CHAPTER III
RESEARCH METHODOLOGY

Chapter II has elaborated the information about the theoretical foundations in line with the topic of the study and then in Chapter III discusses the research methodology that the researcher used in this study. It consists of five main sections: the research design, the research site and participants, the data collection techniques, and the data analysis techniques. This chapter will be closed with the concluding remarks.

3.1 Research Design

The descriptive method was used in this study. Descriptive method involves the collection of data aimed to describe existing condition (Hastuti, 2005). No manipulation and no treatment were given to the variables. Qualitative descriptive research design was also suitable for this study since qualitative descriptive research is aimed at "describing, summarizing various conditions, situations, or phenomenon of social reality that exists in the society" (Bungin, 2008).

In relation to the nature and the purposes of the study which have been elaborated in Chapter 1 and since the data for this study are taken from the video recording, observation, and questionnaire both the quantitative and qualitative methods are adjusted. Weinreich (2006) defines quantitative methods as those which focus on numbers and frequencies rather than on meaning and experience. He adds quantitative methods (e.g. Experiments, questionnaires, and psychometric tests) provide information which is easy to analyze statistically and fairly reliable. He emphasizes, quantitative methods or method that associated with the scientific and experimental approach are criticized for not providing an in-depth description.

Meanwhile, qualitative methods are ways of collecting data which are concerned with describing meaning, rather than with drawing statistical inferences (Weinreich, 2006). He adds, a qualitative method (e.g. Case studies and interviews) lose on reliability they gain in terms of validity, which provide a more in-depth and rich description. Furthermore, this research used qualitative method since it investigated the quality of relationships, activities, situations, or materials, emphasize on holistic description, and attempt to both describe in detail all of what goes on in a particular activity or situation (Creswell, 1998; Frankel et al., 2012; McMillan, 2001; Stake, 2010) as reported by Wartina (2010).

This study applied a qualitative approach by taking transcripts video recording to find the lecturer's and students' codeswitching; functions and types. To provide the clear description, some qualitative data will be quantified to show the number, percentage, and distribution of students' perception toward codeswitching. It is in line with the statement of Nunan and Bailey (2009) that all qualitative data can be quantified and there is no limit that can be counted in qualitative data sets. The description of research design and data analysis are hoped to give the clear picture on how this study was carried out to answer the research question mentioned above.

3.2 Research Site

This study is conducted at a College in Lampung. This College is chosen since it has the potential to be resources for collecting codeswitching data than another college in Lampung because the lecturer requires the students to use English more than Indonesian in the teaching-learning process in EFL class even though this is not English program. Besides, this college serves a typical case, Nunan and Bailey (2009) to find out information from a specific case to fill the gap of previous research. In this case, the site is suitable with the researcher's intention to investigate the codeswitching types and functions found in the EFL college class. With more than a hundred students learning English in the college, classroom

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research is important to be conducted in order to improve teaching and learning quality there, the next reason why the researcher chooses this college because of the researcher's convenience, (Patton, 1980 in Alwasilah, 2002) to conduct research in choosing research site due to its support and accessibility.

The participants of this study are one lecturer who taught English in the class of the third semester and the students of third semester at that College (25 students). The Lecturer is chosen because he has more than ten years teaching experience in different levels (intermediate to advanced) and five years teaching experience in teaching university or college students. While the third-semester students are chosen since in this semester the students have more chance in exploring their idea through presentation and delivering their opinion related to the topic in front of the class rather than in the other semester. So that they can give valuable information related to the study. It is in line with the statement that qualitative research designs tend to work with relatively small communities or individual people, Stake (2010) because some qualitative researchers believe that qualitative methods can provide a deeper understanding of social phenomena than would be obtained from purely quantitative data (Silverman, 2005).

3.3 Data collection technique

Several data collection techniques are employed in this research to obtain a deep and comprehensive analysis. Those data collection techniques will be elaborated below.

3.3.1 Video Recording

Video recording method is the first method which is used to gather the primary data which is the utterances containing codeswitching types and functions. Video recording is chosen as the one of the methods since it provides more contextual, concrete and factual data than audio recorded data. Like (Baron in Derry, 2007) conveys video recording can be rich with interaction phenomena, including eye

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gaze, body posture, the content of talk, the tone of voice, facial expressions, and use of physical artifacts, as well as between-person processes such as the alignment and maintenance of a joint attention.   In addition Derry (2007) says a video is an important tool that enhances the various methodologies, including ethnography, experimentation, discourse analysis, interaction analysis, and others, which can be combined and employed across all categories of work listed above. The classroom learning interaction is recorded using a video recorder to capture the participants' activities.

Video recording was setting on the backside of the class. The aim put the video recorder on the back side in order to make the students were free in doing the activities in the class. The students did not feel being observed, which could make the students did not act naturally. The video recorder was put a day before the class began, at the end of the lesson of that day, the video recorder was put in the class. The researcher chose this way in order to avoid confusion in the class if the researcher set the video recorder a while before the lesson started. If the video recorder had been ready a day before observation day, then the researcher only came and did the video recording on the day of observation without making another busy setting of the video recorder, which could make the students felt uncomfortable and bothered.

It was proved; by putting the video recorder on the backside of the class, the students could act naturally, as if there was none observed them and nothing video recorder tool which recorded their activity. It made, the researcher got the appropriate data like the researcher hoped. This situation happened during the video recording took, that was four weeks. The students always enjoyed their activities as usual without feeling they were the participants of the observation and they were being observed.

3.3.2 Observation

The observation in this study was conducted to gain the secondary data related to the students and the lecturer activities in an EFL class, especially when they were doing the codeswitching. In this case, the observation enables the writer to study groups of people together. Since the main instrument of this study was relied on video recorder which provided detailed activities and conversation between students and lecturer during the teaching and learning process, field note taking was employed to note the setting and the observer commentaries. The comments were about the factual descriptions of what was going on, the setting, the participants and the activities were done by the lecturer and students (Merriam, 1998 in Septinar, 2009). By employing field notes, the pattern strategies of giving corrective feedback from the opening to the closing of the lesson could be created. Furthermore, the field notes are conducted while observing the activities in order to get the reliable data. In relation, (Lier cited in Septinar, 2009) says that observation notes focused on what was said and done by both the researcher and students in interaction setting.

The observation was employed in this study have some purposes. First, it was utilized to investigate the lecturer's and students'types and functions of codeswitching which they employed in an EFL college class. Second, it was utilized to see the context of how the lecturer and student naturally interact in the learning process, especially in the codeswitching episodes.

Observation in the class was conducted for four weeks that involved four meetings. The following table is the schedule of observation for this study.

Table. 3.1 Observation Schedule

Meeting	Date	Lesson	Allocation of time
1st	09 December 2014	Present tense	2x50 minutes
2nd	16 December 2014	Present continuous tense	2x50 minutes

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3rd	23 December 2014	Past tense	2x50 minutes
4th	30 December 2014	Patients' Assessment Form	2x50 minutes

The table above shows the schedule of observation and recording. The process of recording was done in the lecturer's booth where the teaching activity class was done. Before the student entered the class, the video recorder was turned on and put on the backside of the class. The recording was conducted in one class involving the participant lecturer and each participant student. The video recording was recorded four times. As a result, there were four meetings (100 minutes per meeting).

In observing the English lesson class, the researcher took a role as a non-participant observer. The researcher did not take part in planning the lesson or in teaching and learning process. She only put the video recorders in a hidden place in the booth and sat on the backside of the class in order to avoid possible distraction to the student. The lecturer was informed that the researcher was going to record his interactions with his students without specifically mentioning what features of interaction were going to be investigated.

3.3.3 Questionnaire

The third data collection method is by using questionnaire. Hadi (2004) defines questionnaire as a way of gathering the data by giving questions which are the answer later based on self-reports of the respondents. The advantage of applying this method is that the respondent themselves are the ones who do understand themselves. So it will deliberate that whatever the answers are true and trustworthy able.

The questionnaire was conducted to obtain data or information about the students' perception toward classroom codeswitching. The questionnaire consisted of 10 close questions. The form of the questionnaire is Likert Scale with the options of Strongly Agree, Agree, Disagree, and Strongly Disagree and one open-ended question; to strengthen what the participants had answered in close-ended question.

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The questionnaire was spread out on the last day of observation. At the end of the lesson, the researcher asked the lecturer to take the time for a while in order to give the questionnaire to the students. The researcher told the students to feel free in giving the response in the questionnaire. At the first time the researcher told the students to put their name on the questionnaire but the students were afraid and felt uncomfortable if their name existed on the questionnaire, the students were afraid if it had an effect on their score, therefore the researcher finally decided, that the students did not need to give their name, only wrote down their initial.

Before the students filled the questionnaire the researcher gave some explanations how to fill the questionnaire either in close-ended or open ended-question. The researcher also read the questionnaire to the students, first in English and then in Indonesian, in order to avoid misunderstanding in conceiving the meaning of the question in the questionnaire.

The researcher gave 10 minutes for the students to fill the questionnaire, but finally, the students fully completed the questionnaire in fifteen minutes. It was due to the students were difficult to express their feelings or their reasons in open-ended question about the use of Indonesian only, English only or Both Indonesian and English when teaching and learning process. Actually, the researcher required the students to write down their reason in English, but some of the students wrote down the reason in both English and Indonesia (mostly in Indonesian) since they were not able to give the reason fully in English.

3.4 Data Analysis Techniques

This study analyzes data obtained qualitatively. It means that the data are recorded, summarized and interpreted accordingly. The process of analyzing data as follows:

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3.4.1 Video Recording

There were some steps in analyzing the data through video recording. After taking the video recording the first step which was done to analyze the data was: saw what went on in the classroom in terms of interaction, after that, made the transcription of the data by taking four meetings from the class observations. Then, continued by selecting the data which had the correlation with the codeswitching types and functions. Then, identified the utterances which contain codeswitching and the last steps analyzed the data to get the answer to the research questions, more explanation about the steps of analyzing the video recording as below.

The data from video recordings were transcribed, coded, categorized, described and analyzed to reveal the different types of codeswitching. The process of analysis was started with transcribing the data. In this case, the transcription strategy adopted the transcription conventions from www.audiotranscription.de/manual on- transcription.pdf as stated below:

a. Transcribe literally – do not summarize, but do not transcribe phonetically.
b. "Merged" words are not transcribed as such, but to standard written language.
c. Pauses are indicated by stops in parentheses, corresponding to the pause length from 1 second (.) to three (…) seconds.
d. Emphasized words and utterances are capitalized, i.e personal pronoun "I".
e. Every speaker receives his/her own paragraph.

After the transcription process was finished, the result of transcription was shown to the observed lecturer for clarification. In this case, the observed lecturer gave some clarifications on some utterances he and his students produced, especially in codeswitching episodes.

After the recordings of interaction in the conversation class were transcribed, the data were coded and categorized by adapting the types of code switching based on Poplack (1980) to answer the first research question regarding the various types of codeswitching which were found in an EFL college class.

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Table 3.2 Types of codewitching (Poplack, 1980)

No	Types of codeswitching	Definition
1	Intersentential switching	It takes place between sentences.
2	Tagswitching	the insertion of a tag to an utterance has virtually no ramifications for the rest of the sentence.
3	Intrasentential switching	Intrasentential switching occurs within a sentence.

As a result, the types of codeswitching were employed by the lecturer and students were revealed. The next step was , the data were coded and categorized by adapting the function of lecturers' and students' code switching based on Sert (2005) and Eldridge (1996) to answer the second research question regarding the various functions of codeswitching which were found in an EFL college class.

Table 3.3 Functions of lecturer's codeswitching (Sert, 2005)

No	Lecturer' functions	Definitons
1	Topic switch	In topic switching, the lecturer alters their language according to the topic being taught
2	Affective function	Affective functions are important in the expression of emotions, and building a relationship between the

		lecturer and the student.
3	Repetitive function	In repetitive functions, codeswitching is used to clarify the meaning of a word, and stresses importance on the foreign language content for better comprehension

Table 3.4 Functions of students's codeswitching (Eldridge, 1996)

No	Students' functions	Definitions
1	Equivalence	In this case, the student makes use of the native equivalent of a certain lexical item in the target language and therefore code switches to his/her native tongue.
2	Floor holding	During a conversation in the target language, the students fill the stopgap with native language use. It may be suggested that this is a mechanism used by the students in order to avoid gaps in communication, which may result from the lack of fluency in the target language.
3	Reiteration	Messages are reinforced, emphasized, or clarified where the message has already been transmitted in one code, but not understood". In this case, the message in the target language is repeated by the student in the native tongue through which the learner tries to give the

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		meaning by making use of a repetition technique.
4	Conflict control	For the potentially conflicting language use of a student (meaning that the student tends to avoid a misunderstanding or tends to utter words indirectly, for specific purposes), the codeswitching is a strategy to transfer the intended meaning.

As the result, the functions of codeswitching were employed by the lecturer ad the students were revealed. It was used to answer the second question.

3.4.2 Observation

In the observation, the first activity was carried out by the researcher was reading the field notes, it helps the researcher understanding the situation happened in the class. The field notes transcripts were linked to the result of video recording transcription, in order to gain more specific information about the types and functions of students and their lecturer in doing the codeswitching in an EFL college class.

3.4.3 Questionnaire

The questionnaire which consisted of four options was completed by a number of scores: strongly agree (4 point), agree (3 point), disagree (2 point), and strongly disagree (1 point). Then, the data from the questionnaire was analyzed in three steps. The first step was computing the total number and the percentage of participants who gave responses for those four options in statements (10 statements in total). The second step was calculating the mean of every single statement. The third step was recapitulating the mean of all statements. Hence, the findings could be computed statistically and interpreted accordingly.

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3.5   Concluding Remarks

This chapter has revealed the research methodology. It contains the research design, the research sites and participants, the data collection techniques, and the data analysis techniques. Chapter IV will cover the research findings and discussion of the research. It will be presented in three main sections: the lecturer and students' codeswitching, functions of students' and lecturer's codeswitching, students' perception and concluding remarks.

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