

Chapter Three

Methodology

This chapter discusses the methodology used by the researcher in this study. Besides, this chapter explores how to conduct and collect the research data. There are seven sections namely research design, research setting, research participants, data collection method, data collection procedure, data analysis, and trustworthiness. Several theories are also included in this chapter to support the methodology in this study.

Research Design

This research used qualitative research design. According to Creswell (2012), qualitative research is collecting the data based on small individual words in order to gain the information from the participants. In addition, qualitative research is exploring and developing the problem in detail based on the phenomenon (Creswell, 2012). The purposes of this research are to investigate the strategies used by teachers to enforce students' discipline and the challenges in applying the strategies. Regarding the statement mentioned, the participants explained about their experience in teaching. Furthermore, the researcher wanted to explore the phenomenon about the challenges from the strategies used by the teachers to enforce students' discipline in teaching English in detail. Therefore, the researcher chose qualitative research design because it was suitable way to this research in order to gather the data based on participants' view in depth.

This research applied descriptive qualitative research design. Lambert (2012) stated that descriptive qualitative research is a comprehensive summary of the

phenomenon and experience of individuals or groups. In addition, this approach is used about events who are involved, what is involved, and where do things take a place (Lambert, 2012). Thus, the researcher used qualitative descriptive as a research design. Descriptive qualitative research was appropriate for this research since the researcher wanted to know the strategies used by each participant to enforce students' discipline in teaching English as one participant had different views from the others.

Research Setting

In this section, the researcher discussed the setting of place and time related to the research. For more detailed information, each part of research setting is explained in the following paragraphs in detail.

Setting of the place. The research was conducted at a private Islamic junior high school in Yogyakarta. The school was chosen because there was a phenomenon in which the students were very difficult to be disciplined. Based on the statement mentioned, it happened when the researcher did a teaching in the internship program at this school. During the internship program, the researcher observed that most of the students have less discipline in the classroom. They did not focus when the teacher explained about the material, so the researcher wanted to know the strategies used by the teacher to enforce students' discipline especially in teaching English in the classroom. As the reason of the researcher to conduct this research, the researcher had an experience of teaching in the internship program in this school.

Setting of the time. The data were collected at a private Islamic junior high school in Yogyakarta. The data were conducted in academic year 2018/2019 in semester two. The researcher collected the data around a month, and the interview

was done around a week. Besides, the researcher collected the data around one week, and the data analysis was finished around two weeks. Finally, the researcher finished collecting and analyzing the data around one month.

Research Participants

In this part, the researcher presented about the target of participants, number of participants, specific criteria or characteristic from the participants, and the reasons for selecting the participants. The researcher explains each part of research participant in the following paragraphs briefly.

The participants of this research were two English teachers at one of private Islamic junior high schools in Yogyakarta. There were some criteria or characteristics for the participants. Firstly, the participants were English teachers at one of junior high schools in Yogyakarta because this research focused on English class not the other subject classes. As the other reason of the researcher to choose the English teachers, this research focused on the strategies used by the English teachers to enforce the students' discipline as well as the challenges in applying the strategies. Secondly, the participants should have teaching experience especially in teaching English at least one year owing to the fact that the researcher wanted to know the strategies used by experienced teachers to enforce the students' discipline in the classroom in detail. Following this, the sampling technique used in this research was convenience sampling. According to Cohen, Manion, and Morrison (2011), the convenience sampling is sampling technique used by the researchers to get the participants easily accessible and comfortable to the researcher.

Data Collection Method

The researcher used interview as a method in order to get the information from the participants. The interview is a flexible tool for qualitative research. Cohen et al. (2011) said that the interview is a flexible tool for data collection method used by researchers and uses as non-verbal, verbal, heard and spoken as communication method in interview session. They also mentioned that the interview was not only the answer of the question, but also it can be complex and deep issues. The researcher utilized the interview guideline as the instrument of the research.

The type of interview used by researcher in this research was open-ended question as data gathering method. According to Kerlinger as cited in Cohen et al. (2011), the open-ended question is the subject of question determined by the nature of the issues which will be investigated. The open-ended questions are flexible to use in this data collection instrument. Furthermore, by using this interview type, the participants could answer the questions freely and clearly.

In this research, the researcher used indirect format as a question format. The questions were not too specific, and the participants could explain the answers of each question to be more detailed. Tuckman as cited in Cohen et al. (2011) stated that by making the purpose of less clear questions, the indirect question formats are likely to produce frank and open responses from the participants.

At last, the researcher used unstructured response as a response mode in this research. In this response, the participants could provide their answers as long as they wanted. The interviewer could ask the questions to the participants in-depth to gain the data. The interviewer could also make clarification if there was any

misunderstanding from the participants' answers. The interviewer also used indirect question formats to anticipate the leading when the interview took place.

Data Collection Procedure

In this part, the researcher presents about the procedure to gather the data from the participants. Firstly, the researcher made an interview guideline before doing the interview. Then, the researcher selected the participants for the interview. Secondly, the researcher made an appointment and asked permission to the participants for the interview schedule. The researcher also contacted the participants through social media via WhatsApp to the interview. For the next procedure, the interview was conducted at a private Islamic junior high school in Yogyakarta. Besides, the interviewer set the convenient time to the participant. Following this, the interviewer prepared the interview with the participants. The interviewer explained clearly about this study before doing the interview, so that the participants were comfortable to have the interview process. The interviewer introduced herself by telling the reason to choose the participants, purposes of this interview, and time-spent during the interview process.

In addition, the interview used Indonesia language because it is mother tongue of the participants and the researcher. Furthermore, the participants could answer the question easily and freely. The researcher used smartphone to record during the interview session to get the data from the participants. At the end of interview, the interviewer checked the participants' answers by repeating the participants' main answers to ensure that there was misunderstanding. Finally, the researcher thanked to the participants for taking the time to have the interview process.

Data Analysis

After collecting the data through the interview, the next step was analyzing the data from the participants. Analyzing the data intended to identify and find out the answers regarding the research questions. According to Saldana (2016), the process of coding consists of transcribing the original response (verbatim), labeling, standardizing the sentences, probing as a member checking, collecting the same standardized sentences, and deciding categorization. Hence, each step of the data analysis is explained in the following paragraph.

The first step of coding was transcribing the original response (verbatim). The researcher transcribed from the audio of each participant to the text. The transcript of the participants should be as same as the recording of the interview. Creswell (2012) maintained that transcribing the result of interview is the procedure of translating recording or field notes into the form text data. Besides, transcribing is a process data analysis where the researchers represent the translation from oral form into written language form. The researcher also used pseudonym or unreal name of each participant to keep their identity. Allen and Wiles (2016) asserted that a pseudonym is unreal name which is often used by researcher or writer to personally keep participants' privacy. Secondly, labeling was the second step of coding. After the data were changed from the audio into the text, the researcher gave the label into some sentences which answered the research questions. The labels included numbers, words, or symbols. Thirdly, the researcher created standardized sentences. From the statement mentioned, the researcher should paraphrase the sentences, so that the researcher could gain clear meaning from the participants' responses more. Fourthly,

the researcher did probing as a member checking to know the validity of the data. That way, the researcher asked again to the participants to clarify if there was misunderstanding about the data. Therefore, the researcher categorized the findings and discussed them in the last chapter.

Trustworthiness

According to Connelly as cited by Pilot and Beck2 (014), trustworthiness refers to the validity level of the data, and method used by researcher is to ensure quality of the research. Furthermore, there are four criteria which should be considered by researchers especially in qualitative research, so that the research can be trusted to be credibility, transferability, dependability, and confirmability (Shenton, 2004). Thus, the four criteria of trustworthiness will be explained in the paragraph below.

Credibility is one of the most important criteria in establishing of trustworthiness and to ensure or measure the qualitative research in the truth findings of research. Credibility is connected to the questions of the researchers to ensure that the research is true and accurate. Besides, the qualitative research uses member checking to present the research findings to be credible.

Transferability is how the qualitative researcher presents the research findings and can also use to other contexts. The other context means similar situations, similar populations, and similar phenomena. Thus, the researchers use the thick description to presents that the research findings can be used to the other contexts.

Confirmability is the objectivity in the research findings. Regarding the

statement mentioned, the research findings based on the participants responds not personal motivation of the researcher.

Finally, dependability is to measure that the research can be repeated by other researchers, and the findings are consistent. From the statement mentioned, if the other researchers want to duplicate or replicate the research, they should have the similar findings and detailed information related to the research topic provided.

Based on the explanation mentioned about the criteria of trustworthiness, the researcher only focused on credibility to confirm the data. The researcher used member checking. The researcher did member checking with participants by meeting with participants and clarifying that their answers were true and real. Besides, the researcher showed the transcript to the participants. The member checking aimed to make the clear answers of the participants in the interview section. Therefore, the researcher used member checking as credibility to ensure the trustworthiness of this research. In the first interview, the participant one just mentioned a little bit of discipline strategy, but after the researcher did member checking to the participant one, she added other discipline strategies. For the participant two, there were no changes of the data.