

CHAPTER III

RESEARCH METHOD

Chapter III explains the systematics of this research. The areas of discussion in this research are discussing the research design conducted by the researcher, research setting, data collection, data analysis and timeline of the study.

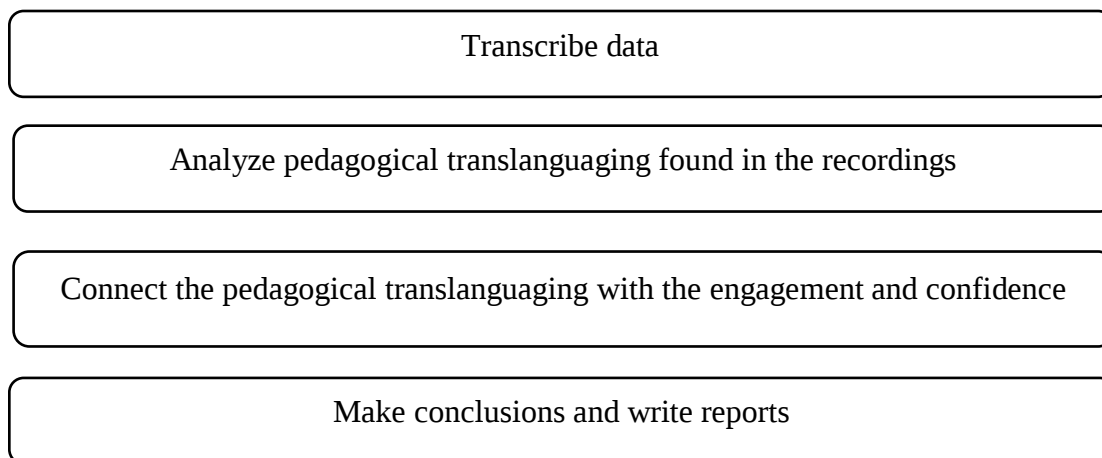
3.1 Research Design

This current study uses qualitative research methods because it aims to acquire in-depth insights on the phenomenon of translanguaging in teaching and learning approach through linguistic description. This study applies qualitative research methods, as also demonstrated by Wirza and Gunawan (2025), who utilized observations, gain in-depth insights into translanguaging practices. According to McCusker & Gunaydin (2015), qualitative methods are used to answer questions about "what", "how", or "why" of a phenomenon. The choice of using qualitative methods in terms of research objectives is to record any information of which this research highlighted explicitly about pedagogical translanguaging helps students' engagement and confidence in English the classroom. Dörnyei (2007) asserted that qualitative approach describes clearly about social phenomena as they take place in the natural setting without any attempt to manipulate the situation under study.

These are the steps taken in the present research:

Determine research questions

Collect data (through audio recordings in the classroom)



3.2 Research Setting

Research data setting are a very important part for researchers because accuracy in selecting and determining the type of data source will determine the accuracy, depth, and appropriateness of the information obtained. Data were collected through class observations and data transcription. Class observations were undertaken because the researcher hoped to obtain authentic empirical data on the use of pedagogical translanguaging in the processes of English teaching and learning.

All conversations were taken in one tutoring center with one female teacher, one female and four male students ranging from 9-11 years old, 1 class in 3 meetings and the level is beginner. The subject in this study was an English teacher (the researcher) and five students who could speak Indonesian and English. The researcher taught English in one of the tutoring centers in Bandung, West Java, Indonesia where this tutoring center does not allow teachers or students to use any languages but English in the tutoring center's environment.

This site and participants were selected based on two considerations. First, the selection of this site was based on accessibility, familiarity, and practicality to conduct

the research. Emilia (2005) noted that choosing an appropriate site for research can facilitate the process of gathering data for the researcher. Second, the selection of participants was based on the application of pedagogical translanguaging, which is relevant because the researcher was the one who teach in the classroom and the students who are the beginners in learning English, also are very active in the classroom so that the researcher can find various types of engagements.

3.3 Data Collection

Data collection is a significant initial stage in research. To obtain valid and accountable data, in this study the researcher used classroom observation and documentation techniques in the data collection techniques. In this study, the researcher conducted documentation by teaching in the classroom and recording the situation in the class by audio recording. The data produced is the dialogue created from real learning situations.

3.3.1 Classroom Observation

To collect the data for the first research problem in this present study is classroom observation. According to Cohen, Manion, and Morrison (2017), the classroom observation technique is the basic technique to assess human behavior in real life. This is in line with Hamied (2017), who stated that an observation is a way to get a better understanding of the natural setting without any alteration. Furthermore, it is the method that allows the researcher to take field notes on the behavior and activities of individuals in the research site (Creswell, 2009). The observation process in this study was conducted to see how the pedagogical translanguaging's implementation impacts students' engagement and confidence. It was done by recording what the teacher and students were doing in the class activities, such as the teacher reviewing the lesson, questioning students, playing games, and asking students to learn.

For this study, the classroom observation was performed three times. The data for the observation were collected by audio recording the educational activities and interactions. Both the teacher's and students' activities during learning in the classroom to identify important information related to the present study. The use of the recording allows the researcher to replay and re-observe it in order to get a better understanding of each meeting conducted by the teacher.

There are some learning topics or materials taught in the classroom of this research site based on the tutoring teaching materials, as presented in the following table:

Table 3.1 List of English Learning Materials

Meeting	Learning Material
1	Wild Animal (Enhancing vocabulary from the online presentation)
2	Wild Animal (Telling description of animals from the online presentation)
3	Wild Animal (Reading story from the students' book) (resource)

3.4 Data Analysis

The collected data were analyzed by using the theory of Miles and Huberman (2014). In this analysis, there are three stages. The first is data condensation, then data presentation and drawing conclusions.

1. Data Condensation

According to Miles and Huberman (2014) stated that data condensation refers to five processes, such as: selecting (selection process), focusing (narrowing down),

simplifying (simplification), abstracting (summarizing), and transforming (data transformation). In data condensation refers to the process of selecting, focusing, simplifying, separating and moving data in this study is described as follows: Data collection, conclusions, withdrawal/verification, data condensation and data presentation.

1.1 Selecting

Miles and Huberman (2014) stated that in analyzing data, researchers must act selectively, the meaning of selective is being able to determine which dimensions are more important, which relationships may be more meaningful, what information can be collected and analyzed. The researcher collected all information in the form of audio recordings in the classroom in one tutoring center in Bandung West Java, Indonesia. At this selecting stage, the researcher first recorded audio in the classroom for three meetings, then transcribed all the recorded data, selected which conversations were included in translanguaging and then marked which conversations were included in the data. Data selection was done by giving marks that were in accordance with the context of engagement and confidence. Every data related to translanguaging, engagement and confidence was continuously maintained and used to support the research results. The following is an example of data that has been transcribed and selected.

Teacher: "Have you eaten? Have you had your lunch?"

Student 1: "I don't eat anything."

Teacher: "Why?"

Student 2: "I eat..."

Teacher: "You eat what?"

Student 2: "**Bolu.**"

Teacher: "What is **bolu** in English? It's a cake."

Student 2: "**Bolu rasa pisang.**"

Teacher: "The banana cake?"

Student 3: "You know Indonesian!"

Teacher: "No I don't know."

Student 4: "Woof woof."

Teacher: "Don't bark you're not dog. Okay let's play...."
 Student 1: "Hide and seek."
 Teacher: "No, **like ABC lima dasar.**"
 Student 3: "You speak Indonesian!"
 Teacher: "I don't know what it's in English."
 Student 1: "ABC!"
 Teacher: "I mean how to sing it in English."
 Student 3: "Are you sure?"
 Teacher: "Yes, so we will play it. You have to put your fingers as many as you want."
 Student 1: "**ABC lima dasar! ABCDEFGHIJKLMNOPQ.**"

The researcher transcribed all audio recordings from several meetings and then transcribed them into conversational dialogues. The researcher then selected any words and phrases that contained translanguaging. In the data above, the researcher marked the words and phrases in the conversation in bold.

1.2 Focusing

Miles and Huberman (2014) stated that in data analysis it is necessary to focus on data as a form of pre-analysis. At this stage, researchers focus on data related to the focus of the research. This stage is a continuation of the data selection stage. Researcher only limit data based on the formulation of the problem. The focus of the data in the study is the implementation of translanguaging on students' engagement and confidence. Data that is not related to the problem formulation will not be used as research data. In this stage, researcher sorts each data based on the focus of the data on each problem formulation in this study. Researcher marks each data related to each formulation using tables. Researcher uses tables to divide which ones are included in research question one, which is about engagement, and research question two about confidence.

Table 3.2 Data Condensation (focusing)

No	Example of Translanguaging	Types of engagements	Function of confidence
1.	Bolu	Cognitive	Enhancing willingness to ask questions
2.	ABC lima dasar	Behavioral	Increasing classroom participation
3.	Qris masa gak tahu	Emotional	Increasing classroom atmosphere
4.	Singa laut	Cognitive	Enhancing willingness to ask questions
5.	Pakai kaki juga	Behavioral	Increasing classroom participation
6.	Pilot	Conitive	Increasing classroom participation
7.	Sate rendang bakso tempe	Emotional	Increasing classroom atmosphere

8.	Kentut	Emotional	Increasing classroom atmosphere
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In this stage, the researcher focused solely on phrases related to translanguaging and then began to divide them into several types of engagement and their functions in developing student self-confidence. In the table above, the researcher selected which data were included in the engagement and confidence types.

1.3 Abstracting

Abstraction is an effort to make a summary of the core, processes, and statements that need to be maintained so that they remain in it. At this level, the collected data is evaluated. At this stage of the research, the researcher repeats this abstraction process to ensure how much data is found, and also to ensure that no data is missed or incorrect in the analysis. The researcher only proceeds to the next stage after the researcher is sure that this stage is complete.

Table 3.3 Data Condensation (abstracting)

No	Example of translanguaging	Types of Engagements	Function of confidence
1.	Student4: “Miss I don’t... burung unta what?” [What is burung unta?] Teacher: “It’s ostrich.”	Cognitive	Enhancing willingness to ask questions
2.	Student 1: “ABC lima dasar! ABCDEFGHIJKLMNOPQ.” Teacher: “Oh it’s hard.” Student1: “ Qris! ” Teacher: “Why is it Qris? ”	Emotional	Increasing classroom atmosphere

3.	Teacher: "Why is it Qris?" Student 2: " Kue. " Teacher: "Kue? No! We are talking about animals. No qris."	Emotional	Increasing classroom atmosphere
4.	Teacher: "Why is it Qris?" Student 2: " Kue. " Teacher: "Kue? No! We are talking about animals. No qris." Student 1: " Qris masa gak tahu. " Teacher: "I know but qris is not animal."	Emotional	Increasing classroom atmosphere
5.	Student 1: "Miss, wait wait, what is this?" (Shows picture of gazelle) Teacher: "It's Gazelle." Student 2: "It's like kancil? " Teacher: "It's like rusa. Ok, let's move on! What animal has spots?"	Cognitive	Enhancing willingness to ask questions
6.	Teacher: "It's walrus. Ok let's continue." Student: " ABC lima dasar. " Teacher: "In English." Student 2: " Pakai kaki juga. "	Behavioral	Increasing classroom participation
7.	Student 2: "Pakai kaki juga." Teacher: "ABCDEFGHJKLMNPRS. Animal S." Student1: " Sapi. "	Cognitive	Increasing classroom participation

1.4 Simplifying and Transforming

Data that has gone through several stages up to the data abstraction stage in further research is simplified and transformed in various ways, namely through strict

selection, through summaries or brief descriptions, classifying data into a broader pattern, and so on. At this stage, the researcher examines each piece of data that has been divided into a table, and then the researcher groups each piece of data based on its category. After that, the researcher combines the data by summarizing it into a continuous sentence to make it easier to observe each finding and discussion in conducting data analysis. These results are carried out carefully and precisely on each data that has been collected. This stage is the last stage in condensing data. Next, the researcher moves on to the next stage, namely data presentation.

- 1 *Teacher: "You have to guess the animal from the clues that your friends give. Ok, ready?" (Teacher shows a picture of cheetah)*
- 2 *Student 2, 3, 4, 5: "This is so fast." (Students starts to give a clue with movements)*
- 3 *Student 1: "I know, **banteng**."*
- 4 *Student 3: "It's like so fast, it's [a] carnivore."*

In the simplifying and transforming stage, researchers focus on conversation fragments that include the context of the conversation, details such as grammar and numbers to show what line of the dialogue that need to be added so that the data can be read clearly and can be continued to the next stage.

2. Data Presentation

The second essential thing of data analysis is data presentation. Miles et al. (2014), define that data presentation is organized, where the presentation of this data is in the form of a brief description containing data information that allows conclusions to be drawn. This is designed to combine systematic information in a form that is worthy of being displayed. In this study, the researcher validated data in the transcription of the dialogue with the hope that it would make it easier for readers to understand this study. The following is the example of data presentation.

- 1 Teacher: "Ok the next one!" (Teacher spins the wheel) "Rai***!"
- 2 Teacher: "Describe the animal!" (Teacher shows a picture of giraffe)
- 3 Student 2: "Like this." (Student 2 gives movement)
- 4 Student 1: "Oh like this, *oh ada daun, ada pohon, nyam nyam nyam nyam.*"
- 5 Teacher: "In English."
- 6 Student 2: "*Lehernya panjang, warna?*"
- 7 Teacher: "The color is?"

In the data presentation, the researcher explains the context of the conversation, the classroom situation, and what happened in detail, then analyze which phrases are included in translanguaging. Furthermore, the researcher will analyze the engagement and confidence functions of the data. The researcher will also provide relevant quotes from the data found, making this analysis more meaningful.

Example of data presentation:

"The situation that occurred in this data was when the teacher moved on to the next student to play the guess the picture game. One of the students would turn their back to the TV screen, where the screen showed one of the wild animals. Then, the other friends would try to give clues so that the student who turned their back on the TV could answer correctly. When it was the next student's turn, the teacher displayed a giraffe on the screen and asked classmates to describe it. Taylor and Parsons (2011) emphasize that the actions taken, the materials utilized, the communication employed, and the instructional methods adopted by the educator must focus on engagement and understanding rather than solely on success.

One of the students immediately moved and gave the clue by saying 'oh ada daun, ada pohon, nyam nyam nyam nyam' (in line 4) then continued by another friend by saying 'Lehernya panjang, warna?' (in line 6). Those are examples of pedagogical translanguaging where students tried to switch the

language to explain something. Williams (2002) states that when learners use multiple languages for both receiving information and expressing it, they can enhance and enrich the L2 in their output. This phenomenon is also an example of cognitive engagement when students give a clue to help their friends guess what animal is on the screen. The way they explain it also uses Indonesian as a language that can help them express their explanations so that their friends can easily understand them. Clarke (2002) explains that cognitive engagement refers to the mental processes that learners utilize during their academic tasks. This indicates that cognitive engagement supports students actively participating in learning activities that connect their thoughts and understanding with their educational experiences. This is proven by the correct answer given by student 5 when she got clues from her friends.”

3. Drawing Conclusions

The third stage of data analysis is drawing conclusions and making verifications. From data collection, researchers interpret the findings and discussions based on valid data results so that the interpreted conclusions are the results of new findings that answer the research questions in this study.