

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents and discusses the method of research in details. It covers research questions, research method, data collection and data analysis.

3.1 Research Questions

There are three questions to be investigated in this study. The questions are formulated as follows:

1. What types of code switching are found in the EFL classroom?
2. Why do the teacher switch codes in the EFL classroom?
3. What are the students' perceptions toward teacher's switching in the EFL classroom?

3.2 Research Designs

This study utilizes a qualitative method with descriptive research in particular. Qualitative method is chosen because it allows the researcher to capture naturally people's personal perspective, interaction and experience (Freankle & Wallen, 2011, p. 435). In this case, the researcher tends to explore the phenomenon teacher's switching naturally in the classroom. Particularly analyze the types, reasons and the students' perception toward teacher's switching in an EFL classroom. According to Freankle & Wallen (2011 p. 425) qualitative method is appropriate for research in education and it concerned with the process as well as the product of the research.

Furthermore, this study is a qualitative case study. (Merriam as cited in Duff, 2009) defines case study as “The process of actually carrying out the investigation, the unit of analysis the bounded system, the case or the end product”. Then, Creswell (2012) argued that case study is an exploration of “bounden system” or case or multiple cases over time through detailed in depth data collection involving multiple sources of information rich in context. Since this study explore the phenomenon of code switching in single subjects, thus case study is suitable for this research.

3.3 Site and Participants

The research was conducted in one of Junior High Schools in Bandung. The researcher considers some aspects in choosing the school, which includes the school is accredited as grade A and it is relatively accessible, both administratively and distances.

The respondent of this study were a teacher and 35 students of eighth graders who are Indonesian native speaker. The teacher was chosen for the reasons that the he has been teaching at all levels from seventh grade to ninth grade and he has been teaching for more than five years that is why he has long experience in teaching English.

3.4 Data Collection

In collecting the data, the researcher utilizes three forms, which include classroom observation, interview and questionnaire. In addition, through three forms of data collecting techniques the researcher identify the types of code switching found in an EFL classroom, find out the reasons of the teacher for using code switching and analyze students’ perception toward teacher’s switching in an EFL classroom. Each technique of data collection is explained below

3.4.1 Classroom Observation

According to Alwasilah (2008, p.98) observation is a systematic process of monitoring and detailed examination of participants' behavior in naturalistic setting. The observation was conducted in an eighth grade class. Since the study identified the types of code switching in an EFL classroom, therefore classroom observation was suitable technique of collecting the data. The types of observation utilized non-participant observation. Fraenkle and Wallen (2011, p. 441) states that non participants belong to the situation when the researcher is presented at the scene of action and only observed the condition during the teaching and learning process in the classroom without interact or participate. Therefore, the researcher was not directly involved in the activity of teaching and learning process. The table below explains the schedule of observation and its content:

Table 3.1

Table of the schedule of classroom observation

Date	Activity
May 25th, 2015	Recording classroom activity
May 28th, 2015	Recording classroom activity
June 2nd, 2015	Recording classroom activity

In order to gain more useful data for this study, classroom observation was conducted three times in two weeks. In the first meeting, the teacher taught listening and speaking skill. In the second meeting, he taught reading and writing skill and in the third meeting he taught writing skill. The activities during the observation were documented as video. Thus, the researcher can transcribe, coded and analyzed the types of code switching

in an EFL classroom based on the theory proposed by Poplack. In addition, according to Alwasilah (2002) transcription is useful for the researcher in order to understand how respondent organized their perspective.

3.4.2 Interview

The second technique of collecting the data of this study was interview. According to Freankle and Wallen (2011, p. 445) interview is an important way for the researcher in order to gain information from the respondent. The interview was conducted after doing the observation. Semi-structured interview was used to gain the information from the teacher and students. Crocker (2010, p.186) argues that semi structured interview covered all the intended topic and the respondent feel that they are taking a part in a conversation with a purpose. Freankle and Wallen (2011, p. 446) further highlight that semi structured interview is designed to elicit a specific information from the respondent. The interview consisted of several questions related to the use of code switching in an EFL classroom and students' perception toward teacher's switching in EFL classroom.

To get more detailed information, the researcher interviewed one teacher and six students. Students who involved in the interview were chosen based on their English score in their class. They were student who got the highest score, students who got a middle score and student who got the lowest score. The researcher assumed that six students represent all members in the class.

To avoid misunderstanding and to make the interview easier for the participants to answer the questions, the questions in the interview were delivered in Bahasa Indonesia. It was recorded using a voice recorder. Then, the recording was transcribed, coded and analyzed to answer the research questions.

The questions for interviews can be seen in the following tables.

Table 3.2

Question to the teacher

No	Question in interview
1.	Apakah anda sering melakukan alih kode selama mengajar di kelas?
2.	Seberapa sering anda melakukan alih kode?
3.	Jelaskan alasan apa saja yang membuat anda melakukan alih kode?
4.	Dalam mengajar Bahasa Inggris, lebih nyaman menggunakan Bahasa Indonesia atau Bahasa Inggris?
5.	Dalam situasi yang bagaimana anda melakukan alih kode?
6.	Menurut anda, mengajar Bahasa Inggris lebih efektif menggunakan Bahasa Indonesia atau Bahasa Inggris?
7.	Diantara keterampilan menyimak, berbicara dan membaca keterampilan manakah yang sering menggunakan alih kode dalam mengajar?
8.	Apakah alih kode penting dilakukan dalam proses mengajar?

Some of the questions above are adopted from the study of code switching conducted by many researchers. Question 1 & 2 relate to the statement of Sert (2006) “code-switching has come into use in language teaching classes, either within the teachers’ or the students’ discourses”. Then, question 3 is based on the study conducted by Chowdhury (2013). He mentioned some reasons for classroom code switching such as class size and maintaining discipline, students’ background, etc. Question 4 relates to the

statement of Cook (2001) “Using L1 in English classrooms gives the students an opportunity to understand well”. Furthermore, Question 6 is relevant with the statement of some experts who argued that “Code switching to mother tongue while teaching target language may be productive or even necessary at some times” (Atkinson, Auerbach, Canagarajah, Frankenberg-Garcia, Harmer, Murakami as cited in Magid& Mugaddam 2013). Moreover, question 8 relates to the theory of Brown (2001) and Harmer (2007) who argued that the use of L1 in EFL classroom will give benefit for the students because it gives them some access what is being learnt with their own prior knowledge and experiences.

Table 3.3

Question to the students

No	Questions in interview
1.	Apakah kalian mengerti jika guru mengajar dengan menggunakan alih kode?
2.	Apakah guru kalian sering melakukan alih kode dalam mengajar?
3.	Apakah alih kode yang dilakukan oleh guru membantu kalian dalam memahami materi?
4.	Menurut kalian, dalam belajar Bahasa Inggris lebih nyamanditerangkan dengan menggunakan Bahasa Inggris atau Bahasa Indonesia?
5.	Menurut kalian, perlukah dilakukan alih kode dalam belajar Bahasa Inggris? Mengapa?
6.	Lebih suka guru menerangkan dengan Bahasa Inggris atau Bahasa Indonesia dalam mengajar? Mengapa?

Some questions to the students are based on the study conducted by some experts in the field of code switching. Question 2 is closely related to the statement of Cook (2001) “Classroom activity is natural code switching situation”. In addition, questions 3 & 4 are relevant to the statement of Butzkamm, Castellotti & Moore, McMillan & Rivers (as cited in Bailey, 2011) who point out that the pedagogical purposes of codes-switching such as; facilitating student comprehension, helping students’ vocabulary and managing classroom activities. Question 5 is based on the statement of Greggio & Gil (as cited in Bensen, 2013) “code switching has an important role in teaching and learning process in the classroom”.

3.4.3 Questionnaire

A questionnaire was used as an instrument in order to analyze the students’ perception toward teacher’s switching in an English as a foreign language classroom. The questionnaire was distributed to the students and consisted of 11 closed ended questions which were set based on some aspects. According to Freankle and Wallen (1993, p. 351) the advantages of using closed ended are that they can enhance consistency of the respondent, tabulate the result faster and easier and be more familiar with respondents.

There are several aspects related to the students’ perceptions toward teacher’s switching; these include students’ interest in English, students’ preferences, students’ ability in learning English, students’ difficulty in learning English and students’ needs.

3.5 Data Analysis Technique

In doing classroom observation the researcher documented the activity used video recorder. The video was transcribed, coded and analyzed the types of code switching found in an EFL classroom based on the theory proposed by Poplack (2012). Through the

transcription, the researcher highlighted the word, phrase or clause which considered as code switching.

During the interview, the researcher documented the activity used voice recorder. The recording was converted into transcription. The transcript of the interview was coded and analyzed to see the reason of the teacher for using code switching in an EFL classroom and to support the result from questionnaire related to students' perception toward teachers' switching in an EFL classroom.

The result of the questionnaires presented in the graphic. The data were identified to answer the questions of students' perception toward teacher's switching in an EFL classroom.