

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the research design used is a qualitative descriptive case study. Yin, (2012) defines a case study as an empirical investigation about phenomena of interest to answer “how” or “why”. Merriam, (2018) also defines descriptive as 'rich' and 'thick' phenomenon descriptions (Merriam, 1998 as cited in Yazan & De Vasconcelos, 2016) Descriptive case study is an approach to describe a phenomenon or case in real-world context (Yin, 2018). Therefore, this approach is an appropriate method for in-depth investigation of certain phenomena which can result in comprehensive analysis. Hence, this design is used to reveal the teacher’s strategies in Managing students’ disruptive behavior in EFL Senior High School classrooms.

B. Research Setting and Participant

This study will take place in 2 Senior High School in Garut, West Java because the participants are an English Teacher in both of the Senior High School and currently teaching in Garut; the teachers, whom I will call Mrs. A, & Mrs. B from now on, is currently teaching senior high school students who are in the age range of 15 to 18 years old, which is an age of a period of maturity (Santoso, 2000), and a crucial time in which mental and behavioral disorders like Disruptive Behavior may manifest (Stringaris et al., 2013). The Senior High School that this study taking place are SMAN 15 (Mrs. A), and SMKN 1 (Mrs. B).

The reason this study will taking place in Two different Senior High School its because in Indonesia there are Two different kind of Senior High School which In Indonesia, SMA (Sekolah Menengah Atas) focuses on general academic education for higher education preparation, and SMK (Sekolah Menengah Kejuruan) provides vocational and technical training for the workforce, Therefore, this study can provide different kinds of

perspective and teaching strategy based on their own kinds of Senior High School.

Furthermore, the 2 Teachers that has been chosen for this study has conducted their English teaching program in classes more than 10 years and the participating teachers reported encountering recurring classroom behaviors such as students talking out of turn, excessive chatting during lessons, being off-task during learning activities, ignoring teacher instructions, passive disengagement including lack of participation, and students sleeping in class due to fatigue.

The participants were therefore purposefully selected because they had direct and consistent experience managing these forms of disruptive behavior in senior high school EFL classrooms. This ensured that the data collected reflected authentic classroom situations and provided a strong basis for exploring teachers' preventive and managing strategies..

In this study, the teacher's strategies are divided into preventive and managing because they have different goals. Preventive strategies are used before disruption happens, to keep students engaged and avoid problems. Managing strategies are used after disruption occurs, when teachers need to respond and control the situation. So the separation is clear: preventive stops problems from starting, while managing deals with problems that already happen.

C. Data Collection

The researcher also uses a semi-structured interview as the technique to collect the data. A semi-structured interview is an informal process of eliciting information from another person by asking questions verbally (Longhurst, 2003) Thus, the researcher provides few questions for a semi-structured interview. It also offers the interviewer to explore important issues.

D. Data Analysis

To analyze the data, the researcher used thematic data analysis proposed by Braun, V., & Clarke, (2013). Thematic analysis is the process of identifying patterns or themes within qualitative data. The goal of a thematic analysis is to identify themes, i.e. patterns in the data that are important or interesting, and use these themes to address the research or say something about an issue. The following are six phases in analyzing the data:

- 1.** Become familiar with the data. The first step in any qualitative analysis is reading, and re-reading the transcripts. In this step, the researcher has to be very familiar with his entire body of data or data corpus (all the interviews and observation data).
- 2.** Generate initial codes. After becoming familiar with the data, the researcher generated initial codes. In this step, the researcher started to organize the data in a meaningful and systemic way. Coding reduces lots of data into small chunks of meaning. In this stage, the researcher starts to highlight excerpts with the coloring method to differentiate each aspect, which generated the initial codes.

Table 1. Collate Codes

Transcription	Initial Code
<p>P1: ...when I'm teaching sentence structure in English, I make detailed step-by-step guides. So, the students follow each step seriously.</p>	<p>Effective Lesson Planning</p>
<p>P1: ...I can usually just give a small signal, like a hand gesture or a look. This keeps the class orderly and minimizes disruptive behavior.</p>	<p>Non-Verbal Communication</p>
<p>P1: ...I ask them to play the roles of buyer and seller. They get more involved and become more confident speaking in English</p>	<p>Active Learning Method</p>
<p>P1: Yes, and we also often do quick ice-breakers, like games on Quizizz or Kahoot or anything tech-related because they really enjoy that kind of thing, right?</p>	<p>Technology-Enhanced Learning</p>
<p>P1:... I give them simple, step-by-step instructions. If they understand each step, they're calmer and more directed.</p>	<p>Clear Instruction / Verbal Communication</p>
<p>P2:... So, I let them sleep for about 5 minutes to acknowledge how tired they are</p>	<p>Ignoring minor disruptive behaviors</p>
<p>P2:....I always emphasize to the students about their responsibilities. So they know that every opportunity, every question, and every point is theirs.</p>	<p>Growth Mindset In the classroom</p>

Table 2. List of Initial Codes and Their Frequency

Initial Codes	Frequency
<u>Preventive Strategies</u>	
Effective Lesson Planning	3
Active Learning Method	9
Technology-Enhanced Learning	3
<u>Managing Strategies</u>	
Non-Verbal Communication	3
Clear Instruction / Verbal Communication	7
Ignoring minor disruptive behaviors	2
Growth Mindset In the classroom	6

3. Search for themes. A theme is a pattern that captures something significant or interesting about the data and/or research question. As Braun, V., & Clarke, (2013) explained, there are no hard and fast rules about what makes a theme. The researcher focused on the broader level of the themes and involves sorting the different codes into potential themes. The researcher classified the excerpts into relevant themes.

Table 3. Group Code Into Theme

No.	Initial Codes	Potential Themes
<u>Preventive Strategies</u>		
1.	Effective Lesson Planning	
2.	Active Learning Method	Technology-enhanced
3.	Technology-Enhanced Learning	cooperative language learning
<u>Managing Strategies</u>		
4.	Clear Instruction / Verbal Communication	Positive and Constructive
5.	Growth Mindset In the classroom	Communication
6.	Non-Verbal Communication	
7.	Ignoring minor disruptive behaviors	Classroom Presence

4. Review themes. During this step, the researcher reviewed, modified and developed the preliminary theme that has been identified in step 3 whether they make sense or not. At this point it is useful to gather together all the data that is relevant to each theme. In this step, the researcher read the data associated with each theme and considered whether the data really support it.

Table 4. Potential Themes

Potential Themes
Teacher's Strategies to Prevent Technology-enhanced cooperative language learning
Teacher's Strategies to Handle Positive and Constructive Communication Classroom Presence

5. Define themes. This process involves utilizing the labels created for the theme and providing a comprehensive name that describes the relationship or meaning conveyed in the theme. Once this was completed, the researcher defined the theme according to the content and meaning of the codes. This definition summarizes the content of what is discussed within the theme.

Table 5. Define Themes

Potential Themes
Teacher's Strategies to Prevent Technology-enhanced cooperative language learning
Teacher's Strategies to Handle Positive and Constructive Communication Classroom Presence

6. Writing-up. After the themes are defined and named, the researcher wrote up the final report. The researcher also presented the findings and interpretation of the data during this step.

E. Step of the Research

Table 6. Step of the Research

Step	Description
1	Identifying and describing the research issue
2	Exploring for sources and deepen journals or books relevant to the research topic
3	Choosing a topic to be researched
4	Compiling research proposals starts from writing backgrounds, literature review, and research methodology
5	Examining the research proposal in front of the supervisors and examiners
6	Collect the data using a semi-structured interview with participants
7	Converting audio interview into written form (transcription)
8	Analyzing the data using thematic analysis of Braun, V., & Clarke, (2013)
9	Writing the research report (thesis)
10	Examining the thesis in front of the supervisors and examiners

F. Research Schedule

Table 7. Research Schedule

Description	Oct. /2023	Dec. /2023	Aug. /2024	Oct. /2024	Sept. /2024	Sept. /2025	Dec. /2025
Research Proposal writing							
Research Proposal examination							
Data Collection							
Data Analysis							
Report							
Thesis Result Seminar							
Thesis Examination							