

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents overview of research methodology of this study. Research design is presented first. Then, the overview is continued by setting of the study, participants of the study, and data collection. The data collection of this study is conveyed through some techniques: videotape, questionnaire, and classroom observation. Furthermore, data analysis and validity issue are presented in the last section.

3.1 Research Design

The present study applied qualitative study. This study investigated the quality of a particular relationship and activity, thus, it includes a small number of participants (Fraenkel., Wallen., & Hyun, 2012, p. 425). Moreover, Woods (1999, as cited in Aminuddin, 2009, p. 37) determines the qualitative study as “life as it is lived, things as they happen, situations as they are constructed in the day-to-day, moment-to-moment course of events.” By looking to this perspective, the qualitative research study is considered suitable for finding the answers to the research questions of this study.

In relation to the qualitative study, a case study was selected as an approach in gathering the data. There were several reasons in choosing the case study for this study. First, this study focused on the study of a case. It investigated the phenomena of code switching between LT and L1 in classroom interactions when the teacher was explaining lessons in teaching English speaking skill.

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Second, this study identified several things related to an activity or an ongoing process in the code switching itself. Third, this study involved a small number of participants. The participants were 98 students of three classrooms and an English teacher. The criteria for the participants are going to be elaborated later in sub section 3.3. Next, this study involved multiple data collection techniques, such as, videotape, questionnaire, and observation (Fraenkel., Wallen., & Hyun, 2012). It was chosen because the case study allowed the researcher to get the formal setting and provided an exact analysis of a particular aspect of teaching and learning process (Hopkins, 2008, p. 123).

3.2 Setting

The study was conducted in three classrooms with 98 students at a junior high school in Bandung, where is located in a crowded area. Although it is located in a crowded area, the school environment is quite nice for teaching and learning activity because there is a fine distance between the street and the classrooms, so the noise does not cause any distraction. Moreover, the school building is good and the environment is clean and comfortable. The classrooms situation is clean and neat. Also, the classrooms have good light which make the situation becomes comfortable for learning.

The study was conducted in the first semester and academic year of 2014-2015. They were 14th of August 2014, 18th of August 2014, and 12th of September 2014. There were three main reasons why this school was chosen for this study. First, the school environment was familiar for the researcher because it was the place where the researcher got teaching practicum activity for several months. It contributed to the comfort in doing the study. Second, the researcher has a good relationship with teachers, especially with the English teachers in this school.

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Third, based on the researcher's experience in doing teaching practicum in that school, the English teacher and students did not use full English in the teaching and learning process because of some limitations, such as students' lack of vocabulary, need in explaining lesson, need in checking students' comprehension, or anything else which gives chance in code switching to L1 occurrence. Meanwhile, the study was conducted in English course where each of the section was 80 minutes. In the realization, the teacher did not do the teaching in full 80 minutes. It took place because of distractions. The teaching and learning process of speaking skill was completed based on the teacher's style and preference in teaching and there was no influence given by the researcher.

3.3 Participants

The participants of this study were eighth grade students and an English teacher. For the student-participants, they were 98 in three classrooms. They were all treated as the student-participants without any exception. Table 3.3.1 presents the total number of the students in the classrooms:

Table 3.3.1 Total Number of Students in Three Classrooms

No.	Class	Female	Male	Total
1.	VIII-2	20	13	33
2.	VIII-4	19	14	33
3.	VIII-5	19	13	32
Total		58	40	98

Moreover, the teacher-participant for the study should meet some criteria. The criteria are: first, the English teacher teaches grade eight. The teacher is the one who teaches the student-participants in this study. Second, the teacher should be able to speak in Indonesian and Sundanese since the students have them as L1. Third, the teacher has to be a person who graduated from English education department.

3.4 Data Collection

The data of this study was obtained through multiple data collection, since this study employed a case study (Fraenkel., Wallen., & Hyun, 2012). The data collection techniques were videotape, questionnaire, and classroom observation. The videotape and questionnaire were the main sources in collecting the data. Furthermore, the information from these videotape and questionnaire were supplemented by information which was gathered through classroom observation. The classroom observation is considered as an important thing because it could enrich the data (Fraenkel., Wallen., & Hyun, 2012, p. 427). Therefore, the videotape and observation were conveyed in each meeting for three meetings of the English course. Meanwhile, the questionnaire was administered to teacher and students at the end of the investigation. It is in line with idea of Fraenkel., Wallen., & Hyun (2012) who state that in qualitative study, the data are collected in an going process, not only at the end. Each technique of the data collection is presented in the following.

3.4.1 Videotape

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In the present study, videotape was conducted for three times with 80 minutes duration for each meeting. Each classroom had once videotape. The videotape was carried to record the teaching and learning process. In the beginning of the class, the teacher told the students that the researcher was going to record the teaching and learning process and asked them to feel free as well as the usual day. In the realization, the videotape did not conducted full in 80 minutes because the teacher had something to do and it cannot be left and also because of distractions. Related to the need of the study, the videotape was conveyed in explaining part of the lesson. As Richards (1990) asserts, videotape is considered suitable for this study because it provides a more reliable record about the condition and what happens in the classroom (as cited in Aminuddin, 2009). In line with that, videotape gives benefits where it could monitor all dialogues inside the range of the recorder and it gives easiness later for the researcher in analyzing the data (Hopkins, 2008, p. 107).

The data from this recorder was transcribed and then used to analyze and to find out what types of code switching which took place in the teaching and learning process. Some of them were presented as examples to support the researcher's analysis. Likewise, these videotapes were also used to see the classroom condition, students' situation, and teacher-students interaction which may affect the teacher's preferences in switching to L1 in explaining the lesson. In addition, the researcher did not take any role in the teaching and learning process.

3.4.2 Questionnaire

In the present study, questionnaire was used to gather data from the teacher and students. Both questionnaires for the teacher and students for this study were adapted from Jingxia's (2010) questionnaires. These Jingxia's adapted

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questionnaires were also adapted by her from Duff & Polio (1990), Macaro (1997), and Levine (2003). The researcher of the present study did this adaptation since the questionnaires were made in well-constructed. Related to this, the adaptation of the questionnaires was done by the researcher based on the requirement of the study.

The teacher questionnaire consists of three parts. The first part is personal background which contains sex, age, educational level, and years of teaching. The second part is introduction which contains a definition about code switching, where it becomes the main topic of the present study. The third part is question which contains a series of questions about the teacher's point of view and causes of code switching to L1 occurrence. Likewise, the student questionnaire also consists of three parts. The first part is personal background which deals with sex and class/ grade. The second part is introduction. It is similar with the introduction part in the teacher questionnaire. The last is question part which contains questions that ask their perception about the occurrence of code switching to L1 which is conveyed by the teacher in teaching and learning process.

The teacher and student questionnaires were created in form of well-constructed questions in obtaining participants' responses (Panneerselvam, 2004, p. 13). It is appropriate to be used to find information related to diverse issues and it is effective to gain participants' attitude, perception, and opinion toward something (Richard, 2001; Alwasilah, 2002, as cited in Aminuddin, 2009). In line with that idea, McMillan (2012, p. 154) states that questions and statements in the questionnaire are proper to be used in discovering the participants' perception, attitude, and belief toward something. Related to that idea, the questionnaire is thought as an appropriate instrument for completing the present study.

Moreover, the questionnaires were administered at the end of the investigation. Before the students answered the questions on it, the researcher

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asked them to fill their identities, which were sex (male or female) and class. Then, the researcher explained purpose of the questionnaire and led them in answering the questions one by one. It was done to avoid misunderstanding towards the questions because the questions were created in English. Then, the researcher invited them to ask if they faced problem in answering the questions. For the teacher, the researcher just administered the questionnaire and stated the purpose of the questionnaire.

3.4.3 Classroom Observation

Classroom observations were conducted in collecting the data. The observations were carried out right in the same time as the videotape activities. The classroom observation is considered as an important thing to be done because it could give benefit where the researcher can come and observe what actually occurs in the classroom. It is also stated by Nunan (1989, as cited in Haris, 2006) that it will be better if the researcher does direct observation into the classroom if the researcher means to find out something in the classroom interaction. Also, he says that the researcher should spend time to look what takes place in the classroom. Related to this, it is thought as a valuable way to be done since this study is aimed to investigate the phenomena of using code switching in the classroom.

In the present study, the classroom observation was conveyed for three times in three classrooms, which were class VIII-2, VIII-4, and VIII-5. Each meeting has duration in 80 minutes. Related to the observation, field notes were used to complement the data from videotapes. The field notes contained information about the participants' activities, behaviours, actions, and situation in the classroom. This observation is called as "unobtrusive observation" where the

researcher does not interact with the participants (Driscoll, 2011, p. 160) .The researcher only videotaped their behaviour in the interactions. It is contrasting with “participant observation” where the researcher acts together with the participants and may become part of the participants (Driscoll, 2011, p. 160).

3.5 Data Analysis

It has been stated in the previous that this study used qualitative research with a case study employment. In this study, the data analysis was done by paying attention to Miles and Huberman theory about data analysis. They determine three concurrent flows of activity in data analysis: data reduction, data display, and conclusion (Miles & Huberman, 1984, as cited in Aminuddin, 2009). It allows the researcher to reduce and pick the needed data or the required data. After that, the result of data reduction was shown in the data display. Then, it was drawn and verified as the conclusion. Related to the data analysis, the data which were gathered from videotape, questionnaire, and classroom observation are elaborated in the following.

3.5.1 Videotape

3.5.1.1 The Transcription of Videotape

Firstly, data from videotape were transcribed into written form. Teacher’s utterance was presented by T symbol and students’ utterance was presented by symbol of Ss, S1, S2, S3, S4, and so on so forth. The participants’ names were changed to prevent such a violation about their privacy (see Appendix A).

3.5.1.2 Classification

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Then, the transcript was identified to figure out the occurrence of types of code switching which was conveyed by the teacher (excluding the students' questions and answers), where based on the theory of Poplack (1980) as cited in Jingxia (2010) (see Appendix B).

3.5.1.3 Quantification

The next step of this analysis process was quantification. The quantification was used in determining the number and percentage occurrence of code switching types in code switching to L1. The quantification formula was proposed by Sudjana (1984, as cited in Novitasari, 2013; Tajudin, 2013).

$$P = fo / n \times 100\%$$

p = percentage

fo = frequency

n = total number

3.5.1.4 Discussion the Findings

The final step in analyzing the data of videotape was discussing the findings of the code switching types in the transcript that had been quantified. Hence, the conclusion can be stated.

3.5.2 Questionnaire

3.5.2.1 Teacher Questionnaire

The teacher questionnaire was analyzed and presented per item in form of descriptive. The descriptive was made based on the answer of each question which had been written by the teacher on the questionnaire (see Appendix C).

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3.5.2.2 Student Questionnaire

The student questionnaires were analyzed per item. The students' answers on the questionnaires were analyzed and listed per item (see Appendix E).

3.5.2.3 Quantification of the Students' Responses

The answers of students on the questionnaire which had been analyzed before, were also counted by using formula suggested by Sudjana (1984, as cited in Novitasari, 2013; Tajudin, 2013) as follow.

$$P = fo / n \times 100\%$$

p = percentage

fo = frequency

n = total number

After the quantification was finished, the results were interpreted to gather the conclusion based on the students' perception towards code switching to L1.

3.5.3 Classroom Observation

The result of calssroom observation and field notes in observing the classroom was not counted or changed into percentage. It was used to connect all together about the types and cause of code switching took place in the classroom. Also, it was operated to link the teacher's and the students' perception about the code switching to L1.

3.6 Validity Issue

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Validity is considered as a crucial issue in developing a research. This validity is related to the credibility where it stands for the trustworthy and truthfulness of the study. In a qualitative study, there are several procedures which can be used to establish the credibility of a study. The procedures are triangulation, member checking, and auditing (Creswell, 2012, p. 259). Triangulation was used to validate the finding of the study, where it also could increase the validity and the trustworthiness of a study (Calabreses, 2006, as cited in Emilia, 2009, p. 198; Silverman, 2006, as cited in Emilia, 2009, p. 198; Setiyadi, 2006, p. 31). Triangulation is related to the process of collaborating evidence from different types of data (e.g., videotape, questionnaire and observation) and different individuals (e.g., students and teacher) with the same method, where these were used in this study (Creswell, 2012; McMillan, 2012). The use of more than one data collection technique permits the researcher in comparing and cross-checking the findings to achieve trustworthy finding (Atkins & Wallace, 2012, p. 111).