

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the way the study is conducted, including the formulation of the problem, research design, sites and participants, data collection, and data analysis.

3.1 Formulation of the Problem

This study was conducted to find out students' perception of teacher's bilingual language use in an English classroom. This study was mainly aimed:

1. to investigate students' perceptions toward teacher's bilingual language use in English classroom.
2. to find out the benefits of teacher's bilingual language use for students in learning English.

3.2 Research Design

The basic framework of the present study was qualitative approach which aimed to explore and to understand the meaning of the perception of students toward teacher's bilingual language use in an English classroom and its benefits for the students in learning English. Hence, this study focused on individual meaning of a social or human problem (Creswell, 2009, p.4). Furthermore, a case study was chosen as a method of this study to analyse the collected data and to produce understanding of the entity being studied. According to Creswell (2009, p.176), he recommends for choosing narrative, phenomenology, ethnography, case study, or grounded theory to be applied in qualitative research. Furthermore, he also argues that a strategy in which the researcher is exploring a program, event, activity, process, of someone or more individuals deeply (Creswell, 2009, p.13).

In addition, he also defines in details that a case study also focuses on program, event, or activities, and provides a detail description and analysis of a case based on extensive data collection (Creswell cited in Handini, 2014, p.22). It

is in line with the definition of case study research design; according to Merriam (as cited in Laws, 2006), case study is an examination of a specific phenomenon, such as a program, an event, a process, an institution, or a social group. Thus, this case study is appropriate for the present study because it is appropriate with the aim of this study in which investigating the students' perception of teacher's bilingual language use in an English classroom and its benefits for the students in learning English.

As cited in Chapter I, the data of this research were collected by using interview and questionnaire. Regarding this, Phelas et al. (2011, p. 182) who mentions that case study can use several survey instruments such as observation, interview, and also questionnaire as the instruments of the research. In addition, Creswell (2009) also says that people who enjoy writing in a literary way, conducting personal interviews, or making opened observations are people who intended to do a qualitative approach. Therefore, the use of qualitative approach with a case study method was appropriate for this study because in collecting the data for this research was using interview and questionnaire.

The data which had been collected from the interview and the questionnaire were analysed by exploring and understanding the meaning of each data to answer the questions related to the present study in detail. On the other hand, explanation building analysis also played a role in this study as a procedure in qualitative approach in which the researcher should give narrative data which reflects some theoretical proportions (Burn, 1997). Explanation building analysis was also used to show the evidence of the present study and to draw the findings.

3.3 Research Site and Participants

3.3.1 Research Site

This study was conducted in a junior high school in Bandung Regency, West Java, Indonesia. The reasons for choosing this school are because one of the teachers in this school is using bilingual approach in teaching English in EFL classroom. Then, English is also taught as a subject lesson in the school and the students are non-native speaker of English.

3.3.2 Participants

The sample was drawn from 7th grade of an English classroom. This class contains 50 students who are non-native English speaker. The reason for choosing the 7th grade is because at this level students are at the beginning level proficiency in English. Furthermore, the participants of this study were students who selected based on the class where the students were taught by a teacher who used bilingual classroom language instruction (Indonesian and English) in English subject. The students are also English non-native speaker, and the majority language used by the students in their daily life is Indonesian (they are Indonesian native speaker). In addition, this study only used students as the participants of the present study.

3.4 Data Collection Methods

In gathering the data to be explored and analysed in this research, this study used two instruments; questionnaire for the students and interview which was given to the students. Each technique of data collection will be described below.

3.4.1 Questionnaire

A questionnaire was given to the students who belong to the selected English classroom. The data from the questionnaire was aimed to find out the students' perception of teacher's bilingual language use. Besides, through this questionnaire, the respondents would feel free to answer the questions based on

their thoughts and feelings. In line with that, Burn (1997) also states that the use of questionnaire will elicit more truthful responses toward the field being asked.

In order to avoid misunderstanding of the respondents in understanding the aims of each question, before the questionnaire administered to the respondents, the questionnaire was adopted and translated into Indonesian language. Then, the data from the questionnaire were analysed by using Likert scales. As stated by Linn and Gronlund (1995) that for measuring perception or attitudes, it is very easy to be conducted and to be scored by using Likert scale.

There were eight statements in the questionnaire which were used to categorize the students' perception of teacher's bilingual language use in the English classroom. Students answered the list of statements by giving check (✓) whether they agree or disagree with each statement. The data from questionnaire were used to know students' perception of teacher's bilingual language use in an English classroom and classified whether students' perceptions of it was positive or negative. Besides, it is also used to gain the data about their perception of benefits of it for them in learning English. The following table is the list of statements in the questionnaire.

Table 3.1 The List of Statements in Questionnaire

No	Statements	Adopted from
1	The use of Indonesian language by the teacher in English classroom helps you in learning English.	U.S. Department of Education Center No.ED-CFO-10-A-0030/0001 (2012, p. ix)
2	The use of Indonesian language by the teacher in English classroom makes you easy to understand the material given by the teacher.	Pedagogical role by Kelilo (2012)
3	The use of Indonesian language by the teacher in English classroom makes you easy to understand new vocabularies in English.	The fifth reason by Bouangeune (2009)
4	The use of Indonesian language by the teacher in English classroom helps you to be fluent and accurate on your English speaking skill.	The fifth role by Dujmović (2007, p. 94-95)
5	The use of Indonesian language by the teacher in English classroom makes you easy in English writing skill.	The third role by Dujmović (2007, p. 94-95)
6	The use of Indonesian language by the teacher in English classroom makes you understand toward the meaning of every sentence which is explained by the teacher.	The fourth role by Dujmović (2007, p. 94-95)
7	The use of Indonesian language by the teacher in English classroom makes you understand something faster and it helps your teacher in managing the time in explaining thing.	The first role by Dujmović (2007, p. 94-95)
8	The use of Indonesian language by the teacher in English classroom makes you confused to learn English.	The contradiction of statement from U.S.

		Department of Education Center No.ED-CFO-10-A- 0030/0001 (2012, p. ix)
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3.4.2 Interview

Another data collection which used for this study was interview. It was used to source in depth the data about the benefits of teacher's bilingual language use for students in learning English and it was also used to enrich the data collected from the questionnaire. Merriam (as cited in Handini, 2014) argues that "qualitative data consist of direct questions from respondents about their experiences, opinions, feelings, and knowledge through interviews". Besides, the interview also offers the opportunity for the researcher to observe the subject and the total situation in which he or she is responding (Linn and Gronlund, 1995).

This study uses semi-structured interview in which aims to find out specific information of the entity being studied. According to Fraenkel and Wallen (2012, p. 451), they state that semi-structured interview is a verbal questionnaire which is rather formal than the other types of interview and it contains a series of questions designed for eliciting a specific answer from the respondents. Moreover, there were nine selected-students who were interviewed by the researcher. The students were selected by the data from questionnaire who gave 'strongly agree' checklist with the use of bilingual language by the teacher. The reason for choosing only nine students is because to make more efficient time and that amount is enough to strengthen the data result from the questionnaire, the researcher also assumed that nine students could represent all members of the class. Besides, those students are also appraised having some reasons for why they strongly agree with the use of bilingual teacher's language in order to draw the benefits of it.

The interview consists of some questions related to students' feeling, teacher's bilingual language use, and the benefits of teacher's bilingual language

use in the English classroom. Similarly, the questions in the interview were delivered in Indonesian language in order to make the students easy to respond the questions and also to avoid misunderstanding of students to understand each aim of the questions.

The conversation between the researcher and the students was recorded by using a voice recorder. Furthermore, the data from interview were transcribed and analysed to describe the finding of the study and to answer the second question of the study.

3.5 Data Analysis

The data which had been collected from all instruments were analysed through several steps; counting and analysing the questionnaire result, then exploring and interpreting the interview result. The way of analysing data is explained below.

3.5.1 Analysis of Questionnaire Result

In order to answer the first question of this study which is about students' perception of bilingual teacher language use in an English classroom, the data gained from questionnaire were analysed and explored. Hence, the data from the questionnaire were analysed by using Likert scale which had been discussed in Chapter I. According to Gal et al. (2003), Likert scale is defined as “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”. This study used the data which were categorised into strongly agree, agree, disagree, and strongly disagree. Uncertain statement was not used in this study; this was aimed to avoid uncertain data from the students. Then, the data were counted and classified whether the students agree or disagree about the teacher's bilingual language use in an English classroom. Finally, the result of this instrument was categorized into positive and negative perception.

Furthermore, in calculating the data using Likert scale, each student's answer would be classified into percentage data. Then, it used to present the data from questionnaire to help the researcher classify and interpret it easily. Based on Ockert (2005), there are several steps in calculating data using Likert scale; those are scoring the questionnaire, finding out the score of the answer, calculating the central tendency of the answer, and classifying the average percentage. The formulation which used in this study to measure the percentage of students' answers is as follows.

a. Scoring Questionnaire

Before scoring the Likert scale, each student's answer was labelled with a value from 1 to 4. As the example of scoring is followed:

Table 3.2 The Scoring system of the Questionnaire

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

Table 3.3 Example of Statements in This Study

No	Pernyataan	Jawaban			
		Sangat tidak setuju	Tidak setuju	Setuju	Sangat setuju
		1	2	3	4
	The use of Indonesian language by the teacher in English classroom helps you in learning English.	-	5	10	30

b. Finding Out the Score of the Answer

In order to find the score, the frequency of each answer was multiplied by the value of each answer. An example is below:

Score for option A (strongly disagree)	: 0 x 1 = 0
Score for option B (disagree)	: 5 x 2 = 10
Score for option C (agree)	: 10 x 3 = 30
Score for option D (strongly agree)	: 30 x 4 = 120 +
Total	= 160

Notes:

- The ideal score for the lowest value = (n) x 1 | 50 x 1 = 50
- The ideal score for the highest value = (n) x 4 | 50 x 4 = 200
- (n) is the amount of students who participate

c. Calculating the Central Tendency of the Answer

The formulation of calculating central tendency of the answer is below:

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

Notes:

- P : Percentage
- fO : total value of answer
- n : the ideal score of the highest value

(Adapted from Sudjana, 1984; Nitiswari, 2012; Ibnu, 2014)

d. Classifying the Average Percentage

This is the last step of calculating the Likert scale; there were some criteria of classifying the average percentage:

Table 3.4 Percentage of Central Tendency and Its Interpretation

Percentage of Central Tendency	Interpretation
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Yusi Nursanti, 2016

STUDENTS' PERCEPTION OF TEACHER'S BILINGUAL LANGUAGE USE IN AN ENGLISH CLASSROOM
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0% - 20%	Very weak
21% - 40%	Weak
41% - 60%	Enough
61% - 80%	Strong
81% - 100%	Very strong

(Adapted from Akdon, 2008; Nitiswari, 2012; Ibnu, 2014, p.32)

3.5.2 Interpretation of Interview Result

The data from interview were transcribed and interpreted to answer the second research question which deals with the benefits of teacher's bilingual language use for students in learning English. It was also used to strengthen and enrich the data gathered from questionnaire. The interview was recorded to help researcher easy to carry out the data to be analysed further. Then, the data were transcribed into the original transcription based on the participants said when they were having an interview with the researcher.

The transcription of the interview was confirmed by the participants as it is exactly what they said and meant. This step also aims to give the opportunity to the participants to reply whether they agree or disagree with the researcher's transcription (Kvale, 1996). Besides, the interview was also used to gain deeper information about the benefits of teacher's bilingual language use which felt by the students during English learning. Finally, the data about students' perception of bilingual language use in an English classroom were categorized into positive or negative perception and its benefits for the students in learning English was categorised into several categories based on the benefits' classification of it.

3.6 Concluding Remarks

This chapter has presented the methodology used in the present study. The function of this chapter is as a guidance to determine the research design, participants and sample size, research instruments, data collection, and data

analysis that is used in the present study. Research finding and discussion of this study are presented in the next chapter.