

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides the procedure of doing the study. There are four sections that will be discussed in this chapter. The first section is the research questions. The second section is the research methodology which involves the method used and how the study is carried out. The research site, participant and data collection will be discussed in the third section. Meanwhile, the last section is about analysis of the data and the interpretation.

3.1 Methodology

3.1.1 Research Design

Qualitative study is employed in this research to gather a clearer picture and deeper understanding of the use of L1 in EFL classroom as well as teachers and students' perspective on it. Qualitative study, as stated by Fraenkel and Wallen (2006), refers to research study where the researcher intends to examine the quality of relationships, situation, activities, or materials, and then gives holistic description in detail of everything that goes on in that particular situation. In addition, the type of qualitative methodology used is descriptive case study. According to Yin (2003), descriptive case study is usually used to describe an intervention or phenomenon and the real life context in which it occurred (as cited in Baxter and Jack 2008).

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3.1.2 Research Site

This research was undertaken in a public junior high school in Bandung, West Java. The school was chosen because of the practicality and familiarity. The researcher was teaching in the school as PPL (Field Experience Program) teacher, thus the researcher had been familiar with the English teachers and the students. Therefore, it was expected that there will be natural performance in the instructional process during this study (Emilia, 2005).

3.1.3 Research Participants

The sample selection of this research was held by means of purposive sampling, where the site or individual was intentionally chosen from which the researcher can learn the most, understand and gain insight about the phenomena (Creswell, 1994). The participants involved were two English teachers and two classes of seventh graders consisting of 29 students and 27 students. There were 12 male students and 17 female students in class A, while in class B there were 14 male students and 13 female students. The classes selected were the classes where the teachers utilize L1 during the class, and were accessible. There was not any difference between classroom one and the other. Moreover, the seventh graders were chosen because they were not focusing on National Examination (UN), so hopefully the research will not disturb the preparation of the examination.

3.1.3.1 School Profiles

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The school where the research was carried out is a former RSBI (Pilot International Standard School) and one of the oldest schools in Bandung. English in seventh grade is taught twice a week, in which a meeting consists of two learning hours or 80 minutes.

3.1.3.2 Teacher profiles

Two English teachers who were involved as the participants in this study have different level of educational background and years of teaching experience. Teacher A was graduated from English Education Department in a state university in Bandung for diploma degree. She continued her study in the same department and university to get bachelor degree. She has been teaching in the school since 2005 up to present. Meanwhile, Teacher B was also graduated from English Education Department of a state university in Bandung for bachelor degree. To get master degree she continued studying in Management Department in a private university. She has been teaching in the school for eleven years.

3.2 Data Collection

The data gained in this research were collected through classroom observation, interview to the teachers, and questionnaire done by the students. The procedure of the data collection is elaborated below.

3.2.1 Preliminary Study

A pilot study was carried out in advance before the real study began. This pilot study was done in the same school and aimed to get overview of the research

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subject about the use of L1 in EFL classroom. The data needed were significantly found.

3.2.2 Observation

In order to answer the first question; what is the realization of the use of L1 in EFL classroom? Observation was carried out in the classrooms selected during the English lessons. Silverman (2006) states that observation gathers first-hand information about social processes in a naturally occurring situation. Merriam (1998) also points out that one of the reasons why an investigator gathers data through observation is to observe things which may lead to understanding the context.

Due to different activities and information gained, total of observation for each class is different. Class A was observed three times, while class B was only observed two times. The lessons were video recorded to help the researcher in examining the data. Note taking was also employed during the observation to help the researcher to highlight important things. Then, the data gained were transcribed to be analyzed in the next step.

3.2.3 Interview

The interview data aimed to investigate the teachers' perspectives on the use of L1 in the classroom. The form of interview was open-ended question and less structured. Less structured interview is suitable for case study research, where the questions are predetermined, flexible, and designed as follow up questions to

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investigate deep information (Hancock & Algozzine, 2006). Besides, to validate the accuracy of the research' finding, researcher tested the finding by employing member checking. According to Creswell (1994) and Merriam (1988), member checking is the process where the researcher takes the research findings back to the participant and asks the participant to check the accuracy of the account, in writing or in an interview.

3.2.4 Questionnaire

Questionnaire was employed in this research to find out the students' perspective on the use of L1 in the classroom. Questionnaire is the most common instrument used in descriptive method. It is extensively employed to collect the data about phenomena that are not directly observable, such as inner experience, opinion, perception, values, interest (Alwasilah, 2009). To ease the respondents, the questionnaire was in bahasa Indonesia. In addition, the questionnaire was in the form of Likert scale and there were 20 statements about the use of L1 in it. Likert scale is very easy constructed and scored for measuring perception or attitudes (Linn and Gronlund, 1995). The Likert Scale consisted of value from 1 to 5 which 5 was the most positive one.

3.3 Data Analysis

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Since the study was conducted through qualitative method, the data collection and analysis were simultaneously employed. The data were transcribed, classified and interpreted.

3.3.1 Analyzing Observation and Interview Data

The data gained from observation and interview were analyzed using the following steps from Dornyei (2007).

3.3.1.1 Transcribing the data

The recordings gained from observation and interview were transcribed to know thoroughly about the amount and functions of L1 in the classroom. All the data gained were retold, including nonverbal aspect in video tapes into a textual form. Then, the transcripts were condensed into briefer statements to enrich the main sense of what was said (Kvale, 1996) and were categorized by using thematic data analysis.

3.3.1.2 Pre-coding and coding

After all of the data were transcribed, the researcher did the pre-coding step in which the researcher read all the text to get the general sense, and reflected on them. Then, the researcher highlighted the texts and labeled it or it is said as coding. The process of coding helped the researcher to easily identify, retrieves and groups the data.

3.3.1.3 Growing ideas

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To develop main theme of the research, the researcher tried to grow ideas by preparing notes, transcript, and data display. This process helped the researcher to find the answer of research questions.

3.3.1.4 Interpreting the data and drawing conclusion

The final step was that the data were interpreted based on the research questions. Qualitative data is always possible to be interpreted in wider interpretation. In the end, the conclusions were drawn, and the researcher also gave some recommendations.

3.3.2 Analysis of Questionnaire Data

3.3.2.1 Calculating the Likert Scale

The data gained from the questionnaire were calculated using Likert scale, in which the steps were: scoring, finding out the score of the answer, calculating the central tendency of the answer, and classifying the average percentage. Those steps were done in order to make the statistical number (Ockert, 2005). The following is the elaboration of the calculation:

a. Scoring

To score the Likert scale, each answer was labeled with value from 1 to 5.

Below is the example of the scoring.

Table 3.1 The Scoring System of the Questionnaire

Category of answer	Strongly Disagree	Disagree	Partly Agree	Agree	Strongly Agree
Score	1	2	3	4	5

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Table 3.2 Example of Statements in this Research

No	Pertanyaan	Jawaban				
		Sangat Tidak Setuju	Tidak Setuju	Kurang setuju	Setuju	Sangat Setuju
		1	2	3	4	5
1.	Saya lebih suka jika guru menggunakan bahasa Indonesia untuk membuka dan menutup pelajaran	-	5	15	10	30

b. Finding out the score of the answer

To find out the score, the frequencies of the answer multiply by the value of each answer.

Score for option A (Strongly disagree) : $0 \times 1 = 0$

Score for option B (Disagree) : $5 \times 2 = 10$

Score for option C (Partly Agree) : $15 \times 3 = 45$

Score for option D (Agree) : $10 \times 4 = 40$

Score for option E (Strongly disagree) : $30 \times 5 = 150$ +

Total 245

Notes:

- The ideal score for the lowest value = 1×60 (students) = 60
- The ideal score for the highest value = 5×60 (students) = 300

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c. Calculating the central tendency of the answer

Calculating the central tendency of the answer employs the formula below:

$$P = \frac{f_o}{n} \times 100\%$$

Notes:

P : Percentage

f_o : The total value of answer

n : The ideal score of the highest value

(Sudjana, 1984 as cited in Nitiswary, 2012)

The calculation of the central tendency of the answer is below.

$$P = \frac{245}{300} \times 100\% = 81.67\%$$

d. Classifying the average percentage

The last step was to classify the average percentage based on the criteria below.

Table 3.3

Percentage of Central Tendency and its Interpretation

Percentage of Central Tendency	Interpretation
0% - 20%	Very weak
21% - 40%	Weak
41% - 60%	Enough
61% - 80%	Strong

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81% - 100%	Very strong
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(Akdon, 2008 as cited in Nitiswary, 20012)

The interpretation of score percentage was made to make description of the data more systematical (Ockert, 2005) and to classify the tendency of the answer.

3.4 Clarification of Terms

In order to avoid misinterpretation, some terms are clarified as follows:

- a. English as a Foreign Language or EFL: The study of English by people who live in place in which English is not used as a means of first language communication. In such a setting, the students have few chances to be exposed to English for communication outside classroom. (Gebhard, 2006 as cited in Santoso, 2010).
- b. First language or L1: A person's mother tongue or the language acquired first. In multilingual communities, however, where a child may gradually shift from the main use of one language to the main use of another, first language may refer to the language the child feel most comfortable using. (Richards *et al.*, 1985 as cited in Primary, 2012).
- c. Perspective: A way of thinking about something, especially one which is influenced by the type of person you are or by your experiences. (Harper Collins Publishers, 2011).

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