

CHAPTER III

RESEARCH METHODS

3.1. Approach and Type of the Research

This research is a descriptive study using qualitative methods. The purpose of this qualitative descriptive research is to explain existing phenomena or realities, both natural and man-made. Fiantika et al. (2022) state that descriptive research is a type of research that focuses on describing or explaining a problem. Descriptive research aims to provide a clear and organized description of a population, situation, or phenomenon. Additionally, according to Abdussamad (2021), qualitative research methods are approaches used to study objects in their natural state, where the researcher plays a central role, data collection techniques involve triangulation, data analysis is conducted inductively, and the focus of qualitative research is more on understanding meaning than generalization. This method is based on qualitative data and presents it in a descriptive form without altering the variables. This approach emphasizes a deep understanding of the social context and characteristics of the phenomenon being studied, as well as paying attention to the meaning and experiences of the subjects being studied. Therefore, this research can provide a broad perspective on the social conditions being analyzed.

3.2. Variabels of the Research

Variables are one of the important components that researchers need to pay attention to. However, in qualitative research, the term variable is not used in the same way as in quantitative research. In this context, variables can be understood as the main focus or aspects that are studied in depth in relation to a phenomenon, so that the focus of the research becomes the center of attention, not variables in the statistical sense. Therefore, the focus of this research is: Student discipline in English language learning in seventh grade

at SMP Negeri 3 Sogae'adu, the factors influencing student discipline during the learning process, and the strategies used by teachers to manage and maintain student discipline in the classroom. These three focuses form the basis for the development of research instruments, data collection, and analysis of findings.

3.3. Setting and Schedule of the Research

The researcher will conduct research at SMP Negeri 3 Sogae'adu, located in Sihare'o Sogae'adu Village, Sogaeadu Subdistrict, Nias Regency in January 2025. The research schedule will follow the academic calendar of SMP Negeri 3 Sogae'adu.

3.4. Source of Data

This study uses two types of data, namely primary data and secondary data. Primary data is obtained directly from the research subjects, namely English teachers and seventh grade students at SMP Negeri 3 Sogae'adu. This data is collected through in-depth interviews and direct observation of the English learning process in the classroom. According to Creswell and Poth (2018: 159), primary data in qualitative research is data obtained directly from individuals or groups who experience the phenomenon being studied. Meanwhile, secondary data is pre-existing information collected to complement primary data, such as student attendance records, school regulations, and other records related to the implementation of learning and student discipline. Thus, this data can strengthen the analysis results and provide additional context in this study.

3.5. Instrument of the Research

Research instruments are tools used by researchers to collect data in the research process. In a qualitative approach, the researcher acts as the main instrument because the researcher interacts directly with the subjects, observes, interviews, and interprets the data in depth. Sugiyono (2021: 312) states that in qualitative research, “the researcher is the main instrument,” meaning that the researcher is the main instrument in data collection and analysis. To facilitate data collection, researchers also use three supporting tools, namely: Observation Guidelines, which are used to record student behavior during English language learning, particularly in relation to discipline. Observations were conducted directly in the classroom to determine how students responded to rules, teacher instructions, and their involvement in the learning process. Observation guidelines were developed systematically based on indicators of discipline in learning. Researchers then used interview guidelines to gather more in-depth information from selected English teachers and students about their views on discipline, influencing factors, and teacher strategies for managing discipline. These guidelines included open-ended questions designed based on the focus of the study. Finally, documentation, where documentation tools were used to collect additional data such as lesson schedules, school rules, attendance lists, and other relevant documents. This documentation helped provide factual data to support the results of observations and interviews.

3.6. Data Collection Technique

The data collection techniques used in this qualitative study employ three main methods, namely observation, interviews, and documentation. These three techniques are used to obtain in-depth and comprehensive data on student discipline in the English language learning process, as follows:

a. Observation

Observation was conducted directly in the classroom during the learning process. The purpose of observation was to observe student behavior related to discipline, such as punctuality, attention to teacher instructions, participation in learning activities, and compliance with classroom rules. The researcher used an observation sheet as a guide to systematically record these various aspects. According to Moleong (2019), observation is a data collection technique that involves direct observation of the social situation and behavior of the subjects being studied.

b. Interviews

Interview techniques were used to gather more in-depth information from English teachers and seventh-grade students. The interviews were semi-structured so that the researchers had a set of guiding questions but remained flexible in their data collection. The interviews focused on perceptions of discipline, factors affecting discipline, and teachers' strategies for managing the classroom. These interviews allow the researcher to obtain verbal data that describe the views, experiences, and understanding of the research subjects (Creswell, 2018).

c. Documentation

Documentation was used to supplement data from observations and interviews. Documentary data collected included lesson schedules, school rules, student attendance lists, and photos or videos of the learning process (if possible). This technique aimed to reinforce field data results and provide concrete evidence of the observed phenomena.

3.7. Data Analysis Technique

This study, a qualitative approach was used to analyze the data. The analysis process was divided into three main steps: data reduction, data presentation, and conclusion drawing and validation. These steps aim to ensure that the data collected can be analyzed and interpreted in a structured way to answer the research problem statement.

The following is an explanation of the three main activities in qualitative data analysis:

a) Data Reduction

Data reduction is the first step in qualitative analysis which focuses on filtering and selecting data that is relevant to the subject of research. Researchers will process the raw data that has been collected, eliminate irrelevant information, and select parts of the data that can provide an understanding of the problem under study. In Framework Analysis 32 (Ritchie and Spencer, 2020), data reduction is done by categorizing and defining a framework as a tool to filter information. This process allows the researcher to focus on the most important elements of the data, thus avoiding information that could obscure or expand the focus of the analysis.

b) Data Display

Once the data reduction process is complete, the next step is to present the data in a way that is easier to understand and allows for deeper analysis. At this stage, the data that has been selected is organized in a more structured format, such as descriptions, tables, matrices, or concept maps. According to Braun and Clarke (2021), visual display of data helps researchers to more easily spot patterns, relationships or trends. In Framework Analysis, for example, matrices are used to illustrate the interrelationships between identified categories and themes. With a more visual display of the data, researchers can discover broader aspects and understand the relationships between these elements.

c) Drawing & Verifying (Conclusion)

After organizing and analyzing the data, the final step is to draw conclusions and verify. In this phase, researchers compile findings based on the data that has been analyzed. The conclusions drawn were then verified with techniques such as data triangulation, which compares results from different sources or methods, as well as member checking, where the researcher asks for confirmation from participants to ensure the accuracy of the findings. This verification process is crucial so that the conclusions made are not affected by bias or incorrect assumptions. In Framework Analysis, this step also includes double-checking the data to ensure that the conclusions drawn are in line with the information at hand, so that the research results can be scientifically justified.

Through the use of these methods, this study aims to provide a thorough understanding of student discipline in the English language learning process in grade seven at SMP Negeri 3 Sogae'adu.