

CHAPTER III

METHODOLOGY

This chapter outlines the research methodology employed in this study to answer the research questions and achieve the research objectives. The methodology chapter covers some sub-chapters, including the research design, the research site, and participants, the data collection method and the procedure, the data analysis, and lastly, the data triangulation used in this study.

3.1 Research Design

This study employed a qualitative research method; emphasizing the understanding of phenomena through thorough and natural elaboration, using various methods, for instance, interviews and observations without statistical procedures. The aim was to reveal the meaning, concepts, and characteristics of a social phenomenon or event (Sidiq & Choiri, 2019). Qualitative research covers gathering and analyzing data from various factual substances, for example, case studies, interviews, personal experiences, and cultural objects (Denzin & Lincoln, 2018, p. 43). Based on that reason, the qualitative research method was deemed the most suitable for addressing the research questions in finding the teacher's translanguaging practices and the benefits and challenges of translanguaging in EFL classroom settings.

This study explored how teacher practices translanguaging and the benefits and challenges faced in practicing translanguaging in the classroom. In connection with the research objectives, this study utilized a case study research design, which did not claim to make generalizations about the entire population (Mazak & Herbas-Donoso, 2014). Furthermore, case study research uses detailed, in-depth data collection from various sources and reports on case descriptions and themes, with the unit of analysis being either multiple cases or a single case (Creswell & Poth, 2018, p. 96). This aligns with Yin (2018), who viewed a case study as an opportunity to highlight theoretical concepts or principles for a specific case or a contemporary phenomenon. In this case, this study explored the phenomenon of translanguaging in the context of EFL from various sources.

3.2 Research Participant and Site

The participant and site in this study were selected purposefully based on the research question. According to Sidiq and Choiri (2019), the selected site and participant aim to help the writer understand the specific case and address the research questions.

3.2.1 Participant

This study used purposive sampling, in which participant is selected based on specific criteria aligned with the research objectives (Sidiq & Choiri, 2019). Based on this approach, the participant of this study was an English teacher at a public junior high school who was selected due to their relevance to the study's aim and their willingness to participate. Before the data collection had been conducted, the participant was notified about the data collection procedure and their rights during data collection. The participant also gave consent for the recording during the class observations and interview.

To protect the participant's identity and privacy, this study did not mention the participant's name in reporting the data or analysis. As Creswell and Creswell (2018) argue, ensuring the participant's anonymity can allow the participant to retain ownership of the voices and independence in decision-making. Thus, in this study, the participant was referred to as 'Teacher' or 'T' in the reports and analyses. The selected participant was deemed suitable to address the research objective, considering that the participant has an understanding of translanguage and actively practices translanguage in the English classroom.

3.2.2 Site

As mentioned in the previous paragraph, the participant was a teacher from one of the Junior High Schools, the site of this study was in the school where the participant is teaching; a Public Junior High School located in Lembang, Bandung Barat, Jawa Barat. According to Sidiq and Choiri (2019), in a qualitative study, the researcher gathers data at the site on the aspects considered relevant to the problem studied; in this case, translanguage practices as implemented by the teacher (participant). The study was conducted in three different classrooms from grade 7 which are taught by the participant. These classes were chosen based on

the alignment of the schedule and availability. Each class had two sessions; all the sessions were video recorded for data validity.

3.3 Data Collection

This study collected the data using class observation and interviews with the EFL English teacher. As Fallas-Escobar (2019) stated, gathering data for qualitative research includes interviews and observation. Thus, the expectation of this study was to reach validity and reliability by using a case study design with class observation and interview as the data collection instrument.

3.3.1 Observation

In this study, class observation was the first instrument conducted to collect data. An observation, according to Sidiq and Choiri (2019), is a process of seeing, monitoring, ‘recording,’ and keeping track of behaviors systematically for a certain purpose; in this case, the writer observed and video recorded all the sessions of the learning process conducted by the EFL English teacher. Therefore, the writer was able to observe how the teacher practiced translanguaging, identified its benefits and challenges experienced by the EFL English teacher, and examined the strategies used to address the challenges in the classrooms. The writer chose three different classes in grade seven.

In this study, the observations followed the teacher's schedules for two weeks and were conducted for six meetings in three different classes. Furthermore, the writer adapted the observation sheet from García and Li (2014) and García and Kleyn's (2016) translanguaging characteristics to note the important information regarding translanguaging practice in the classroom during English lessons (see Appendix 1, p. 58). The observations were conducted in a non-participatory manner to maintain the objectivity and nature of the case study (Liu & Maitilis, 2010). All sessions of the class were observed for 4 sessions (approximately 160 minutes per class). As discussed by Creswell and Creswell (2018), observations should be done over time to understand the setting of the site. By this consideration, the data gathered from the class observation was expected to give a clear view of the EFL English teacher's translanguaging practices and note the benefits and challenges during the class.

3.3.2 Interviews

An interview is used as an instrument in this qualitative research that facilitates the writer to gather more detailed information and perceptions from the participants. As Patton (2015) argued, the interview is a purposeful conversation in which one person (the interviewer) asks questions of another person or people (the interviewee). In this study, the writer acted as the interviewer, and the teacher was the interviewee. The type of interview employed in this study was a semi-structured interview, used as the following instrument after class observation was conducted.

This study investigated more detailed information regarding the EFL English teacher's practice of translanguaging and the benefits and challenges faced. The teacher was interviewed to explore more data besides the observation. The interview adopted interview protocols outlined by Creswell and Creswell (2018), including recording the sessions, taking notes, providing a background of the interview process, and structuring the interview with an introduction, an opening question, content questions, probes, and closing instructions. Moreover, some of the questions from the semi-structured interview were adapted from Riswanto (2022), and more questions were based on the class observation and their response during the interview (See Appendix 2, p. 59). The interview session took approximately 5-10 minutes. The conversation during the interview was audio recorded and transcribed for clear and detailed data.

3.4 Data Analysis

This study used thematic analysis to analyze the data gathered from the class observation and interview. According to Braun and Clarke (2006), thematic analysis is an analytic method that examines themes or patterns. The process of analyzing data using thematic analysis involved several steps, including familiarizing the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report.

3.4.1 Data Analysis from Classroom Observation

In analyzing the data collected from class observation, the writer tried to understand the classroom situation by reading the notes from the observation

checklist and watching the recorded observation. Then, continued by giving codes to each data to make it easier to discover and recognize the ideas. After coding, the next step was brainstorming the topic ideas to look for the patterns and relationships within the data. Then, the coded data were categorized into predetermined themes adopted from García and Li (2014) and García and Kleyn (2016) by analyzing the patterns to determine which data accurately portrayed the themes (See Appendix 3, p. 60). The next step was making the interpretation and naming each theme. Moreover, the final step was validating the data that had been interpreted to make the final statement.

3.4.2 Data Analysis from Interview

Furthermore, the data analysis for the semi-structured interview was treated the same way as the data from the classroom observation. First, the writer made the transcription of the recorded interview into a written text to familiarize the data easier. After transcribing, the next step was coding the data. Then, the data was categorized into several predetermined themes adopted from García and Li (2014) and García and Kleyn (2016) based on the relationships within the data (See Appendix 3, p. 60). The next step was reviewing themes to see the practice and challenges based on the participants' experiences in practicing translanguaging, as shown in their responses. It was continued by defining and naming the themes. It ended by presenting the findings and concluding the data analysis.

3.5 Data Triangulation

The data gathered from class observations and interview session was triangulated in this study. According to Patton (2015), triangulation is the use of multiple methods or data sources in qualitative research to build a comprehensive concept of phenomena. Denzin (1978) and Patton (2015) classified triangulation into four types in a qualitative study: data triangulation, triangulation of sources, methods triangulation, and last is investigator triangulation. This study used data triangulation to help generate convincing results for a case study (Jonsen & Jehn, 2009). Overall, data triangulation, as explained by Honorene (2017), refers to the

employment and combination of various methods of research in the study of the same phenomenon.

This study attempted to validate data using data triangulation; the writer will cross-verified data collected through classroom observations and teacher interview (Patton, 2015). Data triangulation in qualitative studies can lead to a more comprehensive understanding of the phenomenon studied in this research (Carter et al., 2014). Thus, the writer was convinced that this data triangulation was suitable for this study and was able to validate the validity of the data presented in this study regarding the exploration of teacher's practice of translanguaging and its benefits and challenges from practicing it in Indonesian EFL class.