CHAPTER 3
RESEARCH PROCEDURES

3.1 Research Method

This study employed a qualitative descriptive case study to provide a more in-depth description of a phenomenon and its characteristics (Nassaji, 2015). This design was used because descriptive case studies aim to portray natural phenomena that occur in the data being studied, such as what strategies readers employ and how they employ them (Zainal, 2007). Thus, applying this methodology in this study could entail an up-close, in-depth, and extensive exploration of classroom management strategies utilized by the teacher and its impact on students in learning English based on phenomena that occur in the field.

3.2 The focus of the Research

This study focused on the classroom management strategies employed by the teacher during the English teaching process, utilizing the strategies with a particular emphasis on proactive and reactive classroom management strategies and the impact of strategies used on students.

3.3 Setting and Participants

This study was conducted in one of the public junior high schools in Tasikmalaya, West Java, Indonesia. The participants of this study were an English teacher and students from one of the Junior High Schools in Tasikmalaya. The participant was a female teacher who began her career in 2003, giving her 20 years of expertise in the teaching field. The selection of the English teacher for my study was grounded in her substantive role as a mentor teacher for *Pendidikan Profesi Guru*, both for in-service and pre-service teachers in Indonesia. This underscores her in-depth experience and expertise in teaching practices, including classroom management. The fact that she

guides aspiring educators suggests a wealth of practical knowledge in handling diverse classroom dynamics. Additionally, her pursuit of becoming a Prospective *Guru Penggerak* further solidifies her commitment to educational excellence, positioning her as a reliable source for profound insights into teaching practices, including classroom management practices. Meanwhile, two students were chosen based on their engagement in the English learning process, and in order to find these two students, the researcher inquired with the teacher about their participation and engagement in English learning.

3.4 Data Collection Techniques

In collecting the data, this study utilized two sources of data collection. The first was non-participant observation, which permits the researcher to investigate human behavior in natural settings (Barry, 1986). Researchers observed the teaching and learning processes employed by the teache, with a particular focus on classroom management strategies and their impact on students. In this method, the researcher functioned as an observer and did not participate in the activities carried out by the individual or group being studied. The researcher documented classroom activities throughout the teaching and learning process 3 times for 80 minutes using an observation checklist as a guideline containing a list of classroom management aspects to be observed.

The second data collection method was a semi-structured interview in which a standard list of questions was used. Still, the interviewer was permitted to pursue leads generated by participants for each question (Williamson, 2002). Semi-structured interviews were used to learn more about the classroom management strategies that teachers use in class and to dig deeper into how it impacts the students. To conduct semi-structured interviews, the researcher prepared a list of questions as a guideline to obtain more extensive information about classroom management strategies and their impact on the teaching and learning process. The interview took place once for about 30 minutes and used Indonesian to avoid misunderstandings while conducting the interview.

3.5 Data Analysis Techniques

In analyzing the data, the researcher used thematic analysis to analyze the data. Braun and Clarke (2006) described thematic analysis as a technique for identifying, analyzing, and reporting themes or patterns within data. Braun & Clarke (2006) proposed several steps in analyzing the data using thematic analysis, such as:

1) Familiarizing with the data

During this step, the researcher read and reread the transcript of the collected data regarding the topic of classroom management strategies employed by the teacher and its impact. Additionally, the researcher recorded or marked concepts for coding. The researcher also transcribed the verbal data into written text.

Table 3.1 Part of Observation Data

Excerpt	Utterances
Teacher Students	Student 2 with her friend had a conversation based on the picture given in front of the class. Then the teacher says, "Okay, good. Great. Give applause to Mega and Andina. Ih, keren-keren ya Anak Ibu. Tepuk tangan dulu, give aplause dulu yuk ah"

Table 3. 2 Part of Teacher Interview Data

Excerpt	Utterances
Teacher	Sebisa mungkin, meskipun misalnya saat itu kondisi kelas kurang kondusif atau apa, saya selalu memberikan praise dengan give applause. Ih, kelas ini keren, tepuk tangan yuk buat kalian, ih kelas ini, ibu suka banget deh masuk ke kelas ini. Itu di awal diberikan itu, mereka jadi, oh iya ya, ibu Mila suka

loh dengan kelas kita. Terus ibu juga bilang, ibu berharap sih, jangan sampai ibu berubah ya dengan pendapat ibu, ibu mau lihat nih, ibu berubah nggak ya satu tahun ke depan? Oh iya, berarti ibu Mila itu akan terus menilai kita. Terus kalau perorangan, of course kita bikin praise-nya bisa dengan kata-kata, kadang kita kalau ada lagi bawa sesuatu, ya kasih permen, dengan kata-kata yang memuji, praise yang membuat mereka motivasinya semakin meningkat, misalnya good job, that's very great, ya excellent, gitu ya. Selalu ibu berikan penghargaan atau kita datang, itu nya datang, atau kita berikan kayak gini gitu ya atau two thumbs gitu ya, jadi hal-hal yang membuat mereka, oh iya apa yang saya lakukan ternyata diapresiasi lho.

Table 3. 3 Part of Student Interview Data

Excerpt	Utterances
Student	Iya, jadi seneng, karena bisa menjawab soal itu dan orang-orang di sekitar respect ke kita juga

2) Generating initial codes

In this step, the researcher generated initial codes based on the observation and interview data obtained. The researcher used a highlighter to code the data to signify potential patterns.

Table 3. 4 Generating Initial Codes of Observation for Strategies

Utterances	Codes
The teacher asks the students to reflect on what they learned in the meeting, "What have you learned today? Apa sih yang sudah kalian pelajar hari ini?"	Doing a reflection

The class begins when a student leads the greeting and the other says, "Say greeting, assalamualaikum warahmatullahi wabarakatuh" Then the teacher answers, "Assalamualaikum warahmatullahi wabarakatuh, good morning, my students. How are you today?"	Greet students
When the students get off the task, teacher says, "Duduk dong sayang, nanti Ibu kasih tau. Boys, boys. Sit down please. Duduk, duduk"	Remind students
The teacher appreciates students for knowing how to pronounce numbers correctly. "Okay, good. Pinter kalian ya. Give applause dulu dong buat kalian." Students and the teacher give applause to themselves.	Giving praise
When the teacher shows and discusses the work with the students, the teacher says, "Sebenarnya ini boleh pakai what's your name, but it's better kalau diawalin salam, bisa Hello, Hai, Good afternoon, Good Morning." The students respond and participate in the discussion.	Feedback from the teacher

Table 3.5 Generating Initial Codes of Interview for Strategies

Utterances	Codes
T : Kebetulan Ibu mengampu bahasa Inggris berarti Ibu juga harus menerapkan peraturan yang disepakati. Bukan peraturan sih, tepatnya kesepakatan, keyakinan kelas seperti kalau kita mau belajar bahasa Inggris kita harus seperti apa.	Involving students in agreement-making
T : Salah satunya gitu kita selalu lihat nih kesukaan anak-anak itu seperti apa. Mereka itu gamer Rata-rata gamer, berarti kita harus memiliki pembelajaran yang belajar tapi kesannya bermain	Considering students' interest
T : Apa pun yang anak-anak respon, kita harus selalu memberikan Apresiasi. Feedback ibu itu lebih ke banyak apresiasi. Meskipun yang mereka lakukan masih belum tepat, jadi mereka jangan sampai Takut lagi melakukan, takut lagi menjawab karena di awal Kita sudah bilang bahwa ini salah. Jadi sangat jangan, kalau bisa sangat dihindari kata salah.	Feedback from teacher
T : Sekarang lagi jamnya Bu mila, kita udah bikin kesepakatan bahwa Bu mila itu sukanya seperti ini, jadi kesananya meskipun masih ada, tapi kita kan tinggal mengingatkan lagi, anak itu kan gampang	Remind the students

lupa, anak itu kan gampang lepas dari apa yang disepakati, tinggal kita ingatkan lagi, Yuk, tolong ya, bisa kondusif lagi, bisa diam, jadi kalau cara seperti itu berhasil, kenapa kita harus dengan meninggikan suara?

T : Terus kalau perorangan, of course kita bikin praise-nya bisa dengan kata-kata, kadang kita kalau ada lagi bawa sesuatu, ya kasih permen, dengan kata-kata yang memuji, praise yang membuat mereka motivasinya semakin meningkat, misalnya good job, that's very great, ya excellent, gitu ya. Selalu ibu berikan penghargaan atau kita datang, itu nya datang, atau kita berikan kayak gini gitu ya atau two thumbs gitu ya, jadi hal-hal yang membuat mereka, oh iya apa yang saya lakukan ternyata diapresiasi lho	Giving praise

Table 3.6 List of Initial Codes of Observation and Interview for Strategies

Initial Codes	Source	
	Observation	Interview
Involving students in agreement-making		4
Using "agreement"		2
Seating arrangement based on students needs	3	1
Seating arrangement to promote students' privacy		1
Considering students interest		2
Introduction to learning application	6	1
Considering the digital era		1
Use collaboration	2	
Feedback from teacher	2	3
Reflection as an improvement for teacher	3	3
Build trust with students.		5
Greet the students	3	
Give misbehaved students more trust.		1
Discuss with an outside party.		2
Remind the students	7	4
Enforcing agreement		2
Giving praise	16	2
Give higher point	2	

Table 3. 7 Generating Initial Codes of Observation for Impact

Utterances	Codes
The teacher asks who wants to demonstrate a possible conversation according to the photo given. Then, student 1 says, "Aku!" with full confidence. Student 1 demonstrates a conversation with his friend. After that, the teacher says, "Okay, give applause! Good!" Then, the teacher asks two more students to come to the front. Student 1 said "Aku mau lagi!"	Boost students confidence
Students think back for a moment and answer that it is about Jonathan introducing himself in the video, and students also answer how to mention name, hobby, and age in the introduction.	Able to recall materials
The teacher gives feedback on student learning and allows students to respond to student' work as well. " Kira-kira ada greetingnya di sini? Ada respons untuk greetingnya/ leave-taking nya tidak?" Students respons that some of them wrote down the expressions, some of them did not in their work.	Deepen students' knowing

Table 3. 8 Generating Initial Codes of Interview for Impact

Utterances	Codes
P : Karena itu tuh kita tau, misalnya kalau habis presentasi, kita tuh jadi tau gitu. Soalnya kan Ibu "coba ini kayaknya kurang deh.."jadi kita tau salahnya dimana, betulnya dimana	Deepen students' knowing
P : Iya lebih mikir dan ngulas-ngulas lagi yang dipelajarin hari itu	Able to recall materials
P : Biasanya Ibu Mila tuh suka bilang good job! Terus, ayo tepuk tangan buat ini, buat orang ini. Jadi ini tuh bikin imun kita tuh naik, mood kita tuh jad naik, jadi seneng.	Feel happy
P : Ya karena nyaman itu jadi semangat gitu belajarnya	Comfortable learn with the teacher
P : Iya, aku jadi pengen terus-terus an gitu. Aku seneng banget kalau aku dihargai gitu atau dikasih respect gitu. Jadi aku suka banget kayak gitu	Boost students' confidence

Table 3. 9 List of Initial Codes of Observation and Interview for Impact

Initial Codes	Source	
	Observation	**Interview**
Deepen students' knowing	2	7
Able to recall information	3	4
Increase students' focus		2
Increase students independency		3
Comfortable to learn with the teacher		9
Feel happy	2	3
Boost students confidence	3	4

3) Searching for themes

In this step, the researcher sorted the initial codes from the data on classroom management strategies employed by the teacher and its impact on students into potential themes and compile all pertinent coded data extracts within the identified themes.

Table 3.10 Searching for Themes for Classroom Management Strategies

Initial Codes	Sub-Themes	Themes
Involving students in agreement-making Using "agreement"	Making a collaborative classroom agreement on routines	Proactive Classroom Management Strategies
Seating arrangements based on students' needs Seating arrangements to promote students' privacy	Creating a student-centered classroom arrangement	
Considering students interest Introduction to learning application Considering the digital era	Creating personalized learning	
Feedback from teachers Reflection as an improvement for teacher	Providing feedback and continuous improvement	

Build trust with students. Greet the students Mention students name	Building teacher-student relationship	
Give misbehaved students more trust. Discuss with an outside party. Remind the students Enforcing agreement	Managing misbehavior	Reactive Classroom Management Strategies
Giving praise to the class Giving praise to individual Give higher point	Giving praise and rewards	

Table 3.11 Searching for Themes for the Impact of Classroom Management Strategies

Initial Codes	Sub-Themes	Themes
Deepen students' knowing Able to recall materials	Enhancing Students' Cognitive Aspects	Elevating Students' Learning Experience
Increasing students' focus Increase students independency	Improving Conducive Learning Conditions	
Comfortable to learn with the teacher	Creating a Comfortable learning Environment	
Feeling happy Boosting students confidence	Encouraging Students' Emotional Engagement in Learning	Encouraging Students' Emotional Engagement in Learning

4) Reviewing themes

In this step, the potential themes discovered in the previous step are revisited in an effort to identify the ideal theme, and they may be eliminated or sorted into other themes.

5) Defining and labeling themes

In this step, the generated themes are identified in order to determine which aspects of the data each theme captures. The themes are then given names based on the essence and aspects of the data.

Table 3.12 Defining and Labelling Themes

Sub-Themes	Themes
Making a collaborative classroom agreement on routines	Proactive Classroom Management Strategies
Creating a student-centered classroom arrangement	
Creating personalized learning	
Providing feedback and continuous improvement	
Building teacher-student relationship	
Managing misbehavior	Reactive Classroom Management Strategies
Giving praise and reward	
Enhancing students' cognitive aspect	Elevating Students' Learning Experience
Improving conducive learning conditions	
Creating a comfortable learning Environment	
Encouraging students' emotional engagement	Encouraging Students' Emotional Engagement in Learning

6) Producing the report

In this step, the researcher will perform data analysis and description. Following that, the researcher will compile a report on the findings.

3.6 Times of the Research

This research was conducted from January to December 2023 as can be seen in table 3.13. It was started from the research proposal writing until the thesis examination. This research took place in one of the junior high schools in Indonesia, precisely in the city of Tasikmalaya.

Table 3.13 Times of the Research

No	Description	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
					2023								
1	Research proposal writing	▓	▓	▓	▓								
2	Research proposal examination					▓							
3	Data Collection								▓				
4	Data Analysis									▓	▓		
5	Report										▓	▓	
6	Thesis Examination												▓