

CHAPTER III

RESEARCH METHODOLOGY

This chapter concerns about the methodology the researcher applied in this study. There are four sections to be covered in this chapter. The first one is the research design which presents the method employed in conducting the research and how the study is carried out. Subsequently, the site and participants of this study are treated thoroughly in the second section. The third section covers the data collection and instruments applied in this study. The final one deals with a brief explanation of how the data are analyzed, collected and interpreted.

3.1 Research Design

This study was aimed at finding out how in-field and out-of-field tutors differ in terms of amount and reasons of the use of code-switching in facilitating English speaking activities in ESAP, and students' perception on tutors' code-switching. In order to find those out, the present study employed a case study design to explore and describe in detail the phenomenon being investigated (Ivankova & Creswell, 2009) and to study individuals and events in their natural settings that take over time (Tetnoswki & Damico, 2001 in Mackey & Gass, 2005; Mackey & Gass, 2005; Nunan & Bailey, 2009) or more than one individual for comparing and contrasting their behaviors within particular context (Mackey & Gass, 2005). By implementing this method, the concern of this study could be discovered.

3.2 Research Site

This study focused on the amount and reasons of the use of code-switching in facilitating an English speaking program by the tutors from different educational background and how students perceived the tutors' use of code-switching. The research site was at ESAP (English Self-Accessed Program) Room of a Private University Language Center located in Bandung, Indonesia. This site was chosen as the speaking program hired tutors from different educational background, English and

non-English major, to facilitate it and it exerted a strict policy of the exclusivity of English during the interaction. Another reason was that it provided various speaking activities for students, such as describing things, selling things, presentation, weather forecast, cooking time and job interview, which happened to be the most favored activities and those were guided by tutors. Moreover, the site was accessible by the researcher who happened to work in that language center. That means the researcher could have a good rapport with the participants and the data could also be gathered easily (Maxwell, 1996).

3.3 Participants

The participants of the study were an in-field tutor graduating from English department and an out-of-field tutor whose background was engineering and who generally had high-level of English proficiency. The tutors were purposively selected since their presence was more than that of other tutors. Besides that, those tutors had been tutoring in ESAP for about two years and got training concerning ESAP. They were all mandated to use English during activities since the goal of ESAP was to give English exposure to participants. Both in-field and out-of-field tutors were going to guide students for each ESAP activities starting from explaining the activities to participants and giving example, letting them prepare themselves, assessing their performance, and giving feedback. Each tutor guided a group of participants at a time.

As for getting the respondents to answer the second research question, the participants were purposively taken and were those tutored by in-field and out-of-field tutors. They were 77 students taking English 1 whose subject focused on learning to speak in English. Their English level of proficiency varied started from the low one to the high one. The number of participants was determined since that was the approximate number of students coming to join ESAP activities in a day.

3.3.1 Tutors' Profiles

The two tutors involved in this study as respondents have different educational background and they have high-level of proficiency in English. The description of them is provided below.

Tutor A graduated from English Department of a state university in Bandung. He has been tutoring in ESAP since 2014 up to present and participated in all ESAP trainings regarding the introduction to ESAP and its activities, how to teach speaking, how to handle adolescence students, etc since then. Besides his main job as a tutor in ESAP, he also teaches various English courses at the same language center.

Tutor B graduated from Electrical Engineering of a private university in Bandung. He has been tutoring in ESAP since 2014 up to present and also participated in all ESAP trainings regarding the introduction to ESAP and its activities, how to teach speaking, how to handle adolescence students, etc since then. His main job in the language center is only as an ESAP tutor.

3.3.2 Students' Profiles

The student participants in this study were the freshmen of the private university the language center was in, who took English 1 that focused on spoken English. The level of the students' speaking ability in English started from level one to three out of four. They were selected because they were required to join the speaking program or ESAP to improve their speaking skill. The level was determined through the speaking score obtained when they took English speaking placement test as they enrolled in the university.

3.4 Data Collection and Instruments

In conducting this study to collect the data, the researcher took the role of a non-participant observer or complete observer (Cowie, 2009). It meant the researcher only observed the events taking place during the speaking activities of the program. As this study employed qualitative case study, it used triangulation technique to

gather data from different participants and used some types of data collection methods (Croker, 2009). The data were obtained through observation, interview, and questionnaire for students. These could affirm the conclusions derived from the data analysis (Rallis & Rossman, 2009).

3.4.1 Observation

According to Nunan and Bailey (2009), collecting info during observation can take two forms, namely manually and electronically. In this study, the observation was conducted both manually and electronically. Manual observation was conducted by observing the interaction between the tutors and participants to be able to see clearly what caused tutors to switch code. Electronic observation was conducted through audio-recording to get the whole conversation of both tutors and participants. By audio-recording the activity, it allowed the researcher to transcribe interactions between participants (Nunan & Bailey, 2009) and count the number and classify the use of code-switching by in-field and out-of-field tutors. The interaction between tutors and participants was audio-recorded without their noticing it and this was considered helpful since they did not feel they were being threatened by it. They were recorded starting from the beginning of the activities until giving feedback for each participant joining an activity of ESAP. Through this, the use of code-switching between in-field and out-of-field tutors could be figured out. Alwasilah (2012) argues that as for the description of the data, to avoid the validity threat, which might be the data inaccuracy and incompleteness, in doing the observation, the interaction that occurs between the participants needs to be recorded or, if it is not possible due to one thing or another, it could be conducted through observational notes. In this study both audio-recording and observational notes were employed to collect the data.

In terms of the observation, one meeting for each speaking activity guided by each tutor that lasted for about an hour was observed. This was meant to see if there was variability of code-switching use in terms of amount and reasons between the tutors in each of the activities and to find out if their code-switching fosters students'

learning or not indicated by the characteristics of a well-managed classroom proposed by Wong, et.al (2009), covering the student engagement, clear expectation, effective time management, and positive work environment, in which the characteristics are believed to create a productive environment. Table 3.1 below displays the schedule of the classroom observation and recordings:

Table 3.1 The Schedule of Classroom Observation and Recordings

Tutors	Speaking Activity	Day, Date	Time
T1 (In-Field Tutor)	Weather Forecast	Monday, November 21 st , 2016	12.00 – 13.00
	Job Interview	Tuesday, November 22 nd , 2016	12.00 – 13.00
	Cooking Time	Wednesday, November 23 rd , 2016	12.00 – 13.00
	Describing Things	Thursday, November 24 th , 2016	09.00 – 10.00
	Selling Things	Thursday, November 24 th , 2016	12.00 – 13.00
	Presentation	Friday, November 25 th , 2016	14.00 – 15.00
T2 (Out-of-Field Tutor)	Weather Forecast	Monday, November 21 st , 2016	11.00 – 12.00
	Job Interview	Tuesday, November 22 nd , 2016	11.00 – 12.00
	Cooking Time	Wednesday, November 23 rd , 2016	11.00 – 12.00
	Describing Things	Thursday, November 24 th , 2016	08.00 – 09.00
	Selling Things	Thursday, November 24 th , 2016	11.00 – 12.00
	Presentation	Friday, November 25 th , 2016	16.00 – 17.00

3.4.2 Interview

After the observation, the tutors were interviewed concerning their use of code-switching in terms of the amount and their reasons for using it. This was intended to find out the difference between both tutors in terms of their code-switching amount and reasons if any. This enabled the researcher to verify the tutors' use of code-switching in that speaking program. Interviews are conducted to know people's thoughts, knowledge, behavior, experience, motivation and information (Richards, 2009; Alwasilah, 2002). Thus, it gives a deep understanding that is rarely obtained through questionnaire (Richards, 2009).

The type of the interview employed in this study was semi-structured interview that according to Nunan (1992, p.149) in this kind of interview, "the interviewer has a general idea of where he or she wants the interview to go, and what should come out of it, but does not enter the interview with a list of predetermined questions." It means that when it comes to the interview session, the interviewer has some flexibility to ask depending on the interviewee's response regarding the concerned topics or issues, but that does not mean the interviewer is totally driven by the interviewee. After this type of interview questions were answered, finally the result was then transcribed, categorized and interpreted.

3.4.3 Questionnaire

The questionnaire in this study was administered to seventy-seven students after they completed joining the speaking program. The questionnaire was employed in order to find out the students' perspectives on the tutors' use of code-switching. The data of the questionnaire were then scored, analyzed and discussed based on the three elements of perception, namely affective, cognitive, and behavior. The categories of the questions can be seen in Table 3.2 below.

Table 3.2 The Categories of the Questions

No	Categories	Item Numbers	Total
1	Students' perception on affective aspects	1,2,3,4,5	5
2	Students' perception on cognitive aspects	6,7,8,9,10	5
3	Students' perception on behaviour aspects	11,12,13,14	4
Total			14

The affective aspect was meant to figure out students' feeling or emotion related to the tutors' use of code-switching. The cognitive aspect was intended to investigate students' beliefs on the use of tutors' code-switching in learning speaking skill. The behavioral aspect was aimed at finding out whether tutors' use of code-switching helped the students to learn spoken English.

The questionnaire used *Bahasa Indonesia* to avoid students' misinterpretation. The questionnaire was adapted from Schweers' (1999), Ahmad and Jusoff's (2009), and Jingxia's (2010) questionnaires and was developed to meet the study needs. The first part asked about the students' personal information, such as name, major, sex, and English speaking proficiency score. The second part dealt with the students' perspectives on the tutors' use of code-switching that consist of fourteen questions. Those questions used Likert scale with four scales, namely strongly agree, agree, disagree, and strongly disagree. In this study, the researcher administered close-ended questionnaire questions.

3.5 Data Analysis

According to Bogdan and Biklen (1992, p.153), data analysis is the process of systematically searching and arranging the result of the collected data through the instruments the researchers employ to improve their understanding of the data and it allows them to present the result of the taken data to other people. The data analysis of this study was directed by the research questions. To answer the first research question about how in-field and out-of-field tutors differ in terms of amount and reasons of the use of code-switching in facilitating ESAP activities, the interaction of

tutors and participants was observed by recording the interaction. The result was then transcribed to count the number of code-switching by in-field and out-of-field tutors t. Through this, it was also meant to find out in which activities they switched code. Moreover, tutors' code-switching was related to the tutors' background record, such as educational background, to see whether that aspect influence the number or reasons of code-switching used during ESAP activities or not. In addition, the reasons that English graduate and non-English graduate tutors switched code were also disclosed by analyzing and categorizing the results of audio-recording observation into situations or function of code-switching in ESAP activities by recalling with the research participants. Furthermore, to find out whether the tutors' code-switching fostered students' learning or not, the occasions when tutors switched the codes and the students' reaction to that were observed and matched with the indicators of a well-managed classroom. The results of the observation were strengthened by interviewing the tutors regarding their use of code-switching. The result of the interview was recorded, transcribed, coded, and categorized qualitatively. Meanwhile, the data from questionnaire were used to answer the second research question concerning students' perception on tutors' code-switching. The results were then statistically analyzed and discussed.

3.6 Validity

To examine the validity of the research, there are some techniques that could be employed, namely triangulation, feedback, member check, rich data, quasi-statistics, comparison, long-term observation, participatory mode of research, etc (Alwasilah, 2012). In this research, two techniques were employed, namely triangulation and member checks.

3.6.1 Triangulation

According to Rallis and Rossman (2009), triangulation is one of the strategies used to help establish the credibility of a study. It refers to the collection of the data

from several data sources through different data collection methods, such as interview, observation, questionnaire, document review, to name a few. Based on Alwasilah (2012), this could help the researchers to reduce the risk of the limited conclusion to certain method and data source and also to increase the validity of the research conclusion. In this study, the researcher employed triangulation to collect the data from observation, interview, and questionnaire and from two data sources, namely tutors and students.

3.6.2 Member Checks

Member checking refers to the strategy used to confirm what the researcher is writing about with the respondents (Rallis & Rossman, 2009). It is meant to see whether they agree or disagree with it. In this study, the member checking is employed for the observation and interview and based on Alwasilah (2012), it is aimed at avoiding the misinterpretation of the respondents' answer during the interview and the misinterpretation of the respondents' behavior during the observation. Therefore, the result of the observation notes and the interview transcript of this study were verified with the respondents.

3.7 Concluding Remarks

This chapter discusses how the study was carried out. It covers the design of the study which is a case study to answer three research questions, namely how in-field and out-of-field tutors differ in terms of their amount and reasons for using code-switching in facilitating ESAP activities, and students' perception on tutors' code-switching. The site of the study was at ESAP room of a private university's language center and it involved two tutors as participants. The data were collected through observation, interview, and questionnaire. A triangulation was used so that the data gathered were considered valid.

The next chapter describes the findings and discussions of this study.