

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of the implementation of the research methodology in the present study. It includes research questions, research designs, research site and participants, data collections and data analysis. It also discusses research methodology which contains research method and the explanation about the data collection that the writer used.

3.1 Research Questions

The research questions in this research are as follows:

1. What are the most frequent types of code switching that take place in the EFL classrooms?
2. What are the teachers' motives of using code switching in the EFL classrooms?
3. What are the students' attitudes towards the use of code switching in the EFL classrooms?

3.2 Research Designs

This research employed mix method design between quantitative and qualitative study. The quantitative study is used to count the occurrence of code switching types done by the teachers and the questionnaires for the students. While the qualitative study used to describe the teachers' motives and students' attitude towards the use of code switching.

The writer uses qualitative study because the aim of this study is to investigate the classroom interaction between teachers and students as defined by Fraenkel., Wallen., & Hyun (2012, p. 425). As stated by Merriam (1998, cited in Duff 2008, p. 22), the qualitative study can be defined as an intensive, phenomenon, or social unit, holistic description and analysis of a single entity. According to Cresswell (2012), in a qualitative research the researcher relies on

the views of the participants and collects data largely consisting of words. These words, then describe and analyzed.

This present study employed a case study as an approach in gathering the data. According to Duff (2008, p. 27) case studies are particularistic, descriptive and heuristic and rely heavily on inductive reasoning in handling multiple data resources. There were several reasons in choosing case study as an approach. First, this study investigated the phenomena of code switching in classroom interaction. Second, this study focused on the teachers' motives and students' attitude on the use of code switching. Third, this study only involved a small number of participants. The participants of this study were 3 English teachers and 62 students. Last, this study involved multiple data collection techniques, such as observation, interview and questionnaires.

3.3 Research Site and Participants

This study was conducted in a public Junior High School in Bandung. This study analyzed two meetings of three different English teachers and 62 students. This research used observation, interview and questionnaire as the data instruments. The video transcripts are from a video-recorded interaction between students and a teacher in 2 different meetings. The result of the video recorded were transcribed and classified into types and motives of using code switching. The questionnaires were distributed to 62 students to find out their language attitudes.

This study conducted in the second semester of the academic year of 2014-2015. The writer chose this school because it has A school accredited and good predicated teachers. Besides, it was where the writer did pre-service teacher program, the English teachers in this school also graduated from a leading university in Indonesia. Thus, based on these reasons the writer expected to get a valid research result.

3.4 Data Collections

To obtain the data, this study involved multiple data collection techniques, such as classroom observation, interview and questionnaires.

3.4.1 Observation

The observation was a direct observation through video-recorded of 3 different meetings in English subject. As Richards, et al (cited in Linawati, 2015) mentioned, videotape is suitable for this research because it provides a more reliable record about the condition and what happens in the classroom. Nunan (cited in Handini, 2014, p. 24) also stated if the researcher means to find out something in the classroom interaction it will be better if the researcher does direct observation into the classrooms. This step is beneficial to enrich writer's understanding about teaching and learning language.

The observation was conducted by the writer when she did the pre-service teacher in that school. The classroom observation was done in three different classrooms, VII- C, VIII-C and IX-B. In this observation, the writer did not interact with the participant and only videotaped the interaction between teachers and students. This observation is called as "unobtrusive observation" (Driscoll, 2011, p. 160).

The data from this video were transcribed and analyzed to find out the most frequent types and motives of code switching that happened in the classrooms as the aim of this observation. The observation sheet used for this research was based on Canagarajah (1995). It was as follows:

Observation Sheet to the Teachers' Performance

Name :

Class :

Teaching Experience :

No.	In class, the teacher uses code switching to:	Excerpt
1.	Explain meaning of words and sentences.	
2.	Explain difficult concepts.	

3.	Explain grammar explicitly.	
4.	Check for comprehension.	
5.	Organize classroom tasks	
6.	Introduce unfamiliar materials/ topics	
7.	Explain the differences between the students' L1 and English	
8.	Draw students' attention to the correct pronunciation of sounds in English	
9.	Maintain classroom discipline and structure of the lesson	
10.	Provide praise/feedback/personal remarks about students' performance	
11.	Encourage students' participation in classroom activities	
12.	Build/strengthen interpersonal relationships between the teacher and students.	
13.	Reduce students' anxiety in learning English	
14.	Increase students' motivation and confidence in learning English.	

(Adapted from Canagarajah (1995) study)

3.4.2 Interview

As stated by Heigham, J. & Croker, R. (2009), the interview offers a way to explore people's experience. Richards, et al. (cited in Handini, 2015, p. 23) said that interview is a direct observation between an investigator and an individual or group of individuals in order to gather information. This interview was structured by predetermined questions to elicit information about the teachers' motives of using code switching in the EFL classrooms. The interview questions used semi-structured interview adapted from Burn (1994). The writer interviewed three English teachers to gain the data in this study. The interview consists of some questions related teachers' motive of using code switching in classroom interaction. The questions were as follows:

1. Dalam pengajaran Bahasa Inggris, bahasa apakah yang membuat Anda merasa paling percaya diri ketika digunakan dalam penyampaian materi? Apakah alasannya?
2. Apakah Anda menggunakan alih kode bahasa ketika menyampaikan materi Bahasa Inggris?

3. Apakah alasan Anda menggunakan alih kode bahasa?
4. Dalam situasi seperti apa Anda biasanya menggunakan alih kode bahasa?
5. Berapa persentase penggunaan Bahasa Indonesia dan Bahasa Inggris yang Anda gunakan dalam mengajar?
6. Apakah menurut Anda alih bahasa lazim digunakan sebagai bahasa pengantar dalam pembelajaran Bahasa Inggris?
7. Menurut Anda apakah ada pengaruh positif jika alih bahasa digunakan sebagai bahasa pengantar dalam proses belajar mengajar Bahasa Inggris di kelas? Jelaskan.
8. Adakah pengaruh negatifnya? Jelaskan.
9. Bagaimana respon para siswa mengenai bahasa pengantar yang Anda gunakan dalam proses belajar mengajar Bahasa Inggris?
10. Menurut pengalaman Anda selama mengajar, bahasa manakah, Indonesia atau Inggris, yang membuat siswa lebih bersemangat ketika belajar Bahasa Inggris? Jelaskan.

3.4.3 Questionnaire

According to Alwasilah (2008) a questionnaire is extensively used to collect the data about phenomena that are not observable, such as inner experience, opinions, perception, values and interest. The questionnaire used a Likert scale. According to Gal et. al., (2003, p. 628) explained that

Likert scale is a measurement which asks individual to check their level of agreement with various statements about an attitude object i.e. strongly agree, agree, uncertain, disagree and strongly disagree.

The questionnaire was created in a form of well-constructed questions to obtain participant responses to gather data from the students. It was adapted and translated in Bahasa Indonesia since the students are Indonesian. The questionnaire was given to 62 students. The aim was to find out their language attitudes towards the occurrence of code switching in the EFL classrooms. In line

with Alwasilah (2008 as cited in Linawati, 2014), a questionnaire is the effective way to gain information about participants' attitude, perception, and opinion towards something. Related to the study, the questionnaire became one of the techniques used to complete the present study. The questionnaires were adapted from the study conducted by Selamat (2014) entitled "*Code Switching in the Malaysian ESL Classroom*". The questionnaire consists of two parts, which are described as follows:

A: Students' preference towards the use of code switching consists of fifteen questions.

B: Open question consists of four questions about students' opinions towards the use of code switching.

These questionnaires aimed to find out 5 statements of the students' opinion towards the use of code switching. The first statement consists of question number 1-3 were aimed to know the students' attitudes toward using monolingual or code switching in the teaching process. Then the second statement consists of the question number 4-6 were aimed to find out the effects of code switching on the teachers' images among the students. The third statement consists of question number 7-9 were aimed to elicit the students' views about the medium of instruction. The fourth statement consists of the question number 10-12 were aimed to find out the effect of code switching on L1 and L2. Last statement consists of the question number 13-15 were aimed to find out the effects of code switching on passing the exams.

3.5 Data Analysis

To analyze the data, the writer did three steps; analysis of classroom observation, interpretation of the interview result of three English teachers and analysis the result of the questionnaires.

The data were gathered from analyzing video of activities in EFL classroom based on Creswell (2009). The first, conducted analysis on the specific theoretical approach and method. Next step, the writer generated a description of

the setting or people and identified themes from the coding to discover the most frequent types of code switching used in the classrooms. The writer used the theory of the types of code switching categories by Poplack (1980) which are consisting of *intersentential*, *intrasentential* and tag switching while for the teachers' motives of using code switching was based on Canagarajah (1995). The result of the observation was presented in a form of a table which consists of the teachers' sentence or utterance, code switching phrase, types of code switching and motives of code switching.

The transcription from the tape recording interview was transcribed to find the teachers' motives of using code switching in the EFL classrooms. The result of the interview was presented in a compressed body of interpretation and information.

While the questionnaires were identified using percentage according to Sudjana's formula (in Suryahutami, 2011) to find the students' attitude towards code switching used by the teachers.

The Sudjana's formula (in Suryahutami, 2011) is as follows:

$$P = \frac{\text{Total students who answer an item (f)}}{\text{Total students}} \times 100\%$$

Then the result of the questionnaires was counted to found out whether the students have a positive or negative attitude towards the use of code switching in the EFL classrooms.