

CHAPTER III

RESEARCH METHODOLOGY

This chapter concerns about the procedures of how this study was prepared, how each the objectives of this study were answered through the data collection and analysis procedures, and how the data were analyzed and interpreted as a part of the discussion for this study.

3.1 Research Design

This study was conducted under the qualitative research and the case study design. As stated by Creswell (2007, p. 40), the qualitative research intends to obtain information related to the contexts and the setting in which the problem of the study is indicated by the participants of the study. Moreover, the qualitative approach was applied to describe the phenomenon in the field of natural settings. To be more specific, this study aimed to frame both the learners' and the teachers' views towards the appropriate classroom management strategy. This is in line with the purpose of a qualitative study which highlights the particular phenomenon which is the students' classroom misbehaviors. More importantly, rather than generalizing the finding of the study, the qualitative study centralizes on conceiving the specific phenomenon (Heigham & Croker, 2009, p. 9) and conducts an in-depth exploration of the case determined (Creswell, 2012).

Meanwhile, a case study design was employed purposefully in this study to gain information related to the current phenomena dealing with human view and understanding (Stake, 2010). The information sought was the students' views on the appropriateness of their teachers' classroom management strategies. Also, it presented the teachers' responses on their students' evaluation. Therefore, this is also in line with Hamied (2017, p. 262) who stated that a case study is designed to obtain information related to the social phenomena, such as classroom misbehaviors, through the accurate analysis. The analysis of this study involved multiple sources, methods, and perspectives (triangulation) to gain detailed descriptions (Yin, 2003), which was in line with this present study and was described below.

3.2 Research Site

To gather the data, the site of this study occupied in Madura, East Java. Two schools participated in this study. The first school was one of the Senior High Schools that involved one class. The second school was one of the Vocational High Schools that also included one class. A preliminary observation was conducted in the selected sites, and the researcher framed four reasons for involving them. First, English was taught as a core subject in which the learners were expected to master it. Second, the high demand for mastering English was not equal to the learners' ability to use English communicatively. Third, the learners committed classroom misbehaviors ranging from non-compliance to overt disruptive misbehaviors in the EFL classes. Fourth, the EFL teachers were known as professional teachers to deal with the learners' classroom misbehaviors. Therefore, those criteria were expected to provide accurate data of this study.

3.3 Participants

Two sides of views were involved purposefully in this study due to predetermined characteristics of the research participants, including teachers and learners.

3.3.1 Teachers

Two female EFL teachers who taught in a Senior High School and a Vocational High School in Madura participated in this study. The gender of the teachers was selected due to the variety of classroom management strategies. Female teachers were found to use more variegated strategies in the classroom to manage the students' behavioral problems (Ahmed, Ambreen, & Hussain, 2018). In detail, the teachers were selected due to their experiences and capabilities in managing classroom misbehaviors. Moreover, they were recommended by the school authorities.

The first teacher taught in the Senior High School. The researcher observed her in X Social Science class. She is a professional teacher who has been teaching for 10 years in this present school. She is well-known for her ability to approach the learners softly and to build rapport with them. Due to those abilities, the school authority always commands her to teach in disruptive classes every year.

The second teacher has been teaching for twenty years. In this school, she is a new teacher in the Vocational High School and the only civil servant who teaches English. However, she

experienced teaching in different schools, such as in a Senior High School in Sumenep for seven years and in a Senior High School of a remote island in Madura for thirteen years. The researcher observed her in X Motorcycle Engineering class. This class was selected due to the growing number of behavioral problems during the teaching and learning activity, especially in English class. Besides teaching English, she occupied as one of the counseling teachers and was selected due to her experience and ability in managing defiant learners. To ease the readers, the following table contains the teachers' detailed information.

Table 3.1
Background Information about the Teachers

No	Pseudonyms	Gender	School	Number of Years of Teaching English
1.	Mrs. Dahlia	Female	Senior High School	10
2.	Mrs. Yasmine	Female	Vocational High School	20

3.3.2 Students

As the general consideration, high school learners were chosen purposefully since they were in the transition phase from young learners into adults namely adolescence (Harmer, 2007b, p. 14). Also, the growing number of classroom misbehavior cases committed by adolescents became a strong reason to involve them in this study. Hence, to answer the first research question of this study, learners from two different classes were involved. The first class was X Social Science Class of the Senior High School. The class consisted of 31 male and 2 female learners. This class was selected because the learners committed more misbehaviors in the EFL class rather than in other classes. Moreover, misbehaviors that were committed by a group of learners were found more frequently than by an individual learner (Malihah, Wilodati, & Jerry, 2014, p. 17) and this class portrayed misbehaviors in groups. Due to those reasons, the EFL teacher stated that she got more difficulties to conduct effective teaching and learning activity in this class.

The second class was X Motorcycle Engineering of the Vocational High School. There were 23 male learners. This class was selected because the learners frequently demonstrated the learning disengagement through some unintended behaviors, such as daydreaming, sleeping, disruptive talking, passive participation, and making jokes with their desk mates. Through an informal interview at the beginning of the observation, the teacher admitted that she needed to control the learners in this class more intensively than learners in other classes.

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The participants were divided into two groups based on the Kyriacou's (2009, p. 122) classification after conducting the classroom observation. They were non-compliance misbehaviors and overt disruptive behaviors. These categories were arranged to ease the types of misbehavior committed during the classroom observation and to select the participants for the interview.

3.4 Data Collection Techniques

Yin (2003) proposed several methods to obtain information for data collection. Dealing with triangulation, this study began utilizing classroom observations to obtain information related to the learners' classroom misbehaviors, the teachers' classroom management strategies, and the learners' responses. It was then followed by questionnaires and interviews.

3.4.1 Observation

To collect the intended data, the first instrument employed in this study was observation. According to Cohen, Manion, and Morison (2007, p. 396), an observation was utilized to obtain information right where the activity is happening. It eased the researcher to obtain the data directly. This was in line with Creswell (2012, p. 213) who stated that the data is more trustable because the researcher observes the phenomena immediately without any mediator. Hence, observing the classroom activity was suitable for the case study research to find out the types of students' classroom misbehaviors, the teachers' classroom management strategies, and the students' responses on the applied strategies.

This present study used a non-participant observation technique. The term non-participant referred to the role in which the researcher did not participate actively in the activity (Cohen, Manion, & Morison, 2007, p. 258). As the silent observer, she did not interact flexibly with the participant, so she only sat and watched the ongoing activity. The researcher's silent role in the activity during the data collection helped to create the natural setting of learning activity (Fraenkel & Wallen, 2009, p. 441).

To strengthen the data from the observation, a field note was utilized as the supporting tool to explain all aspects being observed in the field with a detailed description (Hamied, 2017, p. 207). The information in the field note covered the learners' misbehaviors, the teachers' strategies,

and the learners' responses to the strategies. More importantly, capturing the unspoken responses during the observation was well-drawn through the field note. However, the researcher did not use videotaping in order that the learners behaved as usual.

A self-constructed format was utilized to note the information in the field for each meeting.

Table 3.2 Observation Field Note Format

Date :			
Meeting :			
No	Forms of Misbehavior	Teacher's Classroom Management Strategy	Learners' Responses

3.4.2 Questionnaire

The second technique employed was a questionnaire that was addressed to all learner participants. It was aimed to gain information related to their views towards the appropriateness of the teachers' classroom management strategies. As a meaningful instrument, the questionnaire was utilized to collect survey information from the participants (Cohen, Manion, & Morison (2007, p. 318). Also, to ease them comprehend the statements, the questionnaire was intended to be presented in Indonesian. Being framed in the close-ended format, the respondents were required to use checklists. Twenty-four statements should be assessed into four categories, strongly agree, agree, disagree, and strongly disagree. A neutral option was eliminated so that the learner participants showed the tendency of their views. The statements included three variables as mentioned below.

Table 3.3 The Number of Questions in the Learners' Questionnaire

No	Category	Items
1.	The Non-Interventionist Strategies	8
2.	The Interactionist Strategies	8
3.	The Interventionist Strategies	8
Total		24

3.4.3 Interviews

After distributing the questionnaire, interviews as the third instrument were employed to collect the data for this study. The type of interview was a face-to-face and semi-structured interview which was intended to answer the two research questions deeply. The face-to-face interview was selected to collect information through the direct interaction between the researcher and the

informants (Ary, Jacobs, Sorensen, & Razavieh, 2010). Another advantage of a face-to-face interview was to give more benefits than telephone interviews such as building the rapport and obtaining the nonverbal information from body language and facial expressions. Meanwhile, the semi-structured interview was intended to gain more information where the researcher could present additional questions related to the unexpected responses (Given, 2008, p. 62).

The interviews were divided into two stages. The first interview was addressed to the learners. It pervaded six learners from each classroom. Three learners portrayed the non-compliance misbehaviors and three learners demonstrated the overt disruptive behaviors. Hence, twelve learners from two EFL classes participated in this stage to respond to the questions. The researcher intended to ask the respondents using Bahasa Indonesia. Unfortunately, some of them found difficulties to respond to the researcher's questions in the same language. Due to the learners' convenience and the success of gaining the accurate data, the interviews were conducted in their ethnic language, Bahasa Madura. Afterward, they could answer the questions more fluently and comprehensibly through their mother tongue. Meanwhile, some learners who were able to respond well in Bahasa Indonesia were interviewed in Bahasa Indonesia, but they also used code-mixing and code-switching. Hence, the transcription was presented in their ethnic language and Bahasa Indonesia.

The second part of the interview was addressed to the teachers using Bahasa Indonesia. Before conducting the interview, the teachers were given a summary of the questionnaires and the learners' interviews by blurring the learners' identities. Afterward, the interview was begun. Based on the data given, they were required to give confirmation, explanation, clarification, expectation, or consideration related to their CMS.

3.5 Data Analysis

By using the framework of Gebhard (2006), Harmer (2007b), Kyriacou (2009), and Wolfgang (2004), the analysis was based on the data derived from the classroom observation, the questionnaire, and the interviews. Since the qualitative design was chosen, the analysis was done through descriptions. The analysis was conducted through five stages. Those were organizing the data, transcribing and translating, coding the data, representing the data, and interpreting the result of the analysis (Creswell, 2012).

First, the researchers organized the data employed from the classroom observation, the questionnaires, and the interviews. The learners' behaviors were framed in the field note as well as the teachers' classroom management strategies. From the data, the researcher categorized the forms and the types of learners' classroom misbehaviors as explained by Kyriacou (2009). The learners were then grouped based on the determined categories. Secondly, the data derived from the interviews were transcribed and translated into English. The result was intended to fill the unobtainable data from the classroom observation and questionnaires and to gain deeper information. There were two types of interviews addressed to the learners and the teachers. Both interviews were analyzed with the same steps. Third, the researcher coded the data as follows.

Table 3.3 The Coding of Interview

Researcher/ Students 3	Conversation	Coding
R :	How did the teacher respond to a student who slept in the classroom?	
S3 :	She reprimanded him and wake him up. She said "get up" and patted softly on his back.	Strategy: reprimand and non-verbal strategy
R :	What do you think about the strategy?	
S3 :	I think it was appropriate because the student was not startled.	Evaluation: Appropriate

The fourth step was representing the data through a narrative discussion in the finding of the study. The last step dealt with interpreting the data as the process of forming the meaning, which was also strengthened by theories, previous studies, and the researcher's view.

3.6 Validity

According to Alwasilah (2012), there were several techniques to examine research validity. Two techniques were applied in this present study. Those were triangulation and member checks. Triangulation is defined as the implementation of more than one method or data source to strengthen and validate the data in one qualitative study (Rallis & Rossman, 2009). The multiple data sources and data collection techniques are a part of triangulation whose aim is to validate the data (Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, 2014). The triangulations implemented in this study were the source of data including classroom observation, questionnaires, and interviews. Also, the data were derived from both the learners and the teachers.

The second technique was member checks. Its purpose was to communicate the transparency of the data derived from the participants (Rallis & Rossman, 2009). To avoid and prevent the unwanted problem of the published result in the future, the researcher achieved the participants' agreements about the data. Moreover, there should not be any misunderstanding and misinterpretation in the data which was derived from the observation, the questionnaire, and the interviews (Alwasilah, 2012). Hence, the teachers and the learners were involved in this validity technique.

3.7 Concluding Remarks

This chapter focused on a detailed description of the methodology of this study. The research design under a qualitative study and a case study were conducted to answer the research questions. Then, the research site and the participants were described clearly, but still, the researcher paid attention to the ethical aspects. Then, classroom observations and interviews were employed as the techniques of data collection. In the end, the steps of analyzing the data and the ways to validate the data were presented. The following chapter will present the findings and discussions based on the order of the research questions proposed in chapter one.