faire, or indifferent. Each group of statement consists of three sub-statements.

As stated above, the classroom management styles covered in this study and in the questionnaire are authoritarian, authoritative, laissez-faire and indifferent. Those styles are the types that are proposed by Simpson (2015) and Dunbar (2004, p. 9). The authoritarian teachers tend to strongly control the classroom, and they do not maintain any relationship with their students. The authoritative teachers are those who apply high levels of classroom control, but remain showing high levels of relationship with their students. The laissez-faire style means a passive role of the teacher in which the teacher limits his/her participation as much as possible, leaving the students to take all creativities. Meanwhile, the indifferent style is marked by the fact that the teacher has no control over the classroom.

Moreover, as mentioned above, the questionnaire consists of 12 different statements. Statements 1, 3, and 9 refer to the authoritarian style. Statement 1 states that when the students are being disruptive during the learning process, the teacher assigns him/her to detention without further discussion. Statement 3 indicates that the classroom must be quiet in order to let the students learn. And, statement 9 states that the teacher will not accept excuses from students who are late. Meanwhile, statements 4, 8 and 11 refer to the authoritative style. Statement 4 states that the teacher concerns with what students learn and how they learn. Statement 8 states that the teacher always tries to explain the reasons behind any rules and decisions. Statement 11 states that the students understand that they can interrupt the lecture if they have relevant questions.

Besides, the next group of statements are statements 6, 10, and 12 which refer to the laissez-faire style. Statements 6 indicates that the teacher do not want to reprimand the student because any kinds of punishment or warning might hurt his/her feelings. Statements 10 indicates that the emotional well-being of the students is more important than the classroom control. Statements 12 indicates that if the students request for a hall pass, the teacher always grants the request. Finally, the last group of statements are statements 2, 5, and 7 which refer to the indifferent style. Statements 2 indicates that the teacher don't want to impose any rules on the students. Statements 5 indicates that if the students turn in the assignment over the deadline, the teacher ignores it. Statements 7 indicates that the class preparation is not worth the effort.

The questionnaire was administered in closed-ended format. It was used in order to collect numerical data to establish the differences and similarities among items and categorized by item, using statistical analysis (Brown J. D., Open-Response Items in Questionnaire, 2009, p. 202). In this format, the teacher was asked to select a list of

statements in the questionnaire that best describes her teaching style in the classroom. It is in line with Brown (Brown J. D., *Open-Response Items in Questionnaire*, 2009) who states that closed-response items simply oblige the respondents to select their answer(s) from limited list or selection of choices by ticking boxes. Particularly, the teacher was asked to rate each of the statement using a 5–point scale. It was arranged from strongly disagree (1), disagree (2), neutral (3), agree (4), to strongly agree (5). The higher score of statement selected by the teacher may indicate the teacher’s classroom management style.

Moreover, for the purpose of clarity, the questionnaire was administered by using the teacher’s native language (Bahasa Indonesia). It is because, according to Wiersma (1991, p. 179), the questionnaire as a whole should be easily read and should not be so long that makes respondents become uninterested. Therefore, in order to ensure that the participant will not face any difficulty in understanding each item of the questionnaire, this questionnaire was given in Bahasa.

3.2.2.3 Interview

The third instrument was interview. An interview is a verbal exchange, often face to face, though the telephone may be used, in which an interviewer tries to obtain information, beliefs, or opinions of another person (Burns, 2000, p. 421). The interview in this study was aimed at exploring the students’ responses. The interview as a data collection technique is a valuable one because it will allow the researcher to explore the external things and try to establish students’ point of view (Richards, 2009). Semi-structured interview was used as the guidance. This particular format of interview was used in order to make the teacher and students feel comfortable to answer the question. It is in line with Richards (2009, p. 188) who states that using semi structure interview allows the interview to flow so naturally that the participants does not feel that they are only answering questions. Therefore, interview is considered to be one of the effective instruments that allows the researcher to explore the respondents’ experiences, opinions, or feeling. Although the interviewer will have a topic in mind, the route of the interview is mostly controlled by the speaker (Richards, 2009, p. 185).

The interview was conducted to the teacher and students. The interview for teacher was designed to explore the teacher’s reasons in applying classroom management styles found during classroom observation. The questions of the interviews covered how the teacher manages time and space, manages an engagement, and manages participation in the classroom. Meanwhile, the interview for students is designed to investigate the students’ response toward classroom management style in the classroom. Both teacher and students’

interview guideline are related to the classroom management style found in the classroom observation.

Both the teacher's and students' interviews were conducted at the end of the lesson. The participants in this interview were eight EFL students and an EFL teacher in the research site. The eight students were chosen based on the list of their attendance. Thus, the students involve 4 male and 4 female students. To make the interview more comfortable for the teacher, the interview was conducted in the teacher's office. The interview was done bilingually using both Bahasa Indonesia and English. Meanwhile, the students' interviews were conducted outside the classroom. The interview mainly involves questions that explore the students' responses toward the teacher's classroom management style in teaching English. Hence, the interview covers the students' responses on how the teacher manage the seating arrangement, the time, the rules, the reward and the praise, feedback, monitors individual, pair, and group activities provided by an EFL teacher in the classroom. In order to ensure that the students will not face any difficulty in understanding each item of the interview, the interview was conducted in the students' native language (Indonesian). Both of the interviews were recorded using a video recorder.

3.3 The Data Analysis

The data gained from the classroom observation, interview, and questionnaire were analyzed to address the three research questions in this study. First, the data from the classroom observation videos supported by field note were analyzed to answer the research question "what classroom management style the teacher uses in teaching English?" Second, the data from the closed-response questionnaire were used to categorize the teacher's classroom management style. Third, the data from the teacher's interview were analyzed to identify the teacher's reasons in applying the classroom management styles in teaching English. The data from the students' interviews were used to explore the students' response toward the classroom management styles applied by the teacher in the classroom.

3.3.1 Classroom Observation

Classroom observation aims to capture the teacher's and students' activities in the classroom. It was projected to serve the answer to the first research question. The observation was recorded by a video recorder, and supported by field notes to get deeper information about the case being investigated. In other words, the observation was used to capture the classroom management styles used by the teacher in the classroom. The data gained from the

classroom observation were transcribed and described in a written form. Meanwhile, the field note was analyzed qualitatively to support the data gained from the classroom observation. To understand what these two data mean, the theories of classroom management styles in language education proposed in chapter two were used for the purpose of interpretation.

3.3.2 Questionnaire

In this study, the questionnaire was administered only to the teacher. The questionnaire identifies to categorize classroom management style prepared by the teacher. The data from questionnaire was analyzed into two steps. First, the data obtained from questionnaire was quantified using a 5–point scale that was arranged from strongly disagree into strongly agree. Second, after quantifying the students’ response in the questionnaire, the results are presented in the form of a percentage. The high score indicated a strong preference for the style.

3.3.3 Interview

In analyzing the interview data, there were several steps undertaken. This study used Creswell (2008) steps in analyzing the interview data. First, the researcher recorded in interviewees’ voices using a video recorder. Second, the interviewees’ opinions from video tape were transcribed into written form. Third, the data were coded into several categories. The following table illustrates the example of the coding system in the study.

Table 3. 1 sample of the coding system in the interview data

Interviewer/ Teacher/ Student	Question and Responses	Coding
I	Based on the classroom observation, generally you manage your time about the task, explaining the material and why you are manage your time in the classroom Miss?	Managing the time: to achieve learning goals
T	In my opinion, managing time is a must, the students should know how many minute they should do the task and it also can help the teacher easier to achieve the targets of learning. We want <u>to achieve the goals of learning</u> . Therefore, we need to manage the amount of time the teacher spends to explain the material and the amount of time the teacher spend the exercise are already portrait	
I	What do you feel when your teacher praised your academic	Reward : giving the

	successful?	students motivation
S4	When the teacher praised the academic successful, it makes us <u>more enthusiasm to learn</u> , giving a reward through praise make us <u>more excited to learn</u> .	

Fourth, the interview results were interpreted by relating them to other participants' answers. Last, the data were compared with the relevant theories presented in the theoretical framework for the purpose of justification.

3.4 Data Validation

A valid study should demonstrate what actually exists and a valid instrument or measure should actually measure what it is supposed to measure (Brink, 1993, p. 35). Creswell (2007, p. 271) states that validity is the outcome of research and is based on the trustworthiness and external reviews.

To maintain the validity of the data, the present study utilized triangulation technique. Triangulation refers to the use of two or more data sources, methods, investigators, theoretical perspectives and approaches to analyse the phenomenon and to validate the comparison between each element (Brink, 1993, p. 37). Triangulation can be used as an alternative to validate the data. It is supported by Creswell (2007) who includes triangulation into the eight strategies to validate qualitative data including prolonged engagement, triangulation, peer review, negative case analysis, clarifying researcher bias, member checking, rich and thick description, and external audit. The present study utilized three different methods to gather the data. Those are classroom observation, interview and questionnaire. Such a triangulation technique may help enhance the accuracy of the study (2012, p. 259).

Moreover, to support the validity of the instruments, the study conducted pilot study. The questionnaire and interview guideline for both an EFL teacher and students was piloted test to non-participants. The questionnaire on classroom management style and the interview guideline for EFL teacher were reread and reviewed to two experienced EFL teachers. The first EFL teacher has teaching experience for about sixteen years, was the first PNS exemplary of west java and was the first champion of teacher's achievement competition in Garut district in 2015-2016. The second teacher has six years of experience in teaching

English. Meanwhile, the interview guideline for the students was reread and reviewed by the students from the same grade as the participant in this study.