

## **CHAPTER III**

### **METHOD AND PROCEDURE**

This chapter presents: (1) research design, (2) operational definitions, (3) the research site and participants, (4) data collection, (5) data analysis, and (6) establishment of trustworthiness.

#### **3.1 Research Design**

This research aimed to know and analyze the data in detail about code switching used by the English teacher. Therefore, the qualitative research design with a case study was used in this study. According to Creswell (2014), qualitative research is the exploring and understanding the meaning of individuals or groups ascribe to problem of a social or human which conducted in the natural setting. Therefore, the researcher conducted the research in SD IT Auladi which became the site of the research as a part of natural setting to explore and understand what was considered as problematic. Then, the function of qualitative research in case study is to investigate in its discourse through various references of information (Baxter & Jack, 2008). In summary, a qualitative research along with its case study was the form of this research.

#### **3.2 Operational Definitions**

This title of this research is An Analysis on the use of Code Switching in Teaching English to Young Learners at SD IT Auladi. Therefore, there are three terms in the study which are defined in order to avoid the possibility of misinterpretation, they are described below:

*Code Switching* refers to change of language immediately the changing can be from English to Indonesian or the opposite.

*Teaching English* is the process of transferring English knowledge by the teacher to the students in order to gain the lesson about English learning materials.

*Young learner* is a term that is used to refer to children at the fifth grade at SD IT Auladi Palembang.

### **3.3 Research Site and Participant**

In this research, teacher who taught English at SD IT Auladi Palembang was taken as the sample of the study. The researcher used purposeful sampling technique in this study. According to Creswell (2012), purposeful sampling is the way researchers intentionally select individuals for study. Additionally, Patton states that the purpose of purposeful sampling is to choose individual that can provide the information rich and most detailed information to help researcher answers the research questions (as cited in Lodico et al., 2010). Thus, a purposeful sampling technique was used to choose individuals as participants in this investigation.

Convenience sampling was taken as one of purposeful sampling strategies to choose the subjects as participant of the study. By using convenience case strategy the researcher can choose the participant who are easily accessible to the researcher to collect information about the data (Creswell, 2007). There were three teachers who teach English at SD IT Auladi. In this study, the participant was one English teacher, since the English teacher was willing and easily

accessible to be the subject of the participant and he also the only English teacher who provides online English learning through zoom meeting which is suitable with the researcher when conducting observation in the class.

Moreover, in order to know what are the types of code switching used by English teacher, the data were collected through the observation. Therefore, the class taught by the teacher who is participant in this study become the object of observation when teacher teaches English in the class. So that, the class V-B becomes the object of observation with the criteria, the class consisted of 20 students who are mostly quite interested in learning English, the class have English lessons, have enough basic in English in the class and slightly superior from grade V-A. Therefore, based on some of the criteria specified above, the grade V-B was used to collect the data for this study.

### **3.4 Data Collection**

#### **3.4.1 Observation**

In this research, observation was used as instrument to collect the data. Observation is the way the researcher takes field notes on the behavior and activities of sample at the research site (Creswell, 2008). Moreover, the researcher did the observation four times in the class V-B to collect the information about the types of code switching used by the teacher. During the observation, the researcher recorded all the teacher's utterances about the practices of code switching, then the researcher took notes of all the information that had been found in the observation to know the types of code switching used by the teacher and to know the stages of the classroom such as pre-, whilst- and post activities

that teacher used the types of code switching as well as to know whether there were changes in students' reaction, classroom situation, activities and responses towards the changes of the language through doing code switching.

The researcher used non-participant observation, because the researcher was not involved actively in the group activity, only as a passive monitor, attending, monitoring and listen carefully to all activities so that researcher took conclusion from the observation result (Widi, 2010). Hence, checklist observation was used in this study. Checklist observation is a technique where observer uses a list of thing when observing a class (BBC, 2008). The researcher used the checklist observation because based on Infants and Todler (2014) who stated that checklist observation was quick and easy to use. Thus, the purpose of observation was to collect information about the types of code switching conducted by the teacher.

#### **34.2 Teacher's Interview**

The researcher used interview to collect the data in this research. According to Creswell (2012), the qualitative interview is conducted in order to obtain in-depth information. Essentially, the researcher wanted to obtain information about the factors of the English teachers doing code-switching, as it was one of the aims in conducting the research. This research used one-one-one interviews to gain the data. Due to one-on-one interview is the way the interviewer getting the data by asking one interviewee at a time (Creswell, 2008). In interviewing the participant, the researcher conducted the interview with participant one-time but by using semi-structured interview to this study with

open-ended questions to draw out more specific answer about the research problems.

Moreover, the interview consists of twenty questions mostly related to what are the factors that make English teacher use of code-switching and the other supporting questions related the study. The questions have been asked by researcher by using Bahasa Indonesia to make participant feel comfortable while transferring his answer and to anticipate if the participant did not know what researcher wanted when using English. Additionally, the interview conducted was recorded and transcribed in English. Before conducting the interview, the researcher asked permission to record the interview.

### **3.5 Data Analysis**

In data analysis, the researcher used thematic analysis to analyze the data. Thematic analysis is a qualitative analysis used to analyze classifications and present themes that relate to the data (Alhojailan, 2012). In this study, the researcher needed to be able to draw interpretations about what are the types of code switching and the factors that make the English teacher used code switching in the classroom. Thematic analysis is recognized the most suitable for any study that seek to detect using interpretations (Alhojailan, 2012). Shortly, the researcher should interpret the data then the researcher used thematic analysis since it was the most appropriate for this study.

There were several steps to analyze data by using thematic analysis. In analyzing data, the researcher applied six steps of thematic analysis based on Creswell (2012). Firstly, the researcher collected and organized the data from

observation (e.g., observation checklist and fieldnotes) and interview (e.g., transcriptions and type notes). Secondly, the researcher put the data into computer file. Thirdly, the researcher explored the data and then coded them which involved reading thoroughly the data and employing the steps in coding process. These were done to classify the text segments and to put code labels. Next, the codes were then used in creating the description of the phenomenon. After that, codes were then grouped in broader themes. Finally, the researcher represented the data in the finding section in the form of tables (Creswell, 2012).

### **3.5.1 Analyzing the Types of Code Switching Used by English Teacher**

In analyzing the types of code switching used in daily activities, observation notes and checklist were used. In observation checklist and note, the researcher made the points regarding the types of code switching. To answer the first research question related to the types of code switching used in daily stages of learning. First of all, the researcher needed to prepare and analyze the obtained data from the observation checklist and field notes. Second, the researcher read thoroughly the data in computer file. Then, the researcher did coding process. It was a process of putting segments and text into various category. After that, the researcher did label them with the right specific terms. Fourth, the researcher created descriptions of the setting and categories for the analysis and the next was the researcher named them and provided the qualitative interpretations. Lastly, the researcher made interpretation data as the final summary and validated them to see the accuracy of data. Here, after the data from the observation was interpreted, the researcher needed to see the data from the interview. Hence, the researcher

conducted the interview after the observation with the participant to find out that is true the English teacher used the types of code switching which found by the researcher in observation. After these all, the data analysis was done and ready to elaborate the conclusion as well as results of the study.

### **3.5.2 Analyzing the Factors of Doing Code Switching by English Teacher**

In analyzing the factors that made the English teacher switched to the first language, interview was used to unearth the factors that affected teacher practiced code switching. From interview, the researcher found the factors that made teacher use code switching. The researcher asked some questions related to research problem that make the teacher switch the language. First of all, the researcher needed to prepare and analyze the obtained data from the interview of the teacher. Second, the researcher read thoroughly the data in computer file. Then, the researcher did coding process. It was a process of putting segments and text into various category. After that, the researcher did label them with the right specific terms. Fourth, the researcher created descriptions of the setting and categories for the analysis and the next was the reseacher named them and provided the qualitative interpretations. Lastly, the researcher made data interpretation as the final summary and validated them to see the accuracy of data. After the data from the interview was interpreted, the researcher needed to see the data from the observation field notes. Here, the field notes about the use of code switching and all activities related to the use of code switching were taken by the researcher to add the interpration and elaborate them based on the codes that

conducted. After these all, the data analysis was done and ready to elaborate the conclusion as well as results of the study.

### **3.6 Establishment of Trustworthiness**

In this study, trustworthiness of data is needed to check the trust of the data. The data found were collected, recorded, noted and grouped. The researcher used triangulation technique to validate the accuracy of finding. According to Creswell (2012), triangulation is corroborated evidence process by different individuals. Moreover, triangulation is also defined as comparing different kind of data (e.g. qualitative and quantitative) and different method (e.g. observation and followed by interview) to see whether they corroborate one another (Burns, 1999).

In consequence, there are six techniques of triangulation such as, investigator triangulation, combined level triangulation, methodological triangulation, theoretical triangulation, time triangulation, and space triangulation (Cohen et al., 2007). The researcher used methodological triangulation to enhance the validity of the data regarding the types of code switching and factors affecting English teacher switched the language. Because according to Creswell (2012), methodological triangulation involves using more than one method gather data, such as, observation, interview and documentation. As the result, the researcher rechecked the information that has been found by comparing the data from observation and interview and vice versa.