CHAPTER III
RESEARCH METHODOLOGY

This chapter covers the methodology used in the present study. As mentioned in Chapter I, this study seeks to identify the types and functions of code switching in schoolchildren's utterances from different age group, and to examine the schoolchildren's perspectives on code switching in their community. The rest of this chapter presents the research design, research site and participants of the study, data collection procedures of the study and data analysis.

3.1 Research Design

This study applied a descriptive qualitative approach to analyze the code switching phenomenon in a multilingual community. A qualitative approach is relevant to this study since it focuses on investigating a social phenomenon in natural event based on human behavior in the form of words, description, accounts, opinions, and feelings rather than number (Mackey & Gass, 2005; Walliman, 2011). In addition, Gillham (2000) argues that the characteristic of qualitative study focuses on what and how people behave, think, and feel. Moreover, a descriptive qualitative approach concerns the description of particular individual or group characteristics (Kothari, 2004).

3.2 Research Site and Participants of the Study

In this study, the researcher is interested in investigating code switching uttered by Indonesian schoolchildren. This study involved a schoolchildren community from a science and mathematics club in a bilingual elementary school in Bandung. Moreover, there were 26 children who participated in this study. They consisted of 10 girls and 16 boys aged between 8 to 11 years old. In addition, the club was separated into two groups. Group one consisted of 16 children whose age ranges from 8 to 9 years old, and group two consisted of ten children whose age ranges between 10 to 11 years old.

This researcher observed the types and function of code switching phenomenon in children's utterances around the club activity. Twenty five participants of this study are Indonesian children and one participant is Turkish. The information regarding each child's language background was obtained from

the children. Each child gave the information about what language they use at school and home. The data of children's language use are shown as follows.

Table 3.1 The Children's Language Use

Context / Language use	School (club)		Home	
	Group 1 (8-9 years old)	Group 2 (10-11 years old)	Group 1 (8-9 years old)	Group 2 (10-11 years old)
Indonesian	-	-	75%	50%
Turkish	-	-	-	10%
Both (Ind Eng)	81.25%	90%	18.75%	30%
Both (Ind Sundanese)	-	-	6.25%	-
Ind Eng Sundanese	18.75%	-	-	10%
Ind Eng Turkish	-	10%	-	-
Total	100%	100%	100%	100%

The Table 3.1 shows that all of children from the first and second group are more exposed to both of Indonesian and English at school. In addition, 18.75% children in the group one and 40% children in the group two also commonly use Indonesian and English at homes. Therefore, the data indicate that children use at least two languages in their daily communication.

3.3 Data Collection

This present study applied three techniques in collecting the data namely observation, video recording, and interview. This is as suggested by Walliman (2011) that methods such as asking questions, conducting interviews, observing without getting involved and immersing oneself in a situation are used as the primary collecting data in a qualitative research. In addition, the use of video recording here is to increase the validity and reliability of the study (Gillham, 2000). These techniques in collecting data are described as follows.

3.3.1 Observation, Video Recording, and Transcriptions

One of the aims of this study is to classify the types and functions of code switching. In the observation session, video recorded is needed to ease the transcription process. The club activity observation was conducted four times in

two weeks in which each group was observed two times. The observation process is needed to analyze every word, phrase, and clause uttered by children that are related to code switching types based on Poplack (1980) and the functions based on Reyes (2004).

The data were recorded by using video camera recording. As suggested by Rowe (2012), video recording and transcriptions give the advantages for the researcher to collect and analyze the data naturally from children language production. In order to get the data naturally, the researcher did not get involved in the children activities. The video recording provide the researcher detail information on the data which were missed during the observation. The data were collected from the children's language use during interactions with their friends in the club as well as with their teacher. After collecting the data through a video recording observation, the video data were replayed and transcribed. The process of transcribing aims to make the data easier to be analyzed. In the process of collecting data, the researcher faced some difficulties such as the noise and the children who were over active during the club activity.

3.3.2 Interview

In this present study, another method to gain the data is interview. The interview with children can produce unique, detailed, and trustworthy data that can be used to improve our knowledge on a variety of issues (Docherty & Sandelowski, 1999; Gill, Treasure, & Chadwick, 2008). Therefore, interview is a useful tool to gather the clear and depth data about the children's perspectives.

The interview was used Indonesian language because dominantly the children are Indonesian and in order to avoid the children's misunderstanding in answering the questions. In addition, the interview was also conducted individually to 26 respondents. This study used a semi-structured interview with open-ended questions because the subjects of the study are children. In line with this, Kalaja & Barcelos (2006) believe that a semi-structured interview with open-ended questions is the most suitable tool for collecting the data from the children because they can freely explain their view, thought, and feelings. In addition, interviewing children is more manageable and effective at school environment

rather than at home or other environments (Gill et al., 2008). Therefore, the interviews were held directly on February, 2015 at children's school environment.

The interview guideline and analysis were adapted from the study proposed by Vasquez (2009) on analyzing children's perspectives on code switching in a bilingual school. The interview questions consist of three questions related children language use and seven questions related the children's perspectives on code switching phenomenon in their community. Moreover, the sample of the interview question, to find out the children's perspectives on code switching in their community, is shown as follows.

Participant 25 (Q9)

>INTERVIEWER: *Apa pendapat dan saran anda terhadap penggunaan campur bahasa yang ada di lingkungan komunitas club anda?*
>
>[What is your opinion and suggestion on the use of code switching in your community?]
>
>INTERVIEWEE: "Engga bagus, Bagusnya Bahasa Inggris aja. <Lebih baik> Satu bahasa, Bahasa Inggris aja atau Bahasa Indonesia aja…. Gak apa-apa, bagusnya ga dicampur-campur, lucu aja soalnya kalau dicampur-campur.
>
>[No, it is not good, it is better if we only speak English, only one language English or Indonesian… Code switching is not good because it sounds funny.]

3.4 Data Analysis

After the data were collected, they were analyzed through several processes. The first step in analyzing the data was transcribing video recordings of the children club activity. Second, identifying sentences or utterances which consist of code switching. The next step was categorizing data which contain code switching based on the Poplack's (1980) types of code switching namely *tag switching, inter-sentential, and intra-sententia*l. Fourth, the data were analyzed based on the Reyes's (2004) functions of code switching. The sample of the data analysis is shown as follows.

Table 3.2 The Classification of Code Switching Types and Functions

No	Sentence(s)	Types	Functions
1	Group one C1: *Ok* gambarin pake pensil dulu.	Tag switching	Discourse marker
	Group Two C4: *Ih* what is your pencil or pen? I wanna borrow!	Tag switching	Emphasis
2	Group one C7: Emergency Fin, the glass *pecah*	Intra-sentential	Other
	Group two C6: *Kakak ih*, you are!	Intra-sentential	Person specification
3	Group one C4: *Ih ini keren-keren*, it is cool.	Inter-sentential	Insistence
	Group two C1: Tuhkan ada yang nanya *and then what?*	Inter-sentential	Question shift

After identifying the types and functions of code switching, the next step was analyzing the children's perspectives on code switching phenomenon. In order to find out the children's perspectives, the data were taken from the semi-structured interviewed section. In this study, the data were analyzed by following these steps: (1) transcribing and re-reading the tape recordings or notes made during the interviews; (2) classifying and identifying the most important points and information gathered using an analytical framework based on the topics discussed by the respondents during the interviews; (3) identifying the main ideas expressed for each topic; and (4) validating the findings of the study with other designated authorities (Vasquez, 2009).

Another step was quantification. Quantification was used to discover and reveal the occurrences of each type and function of code switching. In order to determine the percentage of each type and function, the numerical data need to be computed by using a simple scaling composed by Thorsten (1992 in Salma, 2013, p. 35).

$$P = \frac{F \times 100\%}{N}$$
Note: P = Percentage

F = Frequency

N = Overall Number

3.6 Concluding Remarks

This chapter has presented the research methodology which was employed in this study. The function of this chapter is as a guidance to determine the methodology of the study, the subjects, the data collections, and data analysis of this present study. In order to answer the research questions, further data analyses and data presentation are presented in Chapter IV.