

CHAPTER III

METHODOLOGY

This chapter focuses on the methodological aspects of this study. It covers five main aspects: formulation of the problem, research design, research site and participants, data collection, and data analysis. Section of formulation of the problem retells about the aim of this study, while research design elaborates the method employed in this study. The research site and participants emphasize on the place where the study takes place and the participants involved. The data collection aspect presents the data collection technique. The data analysis elaborates the procedure of analyzing the data.

3.1 Formulation of the Problem

This study has some purposes, those are:

1. To explore the realization of L1 use in EFL classroom.
2. To investigate the teacher and students' perceptions toward the use of L1 in EFL classroom.

3.2 Research Design

This study employs a qualitative method, embracing an approach of case study. According to Kumar (2014), qualitative study is where the researcher planned on a study for exploring, discovering, explaining, or understanding some situations, perceptions, attitudes, beliefs, and experience of people. Creswell (2007) recommends that in qualitative research, there are several research designs that can be applied, such as narrative, phenomenology, ethnography, case study, or grounded theory. Hence, this study focuses on individual's perceptions about social problem which appropriate by using case study.

Besides, Creswell (2007) further states that case study research involves the study in depth of an issue explored through one or more cases within a bounded system (i.e. a setting, a context). A case here means an individual (s), a program, an event, an activity, a process, an institution, or a social group. A case in EFL context can include a person, such as teacher and student, or an entity,

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such as school and classroom (Chapelle and Duff, 2003). Therefore, this case study is in line with the present study in which investigating teacher and students' perceptions toward the use of first language (L1) in EFL classroom.

Moreover, Yin (2003) recommends several types of data collection in case study, called multiple sources of information, such as observation, interview, document, audiovisual material, archival record, and physical artifact. Thus, this research gathers the data which be collected through observation, interview, and questionnaire. The use of the several instruments is aimed to cross-check the reliability of the data, called triangulation process.

3.3 Research Site and Participants

3.3.1 Research Site

The study is conducted in one of junior high school in Bandung, West Java. The school is chosen because of familiarity and practicality. The researcher had taught in the school as a teaching practical teacher so that the permission is not difficult to get and the rapport with the teacher and the students is already established. Therefore, it is expected that the study will occur in natural performance (Emilia, 2005). Besides, another reason is that the teacher in this school uses mixed language instruction (English and Indonesian) in teaching English subject.

3.3.2 Participants

The participants of this study are one English teacher and 32 students of 7th grade of an English classroom. Both of them are non-native English speakers. The reason why the researcher only picks one class is in order to develop an in-depth understanding related to the topic and to have a real picture of classroom situations. Then, class 7 is purposefully chosen because at this grade, students begin to learn English formally (referring to the curriculum 2013) with consideration as they are the beginners in learning English as an obligation (Ministry of Education's Policy, cited in Panjaitan, 2013). There is no qualification during the selection of class since randomization applied.

3.3.2.1 School Profile

The school where the research is conducted in Bandung city. English in seventh grade is taught twice a week, in which per meeting consists of two learning hours or 80 minutes.

3.3.2.2 Teacher Profile

One English teacher who is involved in this study graduated from the English Department of a private university in Bandung. She has been teaching at the school since 2007 up to present. She teaches English lesson only for lower class (seventh grade).


3.4 Data Collection

In this research, the data are gathered by using three triangulated instruments: classroom observation, teacher's interview, and students' questionnaire & interview. These data are expected to answer the each research question and to get the reliable data by making sure form one instrument to validate into other instruments. The details are presented below.

3.4.1 Observation

The first data collection is by video recording the classroom while the English teaching and learning activity occurs. Observation result is to discover how much the amount and in what context Indonesian is used in each 80-minute of the lesson. According to Cohen, Manion, and Morrison (2000), the reason for doing an observation method is to offer contextual information about the evaluation of situation framed and to acquire good insights into the variations behavior and interactions of participants. Below is the classroom observation sheet as a field notes.

Table 3.1 Classroom Observation Sheet

Occasions of Using L1	Frequency (by giving )	Total

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During the observation, the researcher is sitting behind the class (as the analyst) and taking field notes occasionally. The field notes data uses as a complementary data to deliver narrative description (Manara, 2007). The researcher is not involved in the lesson activities, so it can be called as naturalistic or non-participant observation (William, 2008). The total of conduction observation is three sessions. The following is the schedule.

Table 3.2 Classroom Observation Schedule

Session	Day / Date	Time
1 st	Thursday / September 6, 2018	7.20 – 8.40 AM
2 nd	Wednesday / September 12, 2018	8.40 – 10. 00 AM
3 rd	Thursday / September 13, 2018	7.20 – 8.40 AM

3.4.2 Interview

The second data collection technique is interview. According to Creswell (2014), using interview is to collect the shared understanding and views from specific people. The kind of interview used is a semi-structures interview, which is using listed questions to stay focused on the topic being discussed (Dawson, 2002). The first interview data aims to get teacher's perceptions in utilizing mixed language instruction (English and Indonesian) in the classroom. The interview was done on 26th September 2018, in the classroom after the teacher teaching. Below is the list of the questions.

Table 3.3 Teacher Interview's Questions

No	Questions (Adapted from Elmetwally, 2012)
1.	How long do you teach at this school?
2.	From which University did you graduate?
3.	Based on observation, you use Indonesian language. What are the reasons?

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4.	From the frequency. How many percent do you use Indonesian language?
5.	In what urgent situations do you have to use Indonesian language?

Moreover, the second interview is proposed to get students' perceptions in their teacher's use of students' L1 in the classroom. The (four) students included are chosen based on their background (two students ever get an English lesson before and inversely). It was done on 23rd November 2018. The form of the both questions is open-ended questions. It is delivered in Indonesian language in order to catch deeper information and to avoid misunderstanding of the given answer. The interview process is recorded by the voice recorder, with the aim that the data can be saved to be transcribed later. After the transcription produced, the researcher confirms it to the owners to ensure the compatibility with the statements. The following is the questions for interviewing students.

Table 3.4 Students Interview's Questions

No	Questions (Adapted from Elmetwally, 2012)
1.	Do you like to learn English?
2.	When you study English in the classroom, which one do you prefer to use, English only or mixed with Indonesian or Sundanese language? Why?
3.	In what situations Indonesian language can be beneficial to be used?
4.	Do you agree if the use of Indonesian language is banned in the classroom? Why?
5.	How do you feel when your teacher fully uses English only when teaching? Why?
6.	At what percentage do you think Indonesian language and English may be used?

3.4.3 Questionnaire

The last data collection technique is by distributing a questionnaire to the students. The aim is to find out the students' perceptions toward the use of students' L1 in their English lesson. According to Alwasilah (2009), using

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questionnaires is for collecting data which cannot be directly observable, such as inner experience, opinion, perception, values, or interest. For practical reasons, this paper-based questionnaire is served on translation of Indonesian language. The questionnaire uses Likert scales form. Agreeing with Linn and Gronlund's (1995) statement, the Likert scale is the best way to measure perception or attitudes because it is very easy to be constructed and scored.

In addition, there are 15 statements in the questionnaire, in which the data is to know the students' positive or negative perception. The questionnaire consists of value on a scale of 1-4. It is designed using a four point scale instead of five (strongly disagree/ disagree/ agree/ strongly agree). It excludes the 'neutral' point to avoid underestimating feeling by the respondents, because it is not always clear to be interpreted (McDonough & McDonough, 1997 as cited in Elmetwally, 2012). Students answer the statements by giving a check (✓) inside of it.

Table 3.5 The List of Statements in Questionnaire

No	Statements (Adapted from Elmetwally, 2012)
1.	I would like my English teacher to use <i>Bahasa Indonesia</i> in class.
2.	I feel more comfortable when my teacher uses <i>Bahasa Indonesia</i> in class.
3.	Students should be allowed to use <i>Bahasa Indonesia</i> in class.
4.	I understand lesson much better when the teacher uses <i>Bahasa Indonesia</i> .
5.	Using <i>Bahasa Indonesia</i> motivates me to participate more in English classroom activities.
6.	Using an English- <i>Bahasa Indonesia</i> dictionary helps me understand the new vocabulary.
7.	I understand English grammar better when it is explained in <i>Bahasa Indonesia</i> .
8.	<i>Bahasa Indonesia</i> should be used to explain new vocabulary items.
9.	<i>Bahasa Indonesia</i> should be used to facilitate complicated English

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	classroom tasks.
10.	It's better to use <i>Bahasa Indonesia</i> to explain the differences and similarities between Bahasa Indonesia and English.
11.	Using <i>Bahasa Indonesia</i> helps me express my feelings and ideas.
12.	The teacher should use <i>Bahasa Indonesia</i> to explain difficult concepts.
13.	Using <i>Bahasa Indonesia</i> in class helps me learn English better.
14.	Using <i>Bahasa Indonesia</i> prevents me from learning English.
15.	I prefer not use <i>Bahasa Indonesia</i> in English classes.

3.5 Data Analysis

After collecting the data by applying the instruments, the researcher analyzes the data in the form of descriptive analysis. The general steps are collecting, transcribing, coding, classifying, and interpreting. The detailed way is elaborated below.

3.5.1 Analysis of Observation and Interview Result

The obtained data from the observation and interview are analyzed using some steps by Dornyei (2007) (see also Creswell, 2014):

a. Transcribing the data

The result of the video and voice recording are transcribed into the textual and original transcription (including non-verbal acts and the field notes). The transcription also checks and re-checks twice, with an aim to not miss any important messages delivered. Then, the transcription is condensed into the briefer statement to enrich the actual intent. Then, the interview transcript is returned to the owners to confirm the validity of what they said before (Kvale, 1996, cited in Emilia, 2005).

b. Pre-coding and coding

In this step, the whole transcriptions are read again (pre-coding) to get a general sense of the overall meaning. Afterwards, the next process is coding by highlighting, bracketing, or segmenting sentences, and then it was labeled

with a certain term (Rossman & Rallis, 2012, as written in Creswell, 2014). Creswell (2014) also categorizes three types of code: (1) code on the purposed topic, (2) code on surprising aspect, and (3) code on unusual part.

c. Growing ideas

By rendering the data to be detailed information, the researcher generates the codes into some themes or categories with the help of the transcript, the researcher's personal notes, and the data display. This process is for getting the answer from the formulated research questions.

d. Interpreting the data and drawing a conclusion

The final step is that the data are interpreted based on the research questions. It could be the learned lesson from a personal experience or a comparison of gleaning theories. Nevertheless, qualitative data are always possible to be interpreted in wider interpretation (Kumar, 2014). Finally, the conclusions are drawn, including suggestions and recommendations, even stating further questions (Wolcott, 1994 as cited in Creswell, 2014).

3.5.2 Analysis of Questionnaire Result

The data gained from the questionnaire are calculated using Likert scale. The following steps are referring to Ockert (2005). Below is the elaboration of the calculation.

a. Scoring the questionnaire

Each point of answer is labeled with a value from 1 to 4. The example of scoring is shown below.

Table 3.6 The Scoring Rubric of the Questionnaire

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

Table 3.7 Example of a Statement in this Study

	Answer
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No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
		1	2	3	4
13.	Using <i>Bahasa Indonesia</i> in class helps me learn English better.	0	7	20	5
		Total questionnaire collected: 32			

b. Finding out the score of the answer

To find out the score, the frequency of each student's answer multiplies with the value. As an example:

Score for option A (strongly disagree)	: $0 \times 1 = 0$
Score for option B (disagree)	: $7 \times 2 = 14$
Score for option C (agree)	: $20 \times 3 = 60$
Score for option D (strongly agree)	: $5 \times 4 = 20$ +
<hr/>	
Total	= 94

Notes:

- The ideal score for the lowest value = (students) \times 1
 $32 \times 1 = 32$
- The ideal score for the highest value = (students) \times 4
 $32 \times 4 = 128$

c. Calculating the central tendency of the answer

Below is the formula for calculating central tendency of the answer.

$$P = \frac{f_0}{n} \times 100\%$$

Notes:

- P : percentage
- f_0 : total value of answer
- n : the ideal score of the highest value

(Adapted from Sudjana, 1984, cited in Nitiswari, 2012)

Example of calculation in this study:

$$P = \frac{94}{128} \times 100\%$$

$$= 73 \%$$

d. Classifying the average percentage

Finally, this is a step for classifying the average percentage. The calculation of central tendency can help the researcher in making description of classifying the data interpretation. It is based on the certain criteria:

Table 3.8 Percentage of Central Tendency and its Interpretation

Percentage of Central Tendency	Interpretation
0% - 20%	Very weak
21% - 40%	Weak
41% - 60%	Enough
61% - 80%	Strong
81% - 100%	Very Strong

(Taken from Akdon, 2008, as written in Nitiswari, 2012)

3.6 Concluding Remarks

This chapter has presented the methodological aspects applied in this study covering formulation of the problem, research design, research site and participants, data collection, and data analysis. Research findings and discussions are presented in the next chapter.