

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents methods that the researcher uses, including research design, data preparation, and data collecting techniques, data analysis, and trustworthiness of the research.

#### **3.1 Research Design**

The design of this research is qualitative research that specifically in observational study. According to Carlson & Morrison (2009) said that an observational study is exposure to an issue which occurred individual or in a group with the result that already specified.

The objective of this observational study is to explain the implementation of macro and micro functions of code-switching and to describe the objective for teacher uses code-switching in the English classroom. For the purpose of this study, I choose one English teacher who taught in two classes who represents as a participant in English classroom. The both are 10 year class IPS 2 and IPS 3 of MAN 3 Sleman. The classroom activities for this research took by videotape and after that transcribe from interview and observational video. The result of observational study which included the classroom interactions are given in the appendix; observation and interaction in relation to use or not use micro and macro function of code switching framework. This study check the 10<sup>th</sup> grade IPS 2 and IPS 3 where the teacher teaches English using code-switching in MAN 3 Sleman,

the researcher observes the learning and teaching activities from the beginning to the end of the classroom activities.

### **3.2 Data Preparation**

There are several points in data preparations that the researchers need to add in this observational study. These points are research setting, participants of research, types of data, and informed consent.

#### **3.2.1 Setting and Participant of Research**

The setting of this research is in MAN 3 Sleman. Whereas, the participant of this study choose to find findings and conclusion. The participant of this research are English teacher which there are 5 English teachers in MAN 3 Sleman who taught from 10 grade to 12 grade but the researcher just took one participant for this researcher. The participant was one teacher who teach English subject especially using code-switching in 10 grade of students at Social 2 and Social 3.

#### **3.2.2 Sources of Data**

In the qualitative research, to collect data for research should in the natural setting for get an information. According to Creswell (2012) state that there are four types to collect data procedures in qualitative research. First, observation where the researcher take a note of the entire case is based on activities that are studied by researcher. Second, interview where the researcher do face-to face interview with the participant. Third, documents where the researcher may collect some of document participant used in the study. Fourth, audio and visual is a data, the researcher will take image and video during the activities in the classroom.

Based on the four of data types in qualitative research above, this research implement only three type of data to collect the data information which are observation, interview, and documents. Observation, the researcher collect the data during teaching learning activities for teacher teaches English language especially when teacher use code-switching in the classroom. Interview, the researcher do face to face interview with the teacher of English language subject which was she used code-switching in MAN 3 Sleman at 10 grade Social 2 and Social 3. Documents where the researcher collected the lesson plan used by teacher in English subject especially when teacher teach the material by using code-switching.

#### **3.2.4 Informed Consent**

After deciding setting, participant, data type, the data source of research, the next step the researcher is apply informed consent as one of the ethical issues. Creswell (2012) explained that the qualitative study should apply an informed letters to get participants approval during the research. The instruction in the study should be clear because in this research the consent of participant should not be forced. Norms in the research should also aware because it can make a sensitive impact for participant, thus the researcher should know how to behave to be able to obtain data without making a sensitive issue. Therefore, the researcher should inform the research to the participant because it is necessary so the participants can know how they behave well. Since this research was included into the field of English Language Education and also the researcher was one of the students from English Language Education, thus the content issue of a permit did not experience some problems. The first stage is done to get permission research was by asking a

permission letters in form of official letter from UII submitted to The Unity of the Nation and Politics (KESBANGPOL) with the other requirements. The second stage after receiving an official letter from The Unity of the Nation and Politics (KESBANGPOL) forwarded to the Ministry Of Religion. The last stage asking permission letters in form of official letter from UII with an official letters from The Unity of the Nation and Politics and the Ministry Of Religion for submission to the administration office of MAN 3 Sleman.

However, in the process of taking data for this research, before the researcher do the research at MAN 3 Sleman, the researcher attach a proposal to be check by the school and the teacher for class observation. Then the researcher received confirmation from head of public relations and actionable to the curriculum that the school allows researcher to do research at MAN 3 Sleman. After obtaining permission, the researcher confirmed to the teacher, Miss Ami as an English teacher which does use code-switching when teaching in the classroom. Before the participant are asked to give the required data, the researcher also asks prior permission to the teacher who will be the participant and ask permission to record on all learning activities in the classroom.

### **3.3 Research Instruments**

One of the important in the research design is research instrument because it is how the researcher collects the data or information for the research. Without research instrument the data. Types of research instrument that used in this research are observations and interview.

### 3.3.1. Observation Tool

In this study, the researcher did four observation. The researcher divided the observation into two part. Those are micro function of code-switching which divided into two point are classroom management and content transmission, and macro function of code-switching.

The first component is micro function of code-switching in classroom management, according to Canagarajah (1995) there are some points included in this research are *teacher compliment, teacher admonition, teacher encouragement, request help, managing discipline, teacher command, pleading, and unofficial interactions*. The researcher observed the use of code-switching by teacher in managing classroom management in the class.

The second component is micro function of code-switching in content transmission, there are some point included in this research are *motivation, explanation, definition, review, parallel translation; negotiate meaning, and unofficial students collaboration*.

The researcher list all components of code-switching into table observation. The table made by researcher though previous chapter as the guidance during conducting the data observation beside the observational table are presented below;

**Table 3.1** *Observation tool; code-switching in classroom management*

		<b>Code switching CM</b>							
<b>Code</b>	<b>Observation</b>	<b>RH</b>	<b>TCMP</b>	<b>TCMD</b>	<b>TA</b>	<b>TE</b>	<b>P</b>	<b>MD</b>	<b>UI</b>

The table above, contains eight components of code-switching in classroom management. According to the Canagarajah (1995) the components included *request help (RH)*, *teacher compliment (TCMP)*, *teacher command (TCMD)*, *teacher admonition (TA)*, *teacher encouragement (TE)*, *pleading (P)*, *managing discipline (MD)*, and *unofficial interaction (UI)*.

**Table 3.2** *Observation tool; code-switching in content transmission*

Code	OBT	Code switching CT					
		M	E	D	R	PT;NM	USC

The table above, contains seven components of code-switching in content transmission. According to the Canagarajah (1995) the components included *motivation (M)*, *explanation (E)*, *definition (D)*, *review (R)*, *Parallel translation (PT)*; *negotiate meaning (NM)*, and *unofficial students collaboration (USC)*.

### 3.3.2 Interview Questions

Creswell (2012) said that observation is one of process gathering data such as information by observing people perspective and to confirm the truth then conducted observation by researcher. The interview question is important as a guiding instrument to do an interview with the participant. The interview record session will be transcribe as next stage.

In this research, the interview question is designed to focus on several component aspect. Based on the construct that researcher design in previous chapter, the researcher divided the subject into one subject. There was some question that should

be answered by the teacher. The interview question lead the researcher to collect some data from the participant. The researcher used open-ended question as a typical of interview. The follow-up question may appears during interview with the participant. As next stage, the gathered data will be divided based on some categorized as formulated by the researcher in the previous chapter.

### **3.4 Data Collecting Techniques**

In qualitative research, there are some several techniques to collect data. The several techniques according to Creswell (2012) are observation, interview, documents, and audiovisual materials. In this study, the researcher uses three techniques to collect data; observation, interview, and documentation.

#### **3.4.1 Observation**

Observation is an activity in which the researcher observing several issues relating to the research which was examined at the scene of the issues directly. In the place of the issue when observe the issue there is a participant who has experienced the issue which to get more information (Creswell J. W., 2012).

In this research, the researcher used observation as one of the data collection technique. The researcher observes the participant when the participant did code-switching during teaching in the classroom. The observation has been done in fourth meetings and the researcher record the observation through video. The table below is presented the detail of observation that the researcher did during collecting data.

**Table 3.3** *An observation list at MAN 3 Sleman.*

<b>Observation</b>	<b>Class</b>	<b>Date</b>	<b>Students</b>	<b>Time</b>
1st	X IPS 2	Thursday, September 2018	34 Students consist of 22 female students; 13 male students.	08.30- 10.00 AM
2nd	X IPS 2	Thursday, September 2018	34 Students consist of 22 female students; 13 male students.	08.30- 10.00 AM
3th	X IPS 3	Saturday, September 2018	34 students; 20 female students and 13 male students	11.00- 11.30 AM
4th	X IPS 3	Thursday, October 4 <sup>th</sup> 2018	34 students; 20 female students and 13 male students	07.00- 08.30 AM

The researcher do the observation the use of code-switching in MAN 3 Sleman at X Social 2 and X Social 3. In this research, the teaching learning process will be recorded for observational record by researcher.

### **3.4.2 Interview**

An Interview is a meeting of two person to share an information with one another through question and respond to get communication toward a specific issue or topic (Esterberg & G, 2002) cited in (Sugiyono, 2013). In an interview there were a few types of qualitative interview conducted by interviewers to participant that is via phone, email, focus group interview, and one-on-one interview (Creswell J. W., 2012). In this research, the researcher use one-on-one interview which the researcher needs the participant who are not shy and hesitate to share their information or ide and to speak to the researcher. People who are less articulate,

shy interviewee, and answering question with potluck will result in less data and challenges for interviewers.

The interview that the researcher do on this observational study was did by using open-ended question. The interview was on Saturday, October 6<sup>th</sup>, 2018 at MAN 3 Sleman. On this research the researcher involve one participant. The teacher who was chosen as a participant for this research was Mrs. Ami. The researcher asked Mrs. Ami to be the participant because the class who Ms. Ami was taught is not used for PPL and when teaching in the classroom Mrs. Ami using code-switching although almost using the English language as a whole in the classroom.

### **3.4.3 Documentation**

Documentation as a source data is important to support data in this research. According to Creswell (2012) said that documents which can be used to help researcher in collecting data such as public documents, minute of meeting, private documents that include personal journal, email, and letters. In this research, the researcher used photos and video during observation activities as documentation.

### **3.5 Data Analysis**

In the discussion of qualitative, there are some necessary steps in analyzing various data from qualitative in order to summarize become photo and text which easily accept such as gathering all data and categorize common point then returning the data in categories (Creswell, 2014). In this research, the data gathered from video observation, interview, and documents. The analysis data component including data reduction, data display, and drawing conclusion.

### **3.5.1 Data Reduction**

Data reduction is the gathered data will be organized which getting from observation or interview to make the data become valid data (Miles & Huberman, 1984). In this data, the researcher get the data through observation, interview, and photo as a documents. The researcher read all the data that gathered and started to select the data based on the themes that already formulated in analysis construct. The first stage, the researcher transcribe the data that through from observation and interview. Due the data is many and complex of participant response, to make easier and manageable the researcher highlight the important statement with the bold and underline the statement of participant. It helped the researcher to categorize into several themes. During this stage, the researcher do interpret the statement and information related to code-switching in managing classroom and content transmission.

### **3.5.2 Data Display**

In this step, the gathering data will be organized and arrange by researcher. According to Miles & Huberman (1984) stated that there are several ways of displaying data through table, networks, and diagrams by presenting the visual it will help the reader to understand the data. In this research, the gathering data is presented by using table, figure, and supported by the citation of the result data. The researcher display the data to help the reader understand the data easier.

### **3.5.3 Drawing Conclusion**

Drawing conclusion same as data verification which follow reduction data and displaying data. (Miles & Huberman, 1984). The researcher make the conclusion by following data reduction and data display. To make the conclusion after the data result tested.

## **3.6. Trustworthiness**

To confirm reability and validity in qualitative research, checking of trustworthiness is crucial (Golafshani, 2003). In this research, the researcher adds four sub-chapter which are credibility, transferability, dependability, and conformability to establish trustworthiness.

### **3.6.1. Credibility**

As cited in Shenton (2004), Merriam (1998) stated the concept of qualitative research is based on findings of credibility which is conform to reality. To ensure the findings correspond to reality then by presenting the perceptions of the participants experience or the description (Thomas & Magilvy, 2011). In this research, one participant as the resource person to be interviewed is related to the issue of this research. To achieve of credibility it should be checking representativeness data related to the findings (Thomas & Magilvy, 2011). Thus, the researcher crosscheck the data by triangulation, because in the qualitative study the quality is important. The researcher noticed to confirm the data, checking the data is needed in this research. According to Creswell (2012) stated triangulation in qualitative research one of the process of confirm the data which is get from

observation, interview or field note, and documentation. Therefore, the researcher confirm the data by checking all the data.

### **3.6.2 Transferability**

Transferability is the ability to extend the research finding which is applicable for participants or other contexts (Thomas & Magilvy, 2011). In this research, the research finding is specific for one participant, it may hard to demonstrate the finding and the result are applicable in other situation and participants. Otherwise, the result may applicable for teacher who teach English by using code-switching. Then, the result of the research can be done for other similar situation and phenomenon.

### **3.6.3 Dependability**

Dependability related to the valid of the data. According to Thomas & Magilvy (2011) suggested there are some step to establish dependability, such as (a) people who participate in the process of analysis (b) giving the detailed description of research method (c) doing step-by-step to improve the originality of research findings. In this case, the researcher described how the data collecting, analysis the data, and interpreting the data finding. Another way to determine the dependability is by discussing the interpretation data finding and presented the result finding of the research.

#### **3.6.4 Conformability**

Confirmability in qualitative objectivity conceptually similar on quantitative. In qualitative research should represented, maintain a sense of openness and awareness is needed for unfolding finding result (Thomas & Magilvy, 2011). Thus, qualitative reseach should be reflective. Confirmability established through data of video, photos, and nterview. The researcher reanalyzed the data that already obtained by involving the experted such as lecture to help in giving feedback in finding and discussion.