

## **CHAPTER III**

### **METHODOLOGY**

In this chapter the researcher will present about the method of the study, which is important as the guideline to achieve the objective of the study. This chapter consists of Research Design, Source of Data, Data Collection, and Data Analysis.

#### **3.1 Research Design**

This study is in the form of ethno-methodology. Ethno-methodology is part of ethnography but focus on the strategy of the process or social interaction. It is aimed to observe how the people use the social interaction. The analysis is conducted by observing and recording the interactions and what is happened during the interaction in the natural setting (Crossman, 2014). Ethno-methodology examines the routines and daily activities in people life (Harvey, 2012). Ethno-methodology is on generally learning about social interaction as an ongoing process. Many ethno-methodology studies specialize in conversation analysis or discourse analysis, but there are also involving non-verbal interaction. In language learning, Ethno-methodology is commonly used in the study about the way to communicate with other people. This study is designed to observe how the cultural phenomena code switching practice in classroom especially on the procedure of teacher using code switching during classroom interactions in MTsN Gresik.

## **3.2 Source of Data**

### **3.2.1 Subject of Study**

Purposive technique is used for this study to take the subjects. This technique is focused on sampling techniques where the subjects that are observed are based on the judgment of the researcher and the main goal is to focus on the subjects that are of interest, which will be able to answer the research questions. Oliver (2013) explains that in purposive technique, the individuals to be included in the sample are taken by the researcher based on the variety of criteria which may include specialist knowledge of the research problems, or the capacity and the willingness of the individuals to participate in the study. In this study, the researcher chooses the subject by some considerations. Those are choosing the subjects that have been practiced code switching in the classroom and the subjects are available and ready to be participated in this study. The researcher asks the teachers if they are able to participate in this study. The teacher who becomes the subject of this study is the English teacher from MTsN Gresik who has been teaching for over 10 years. The classroom that the researcher will conduct the study is from 8<sup>th</sup> grade of MTsN Gresik. That is 8I, because based on the teacher the students of that classroom got better achievement in English subject than the other classrooms.

### **3.2.2 Setting**

This study is conducted in MTsN Gresik. The MTsN Gresik is chosen by the researcher because the school has fulfilled the requirements that the researchers want. By the observation of researchers, MTsN Gresik has been

practiced code switching in their classroom interaction. The code switching that the teacher used, has been fulfilled the functions that are presented by Metila (2009) those are pedagogical, social, and psychological aspects. The teachers in MTsN Gresik are often used code switching as their tool to help them to deliver the material and interact with the students in teaching and learning process. Besides, MTsN Gresik is the only one States of Islamic Junior High School in Gresik and has many achievements both in academic and non academic. The school also uses K13 curriculum that used in English teaching and learning process. In K13, it has been arranged various types of text that can improve attitudes, knowledge, and skills of students in communicating using English with many opportunities for the students and the teacher to build interactions in the class.

### **3.3 Data Collection**

#### **3.3.1 Instrument**

Instrument in data collection is the way or the tool how the researchers collect to data of the study. In this study, the researcher uses:

1. Classroom observation

Classroom observation offers researchers the opportunity to analyze the teacher behavior and interaction with students during teaching and learning process in details (Eriksson, 2018). It is important to investigate and understand more clearly the everyday teacher interactions with the students in the classroom. By using the classroom observation, the researcher will know how code switching is implemented during EFL teaching and learning. However, the researcher will

know its procedure, how the teacher use code switching as a tool to teach in the class and then generate the theory of code switching procedures.

Classroom observation is measuring classroom behaviors from direct observations by recording specify both the events and behaviors that occur in the classroom (Waxman, 2015). Classroom observation enables the researcher to understand the context or to see and discover things that may be missed or the things that the participants may not freely talk the interview session. The observation will be done in many times, until the researcher get the same result after some repeated observations. Before the class starts, the teachers will explain what the researchers will do in the class and ask not to be bothered of the researcher presence. While the teacher is teaching, the researcher sits behind the students. The researcher will record, make notes that later expanded as a field note and observes the phenomenon, interaction, and the technique how the teachers use code switching during teaching learning process.

## 2. Interview session with the English teachers

Interview is data collection tool that is useful in the area of methodological approaches and to be applied to address a number of research questions (McGrath et al, 2018). Interviews provide information and data that cannot be obtained by the observations, or it can be used to verify the observations result. Dudovskiy (2016) defined the interview as a qualitative research methodology which involves conducting individual interviews with a small number of participants to explore their perspectives on a particular idea, program or situations. The researcher interviews the teacher after teaching and learning process is finished.

The researcher asks about the teacher's method to apply code switching during teaching learning process.

There are three types of interviews: structured, semi-structured, and unstructured (Gill, Steward, Treasure & Chadwick, 2008). Structured interviews are in the form of questionnaires, in which the questions is predetermined by the researcher no variation for follow up questions. Semi-structured interviews consist of several key questions that help to define the areas to be explored. In unstructured interviews there is no prior wording question. It gives the interviewer to give follow up questions to the interviewee's reply. In this study is using semi-structured interviews since the questions will be carefully ordered by the researcher based on the topic or area that wants to be explored. The purpose of this interview is to collect the information about the procedures of code switching that the teachers use during EFL teaching learning process. The interviews result is compared later with the result of classroom observation in the data validity section.

### **3.3.2 Procedure of Collecting the Data**

In this study the researcher collects the data by herself. In doing the observation, the reasearcher decided to act as non-participant observer that she does not take any part of teaching and learning and just observes the learning process done by the teacher in the class. She only comes and sits on the back of the class and records the process. The video recorder is used to avoid missing part of information that may happen during collecting the data.

There are some steps that need to be done by the researcher as the procedures to collect the data, such as:

1. Come to school in order to meet the headmaster for asking the permission to take the data in the school.
2. Make an appointment with the English teacher to give the explanation about her research focus.
3. Make a schedule with the teacher about the time the researcher can conduct the classroom observation.
4. Conduct the classroom observation by recording the teaching learning process in the classroom.
5. Conduct an interview the teacher and records the interview process.
6. Process the data that she got from school consisted of classroom observation recording and interview recording.
7. Draw the conclusion from the data process and finish with the result of the study

### **3.3.3 Trustworthiness**

In qualitative research, data are usually verified using triangulation technique. Triangulation is a method used by the qualitative researchers to check and prove the validity of the study by analyzing research question from multiple perspectives (Tabassum, 2014). To produce understanding, triangulation technique using multiple data sources to investigate. Triangulation is used as a method for confirming findings and a test for validity. Carter (2014) stated that triangulation has been viewed as qualitative research strategy by combining

information from different sources to test the validity of the data obtained. This is a way to make sure of the validity of research by using a variety of method to collect the data on the same topic. In this study, the researcher conducts triangulation by comparing the tape scripts of classroom observation and the result of interviews whether the result is same or not to achieve a conclusion.

### **3.4 Data Analysis**

Generally in qualitative research, a lot of data analysis is using a model of analysis proposed by Mile and Huberman which is often referred to as interactive data analysis methods. They revealed that activity in qualitative data analysis is done in an interactive and takes place continuously until complete, so the data is already saturated (Wrahatnala, 2012). There are three activities in the analysis data of qualitative research. They are data reduction, data display, and conclusion or verification (data drawing).

#### **3.4.1 Data Reduction**

The researcher reduces the data by summarizing, choosing things which are fundamental, focusing on things that are important, and looking for themes and patterns. By doing data reduction, it will provide a clearer picture, and facilitate researchers to conduct further data collection, and look for another data if necessary (Wrahatnala, 2012). In this stage the researchers conducted the selection, and focusing on simplification, generalization, and the transformation of raw data obtained (Bajari, 2009). In data reduction the researcher will use record to manage the data gathered focusing on the procedures of code switching that the

teacher used during the classroom interaction. The interview result will be summarized to get the data that is how code switching can help the teacher during classroom interactions.

### **3.4.2 Data Display**

Bajari (2009) explained that in data display, the researchers develop a description of structured information to draw conclusions and taking action. The data display that is commonly used in this step is in the form of a narrative text. With the presentation of the data, it will be easier to understand what happened, and plan further work based on what the researcher has understood. For observation, the researcher will write what the researcher got during observation transcript about the procedures of teacher to use code switching in the form of narrative. For the interview, the researcher will explain more about the result of interviews with teachers about how the code switching procedure in the form of narrative text.

### **3.4.3 Data Drawing**

The third step in the data analysis is drawing the conclusion and verification. Preliminary conclusions presented are still impermanent, and will change if it is not found strong evidences that support the next stage of data collection (Wrahatnala, 2012). In this stage, the researcher will explain about the procedure of the teacher to use code switching during classroom interactions and how code switching become a strategy to help them in teaching process.