

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers the research methodology of the study. It consists of four sections which talk about research design, research site and participants, data collection techniques, and data analysis technique.

3.1. Research Design

This research used qualitative approach. It is relevant with the study since the researcher did not do any treatment to the samples, rather looking at them as they were, and the study was aimed to find samples' reasons in doing code switching and also samples' perception towards code switching. It is in line with Key (1997) who states that qualitative approach "emphasizes the importance of looking at the variables in the natural setting in which they are found". It is also relevant because the purpose of the qualitative approach is to understand people's interpretations about some particular concern (Key, 1997).

The descriptive method was used in this study. Descriptive method involves the collection of data aimed to describe existing condition (Hastuti, 2005: 5). No manipulation and no treatment were given to the variables. Qualitative descriptive research design was also suitable for this study since qualitative descriptive research is aimed at "describing, summarizing various conditions, situations, or phenomenon of social reality that exists in the society" (Bungin, 2008: 68).

Classroom observation, interview, and questionnaire were used as the data collection means.

3.2. Research Site and Participants

This study was conducted in SMA Negeri 12 Bandung, West Java, Indonesia. The school was selected due to the fact that it was accessible and located near a main road in Bandung (Jalan Soekarno Hatta). It was also selected because it had been accredited as grade A school. Besides, the researcher is an alumnus of the school, so it was easier to get access to this school.

One English teacher and one class consisting of 38 students were involved in this study. The English teacher was a nonnative speaker of English and has been teaching in the school for 26 years. The students were also nonnative speakers of English. In this school, English was taught twice a week with the allocation 2 x 45 minutes for each meeting.

3.3. Data Collection

Three forms of data collecting techniques were used in this study. They were classroom observation, interview, and questionnaire. The three forms of data collecting techniques were used to classify the types of code switching utilized by the teacher, find out the circumstances in which teacher code switch, and investigate the students' perception towards code switching utilized by teacher in EFL classroom. The three forms of data collection techniques are further described below.

3.3.1. Classroom Observation

Among other data collecting techniques available for qualitative research, observation stands out as being more distinctive since it “offers an investigator an opportunity to gather ‘live’ data from naturally occurring social situations”

(Cohen, et. al. 2007: 396). As one of the aims of this study was to classify the types of code switching utilized by teacher in EFL classroom, there was a strong need to conduct classroom observation to find out the types of code switching employed by teacher during the teaching and learning activity in the classroom and the circumstances in which they occurred. To help in conducting the observation and collecting the data needed, video recording and field note were used as the tools of data collecting method. The type of observation used in this study was non-participant and uncontrolled observation, since the researcher did not take part in the activity observed and the observation was carried out in the natural setting (Kothari, 1985: 96).

Classroom observation was conducted four times in two weeks. It was video-recorded, replayed, transcribed, coded, and analyzed to find out the types of code switching occurred based on Poplack's theory, and the circumstances in which they happened in order to answer the research questions. This method had a weakness in which the participants were aware of being recorded and thus they might act unnaturally. It happened in the first meeting, where the teacher looked very conscious in producing utterances. However, the problem was reduced in the next three meetings, probably because the teacher had managed to adjust to being recorded.

3.3.2. Interview

It is widely believed that interview can be used to collect deeper understanding of a matter being observed (Stainback 1988 in Sugiyono 2008). Semi-structured interview was used on both teacher and students, using Bahasa Indonesia. Tape recorder was used to record the interview sessions. The recordings were then transcribed, coded, analyzed, and described to answer the research questions.

One English teacher and five students were the interviewees in this study. The interview was conducted twice; once with the teacher and once with the

students. The teacher was asked several questions to answer the research question “In what circumstances does teacher code switch in EFL classroom?”. The questions were as follows.

1. Menurut Anda, secara ideal, bahasa apa yang sebaiknya digunakan dalam mengajar Bahasa Inggris?
2. Mengapa Anda beralih kode ketika mengajar?
3. Secara pribadi, Anda lebih nyaman menggunakan bahasa apa ketika mengajar? Mengapa?
4. Situasi seperti apakah yang menuntut Anda untuk beralih kode?
5. Berapa proporsi bahasa Inggris dan bahasa Indonesia yang Anda gunakan selama mengajar?
6. Apakah ada perbedaan penggunaan alih kode dalam masing-masing pembelajaran listening, speaking, reading, dan writing?
7. Bagaimana respon siswa mengenai bahasa yang Anda gunakan ketika mengajar?

The students were asked several questions regarding their perception towards code switching done by teacher in EFL classroom. The questions were as follows.

1. Secara umum, bahasa apa yang dipergunakan guru Bahasa Inggris kalian selama proses pembelajaran di kelas?
2. Menurut kalian, idealnya belajar bahasa Inggris itu menggunakan bahasa apa?
3. Menurut kalian, apakah alih kode yang dilakukan oleh guru bahasa Inggris itu berpengaruh dengan pemahaman kalian? Pengaruhnya baik atau buruk?
4. Apakah kalian nyaman dengan penggunaan alih kode yang dilakukan guru bahasa Inggris kalian ketika mengajar?
5. Kalian lebih suka guru kalian mengajar menggunakan bahasa apa? Mengapa?
6. Apa harapan kalian terhadap guru kalian dalam proses pembelajaran, khususnya dari segi penggunaan bahasa?

3.3.3. Questionnaire

Even though questionnaire is not a notable data collecting technique in qualitative research, it can be used to collect wider data than that of personal interview (Woods 2006). Based on the aims of this study, questionnaire was used to find out the general perception of the students regarding the use of code switching by teacher in EFL classroom. Students were asked several questions, both open ended and close ended, regarding their view on that matter. Their answers were analyzed and the result will be presented in tables and further explained in chapter IV.

3.4. Data Analysis Technique

Video recording obtained from classroom observation was replayed and transcribed. From the transcription, code switching found was highlighted, coded, and categorized into each type based on the theories of Poplack (1980) mentioned in Chapter 2.

Tape recording obtained from the interview sessions was replayed and transcribed. From the transcription, teacher's reasons and motives in code switching during the teaching and learning activity in EFL classroom were identified. From the transcription of the interview sessions with students, their perception towards teacher's code switching was explained.

The questionnaires collected from the students were identified and distributed into tables. From the data presented in tables, students' perception towards teacher's code switching was explained and used to back up the result of the interview.