CHAPTER III

RESEARCH METHOD

This part of study deals with research methodology which is designed as technique to collect and analyze the data.

A. Approach and Research Design

This research was typically designed as qualitative case study. A qualitative research leads the researchers to understand deeply the phenomenon of the research subject such as behavior, perception, motivation, etc through descriptive approach in form of words.[1] Case study has aims to investigate the conceptualized contemporary phenomenon with specialized subjects.[2] In education setting, those boundaries can be a program, an event, a person, a process, an institution, or a social group.[3] In this study, the researchers used boundary system of beginning teachers. Specifically, the researcher determined to use type of instrumental case study as stated by Ary below[4]:

"Instrumental case study represents some other issue under investigation and the researcher believes this particular case can help provide insights or help to understand that issue."

In short, the researcher represent the issues of teachers' self-efficacy in managing classroom misbehavior which become great challenge for beginning teachers through instrumental case study. Then, Ary and Bungin states that case

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[1]Lexy J Moleong. *Metodologi Penelitian Kualitatif.* (Bandung : PT Remaja Rosdakarya, 2005), 6

[2] J. Amos Hatch. *Doing Qualitative Research in Education Settings.* (Albany: State University of New York Press, 2002), 30

[3] J. Amos Hatch. *Doing Qualitative Research………,* 30

[4] Donald Ary. et.al. *Introduction to Research in Education.* (Canada: Wadsworth Cengange Learning, 2010), 455

study can be conducted through descriptive approach to describe phenomenon which need deep study.[5] It means that case study has descriptive approach which can recognize and describe any conditions, situations, or social phenomenon in the research subject. Thus, type of qualitative case study with descriptive approach is used in this research with aims to investigate the phenomenon about particular boundary of teachers' self-efficacy of beginning teachers in classroom behavior management which should need deep study.

B. Research Presence

The presence of the researcher in this study is as non-participant observer, which means that the researcher do not reach the full involvement in participants' activity.[6] The researcher came to the class for only observing the students' and teachers' behavior in classroom. The researcher did not introduce her presence to the students in order that students do not feel disturbed. Thus, the students and the teacher could behave as what they naturally behave in classroom.

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[5] M. Burhan Bungin. *Penelitian Kualitatif.* (Jakarta: Prenada Media Group, 2007), 68 and Donald Ary., et.al. *Introduction to Research in Education.* (Canada: Wadsworth Cengange Learning, 2010), 454
[6] J. Amos Hatch. *Doing Qualitative Research in Education Settings.* (Albany: State University of New York, 2002), 72-77

C. Research Location

This research was held at Intensive English Program (IEP) in Faculty of Sharia and Law UIN Sunan Ampel Surabaya, A. Yani Street No.117, Surabaya-East Java. In term of getting research subject, the researcher designed the sample of research purposively. Purposive sampling is a technique to determine sample based on certain characteristics.[7] It is used in this research to choose the participants relevantly.

The researcher took the beginning teachers with their classroom as participant in this research. Then, the researcher limited the samples only to some beginning teachers who have just started their teaching at IEP no more than a year. It is caused that in the first year teaching, beginning teachers often face the classroom misbehavior.[8] Therefore, five beginning teachers who are in their first year teaching with pseudonyms as teacher (1), (2), (3), (4), and (5) and their classes (class S,W,U,H, and T) at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya become the subject of this research.

D. Data and Source of Data

There are two types of data to answer the problems in this research: primary and secondary data. Those data will be explained in detail below:

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[7] Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D.* (Bandung: Alfabeta, 2012), 300

[8] Quek Choon Lang - Angela F.L Wong. *Engaging Beginning Teachers.* (Singapore:Prentice Hall, 2009), 44

1. **Types of Data**

   a. Primary Data

   The primary data of this study is the data forms of classroom behavior problems which are commonly occurred among adult learners at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya, the teachers' self-efficacy category and factors influencing teachers' self-efficacy in managing classroom behavior problems at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya.

   b. Secondary Data

   The secondary data is the forms of supporting data gotten from some sources, such as document dealing with classroom behavior problems. They were attendance lists of students from five classes at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya in even semester academic year 2013-2014, an ethical codes book for students in UIN Sunan Ampel Surabaya, and a manual book of foreign language development program UIN Sunan Ampel Surabaya . Furthermore, the researcher takes pictures and video records as proof of behavior problems occurred in classroom. Some theories were also taken by the researcher to support the data obtained.

2. **Source of Data**

   The sources of both primary and secondary data are from teachers, students, and the research presence at IEP in Faculty of Sharia and Law UIN

Sunan Ampel Surabaya. The primary data are obtained by interviewing beginning teachers at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya and conducting classroom observation in five classes which are taught by those beginning teachers at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya.

The secondary data were obtained by asking the copies of attendance list to the teachers in five classes and academic office in Faculty of Sharia and Law. The researcher also asked a manual book of foreign language development program from the Language Development Center UIN Sunan Ampel Surabaya. Furthermore, an ethical codes book for students was obtained by the researcher from the office of university head at UIN Sunan Ampel Surabaya. Besides, the researcher was assisted by co observer to take pictures and video record dealing with observing behavior problems in classroom.

E. Data Collection Technique

In this study, data were collected by techniques of conducting interview and doing observation. First, the researcher involved in classroom observation. Then, the researcher interviewed the beginning teachers at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya. In essence, the process of collecting data is specified in table below:

Table 3.1 Techniques for Collecting Data Based on Research Questions

Techniques / Research Questions	Interview	Classroom Observation
RQ 1	-	Observation Checklist *(See App.2)*
RQ 2	Teachers *(See App.4)*	Behavioral Patterns Checklist *(See App.3)*
RQ 3	Teachers *(See App.4)*	**-**

1. To answer the first research question what are classroom behavior problems commonly occurred among adult learners at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya Academic Year 2013-2014?

    To answer the first question, the researcher involved in classroom observation through doing observation checklist to identify what nature classroom behavior problems are commonly occurred among adult learners at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya Academic Year 2013-2014. The researcher was accompanied by the co observer who recorded the observation using video recorder.

2. To answer the second research question, how is the teachers' self-efficacy of beginning teachers in managing classroom behavior problems?

    To answer the second questions, the researcher also conducted the classroom observation at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya to investigate the high and low teachers' self-efficacy of beginning

teachers in managing classroom behavior problems from the teachers' behavioral patterns. The researcher was accompanied by the co observer who recorded the observation using video recorder. Furthermore, the researcher also interviews to the teachers for emphasizing the other behavioral patterns that cannot be observed in classroom.

3. To answer the third research question, what are factors influencing teachers' self-efficacy of beginning teachers in classroom behavior management?

To answer the third question, the researcher conducted the interview to the five beginning teachers at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya to find out the factors influencing the teachers' self-efficacy of beginning teachers in managing classroom behavior problems.

F. Research Instruments

In case of collecting data of the research, it totally needs the instrument. Thus, the researcher designed the instruments for investigating research questions in two techniques included interview and classroom observation.

1. *Observation Checklist*

The researcher observed the classroom phenomenon as non-participation observation to identify the students' misbehavior commonly occurred in classroom and behavioral patterns of teachers' self-efficacy in managing classroom behavior problems. Checklist technique was used as clear observation guide.

Observation checklist for identifying classroom behavior problems was designed using **"yes"** or **"no"** checklist based on the students' misbehavior categories stated by Lang that there are 7 categories of classroom misbehavior commonly occurred among students. They are disruption, inattention, indifferent attitude, defiance, aggression, truancy, and cheating. While observation checklist to investigate how the teachers' self-efficacy of beginning teachers in managing classroom behavior problems was formulated based on the concept of behavioral patterns that show the high or low category of teachers' self-efficacy. The researcher determined the concept of behavior patterns that show high and low self-efficacy of teachers in managing classroom behavior problems by adapting among theories of Kreitner (accordance to Bandura) that states about the behavioral patterns of person's self-efficacy, Lang that focuses on engage beginning teachers, and Harmer that includes behavior management strategies.[9] *(See Appendix 3)*

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[9] Robert Kreitner - Angelo Kinicki. *Organizational Behavior: Seventh Edition*. (McGraw-Hill:New York, 2007), 146., Quek Choon Lang - Angela F.L Wong. *Engaging Beginning Teachers*. (Singapore:Prentice Hall, 2009), 47., and Jeremy Harmer. *The Practice of English Language Teaching*. (England:Pearson Education Limited, 2001), 127-130.
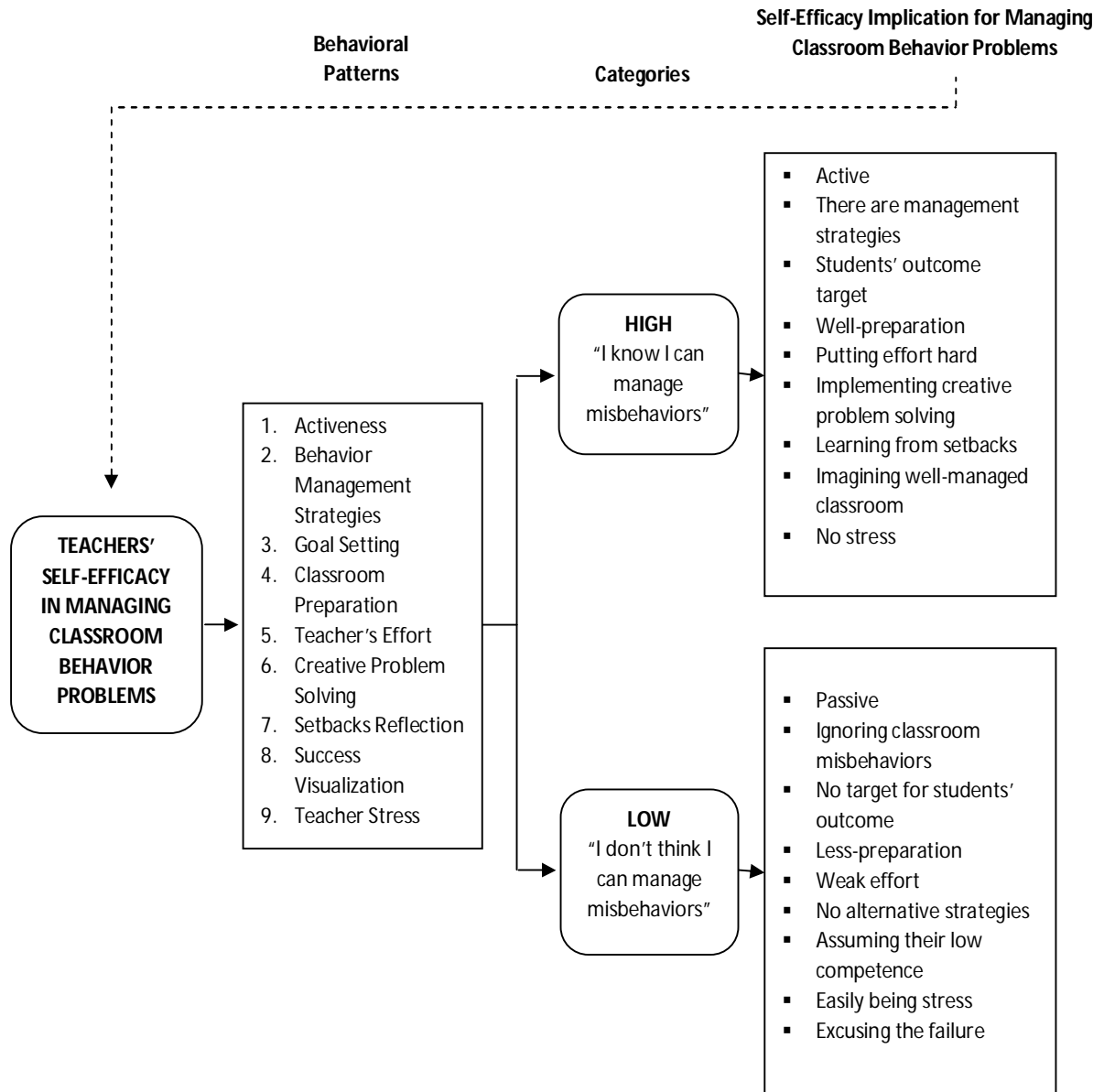
Behavioral Patterns

Categories

Self-Efficacy Implication for Managing Classroom Behavior Problems

HIGH
"I know I can manage misbehaviors"

- Active
- There are management strategies
- Students' outcome target
- Well-preparation
- Putting effort hard
- Implementing creative problem solving
- Learning from setbacks
- Imagining well-managed classroom
- No stress

TEACHERS' SELF-EFFICACY IN MANAGING CLASSROOM BEHAVIOR PROBLEMS

1. Activeness
2. Behavior Management Strategies
3. Goal Setting
4. Classroom Preparation
5. Teacher's Effort
6. Creative Problem Solving
7. Setbacks Reflection
8. Success Visualization
9. Teacher Stress

LOW
"I don't think I can manage misbehaviors"

- Passive
- Ignoring classroom misbehaviors
- No target for students' outcome
- Less-preparation
- Weak effort
- No alternative strategies
- Assuming their low competence
- Easily being stress
- Excusing the failure

Figure 3.1 A Model of Teachers' Self-Efficacy Beliefs in Managing Classroom

Behavior Problems

It shows that teachers who have high self-efficacy for implication in managing classroom behavior problems can be seen by the behavioral patterns as follows:

1) Teachers create active learning

2) Teachers can manage classroom misbehavior by some strategies, included proactive and reactive strategies.

3) Teachers set the target of students' outcome

4) Teachers prepare the teaching well, included the material preparation, activities planning, etc.

5) Teachers try hard to manage the class well and be able to get through to even the most difficult students (do repeatedly the behavior management to the students who misbehave)

6) Teachers can implement creative alternative strategies in coping classroom misbehavior

7) Teachers learn from their failure experience in managing classroom behavior problems as the reflection to create well-managed classroom

8) Teachers visualize that class will be managed successfully or the teacher can minimize the classroom misbehavior

9) Teachers do not feel stress and give up toward classroom misbehavior

While teachers who feel that their self-efficacy is low can be seen from the behavioral patterns as follows:

1) Teachers keep passive learning

2) Teachers ignore classroom misbehavior during their teaching learning process

3) Teachers have no target for students' outcome

4) Teachers have less-preparation for classroom

5) Teachers do not put effort hard to cope misbehavior in class (reluctant to try any strategy in managing classroom misbehavior)

6) Teachers have no any creative strategies in managing classroom misbehavior

7) Teachers assume that setbacks in managing class is caused by their low competence in managing classroom

8) Teachers feel worry and easily become depressed in managing classroom behavior problems

9) Teachers make excuses for their failing in managing classroom misbehavior

From those behavioral patterns, the researcher was easily able to categorize the beginning teachers who have high and low self-efficacy in managing classroom behavior problems at IEP in Facullty of Sharia and Law UIN Sunan Ampel Surabaya Academic Year 2013-2014 using *yes* or *no* checklist form. However, the researcher only took 5 indicators of behavioral patterns because the 4 others cannot be observed in classroom. Those five indicators are teachers' activeness, behavior management strategies, classroom preparation, teachers' effort, and creative problem solving. The 4 others needs in-depth observation which can be obtained by conducting interview to the teachers.

2. *Interview*

Semi-structure interview was conducted in form of in-depth interview. The beginning teachers were expected to explore how they convince themselves that they are competent in managing classroom behavior problems. This interview was conducted as another way of investigating teachers' self-efficacy because there are some behavioral patterns of teachers' self-efficacy that can be observed in classroom. They are goal setting of the teachers, setbacks reflection, success visualization, and stress limitation. Furthermore, there is a behavioral pattern that should be emphasized not only by classroom observation, but also by interview. It is behavior management strategies.

Then, interview was also used to identify the factors that influence teachers' self-efficacy. The researcher stood on the factors influencing teachers self-efficacy in managing classroom based on four main sources of self-efficacy stated by Bandura and one stated by Giallo and Little *(See Appendix 4)*. However, the researcher did not limit the other factors probably influence the teachers' self-efficacy in managing classroom behavior problems at IEP in Faculty of Sharia and Law UIN Sunan Ampel Surabaya. The researcher involved to record and takes notes during teachers' interview process.

G. Data Analysis Technique

In light of qualitative method, the researcher analyzed the data descriptively. The researcher transcribed the teachers' interview of investigating teachers' self-efficacy and factors influencing their self-efficacy. Then, the researcher also described the classroom observation in attempt recognizing classroom behavior problems and investigating teachers' self-efficacy of beginning teachers.

Finally, the researcher descriptively put the interpretation towards the data to be discussed into the findings of the research with consistently referring to the research question as ensuring way whether the questions are answered. In essence, the data obtained from interview and observations were analyzed through these following detailed techniques:

1. Data Reduction

Reducing data refers to choosing the primary data that only needed by the researcher. Reducing data means to choose and focus on the main topic of the research.[10] To reduce data in this study, the researcher coded data as follows:

a. categorizing the types of classroom misbehavior found from classroom observation.

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[10] Sugiyono. *Metode Penelitian Pendidikan: Pendidikan Kuantitatif, Kualitatif, dan R&D.* (Bandung: Alfabeta Bandung, 2012), 338

b. categorizing the behavioral patterns of teachers in managing classroom behavior problems which show whether the teachers' self-efficacy is high or low.

c. categorizing the main factors and other factors that influence the teachers' self-efficacy.

2. Data Display

After conducting the technique of reducing data, then the researcher set the technique to display the data. In qualitative method, the data display are formed in short essay, graphic, matrix, network, flowchart, etc.[11] By displaying data, the researcher was expected to understand the data which have been categorized to be arranged in good structure. In this study, the researcher displayed the data as follows:

a. Classroom behavior problems

1) Firstly, the researcher used the data tabulation of classroom misbehavior occurrence in five classes.

2) Secondly, to help the researcher in displaying the data of each classroom misbehavior occurrence which had been tabulated, the researcher used percentages through this following formula:

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[11] Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D.* (Bandung: Alfabeta, 2012), 341

$$\text{Result} = \frac{\text{Total of each item of classroom behavior problems}}{\sum \text{Number of the classes}} \times 100\%$$

3) Finally, the researcher displayed the percentages of classroom behavior problems occurrence among five classes in form of chart and descriptive texts.

b. Teachers' self-efficacy in managing classroom behavior problems

1) Firstly, the researcher used the data tabulation of high and low teachers' self-efficacy category of each beginning teachers.

2) Secondly, from data tabulation, the researcher used percentages through this following formula to display the data of teachers' self-efficacy which is seen from each behavioral patterns:

$$\text{Result} = \frac{\text{Total of each item of behavioral patterns}}{\sum \text{Number of the teachers}} \times 100\%$$

3) Finally, the researcher displayed the percentages of teachers' self-efficacy of beginning teachers in form of chart and descriptive texts.

c. Factors influencing teachers' self-efficacy

1) The researcher displayed the main factors and other factors in the form of descriptive texts.

Furthermore, the researcher also interpreted those data in discussion part based on the theory used in this study.

3. Conclusion (Drawing or Verifying)

The last technique of analyzing the data is drawing conclusion. The conclusion in qualitative research can answer the research questions, however it sometime cannot answer the research question because qualitative research is not static when the researcher observed[12]. In this study, the researcher drawn the conclusion based on the data that had been interpreted by reflecting on the research questions.

H. Checking Validity of Findings

To meet the validity of the findings, the researcher conducted the classroom observation to the five classes in three times to proof the students' misbehavior commonly occurred and the behavioral patterns of beginning teachers dealing with teachers' self-efficacy in classroom. The researcher also invited the presence of co observers and took video record in classroom observation to attain the validation of findings in classroom observation. Besides, to check the validity of findings, the researcher confirms the findings with the subjects of research and theory used in this study.

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[12] Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D.* (Bandung: Alfabeta, 2012)*,* 345

I. Research Stages

This research is structurally conducted as following stages:

1. Preliminary Research

In order to clarify the problems linked to this research, the researcher began this study by conducting preliminary research since March 25th – Apr 17th, 2014. This preliminary research gave great information to the researcher about classroom behavior problems occurred at IEP in five faculties of UIN Sunan Ampel Surabaya. Through this step, the researcher could also ensure and figure out the real phenomenon about teachers' self-efficacy in managing classroom misbehavior at IEP in UIN Sunan Ampel Surabaya.

2. Designing Investigation

In this step, the researcher designed investigation for identifying the classroom behavior problems in form of the observation checklist. Investigation for teachers' self-efficacy was designed in form of the behavioral observation and interview which was adapted from incredible theories. Furthermore, identifying teachers' self-efficacy factors was done by using interview guide. In term of getting validity of those instruments, the researcher made validation sheets which were validated by the expert of classroom management and educational psychology. The validation sheets were made for validating observation checklist of classroom behavior problems and self-efficacy behavioral patterns. Furthermore, validation sheets also contained of interview guides for the teachers. Finally, after

accomplishing the requirement of good instrument, the observation checklist of classroom behavior problems was consisted of 21 items and the observation checklist of self-efficacy behavioral patterns was consisted of 5 items of high category and 5 items of low category. Furthermore, the interview guide had 5 question items of self-efficacy behavioral patterns and 6 question items of teachers' self-efficacy factors in managing classroom behavior problems *(See Appendix 1).*

3. Implementing Investigation

In term of investigating the teachers' self-efficacy of beginning teachers in managing classroom behavior problems, the researcher began to observe the classroom behavior problems through observation checklist. Then, the researcher observed the teachers' self-efficacy through behavioral pattern checklist and interview. The last, the researcher interviewed the teachers using interview guide to investigate the factors of teachers' self-efficacy.

4. Analyzing data

After obtaining data from some instruments used in this research, the researcher directly analyzed the data in attempt to get the answer of the research questions as stated in data analysis techniques above.

5. Concluding data

In term of getting the result of the research, the researcher concluded the findings. The conclusion of this study became the final report of this study.